



# Holyrood RC Secondary School

## *Hoc Vince*



### **2020 Vision Statement**

"Holyrood Secondary School places Catholic Values at the heart of our culturally inclusive community. Our school provides a safe and nurturing environment where we work together to ensure that all young people have an equal chance to excel. We strive to provide consistently excellent learning and teaching experiences to promote lifelong learning, positive destinations and better lives for all."





## HOLYROOD SECONDARY SCHOOL

100 Dixon Road  
Glasgow G42 8AU

**Phone:** 0141 582 0120  
**Fax:** 0141 582 0121  
**School Website:** [www.holyrood.gla.sch.uk](http://www.holyrood.gla.sch.uk)

## SCHOOL HANDBOOK MESSAGE

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We would like to welcome you and your child to our school handbook.

It will give you all the practical information you need to know to have an understanding of our school and the work that we do with our young people. It will also give you a flavour of the education we offer our young people and the vibrant life of our school.

One of the drivers of improvement in the national Improvement Framework for Scotland is parental engagement. For Holyrood Secondary School, the success of our school relies on our partnership with our parents and carers. You are very important people and we want you to be completely clear on the vital part you play in your child's education. We can't deliver the success we want for our young people without our parents.

Our handbook is the start of our relationship with you. We hope you enjoy reading it. More than that, we want you to feel part of our school right from the very start. You will see the massive range of different activities which make up the every day life of Holyrood Secondary and we hope that you will see where you will be able to get involved and contribute to the success of the activities and of your child.

We are very proud of our young people and we are very proud of our school. We look forward to welcoming you into our school community.

Your child's learner journey starts with our school handbook. We look forward to developing our partnership with you to ensure that it is the most successful journey possible leading to an exciting destination at its conclusion. We intend that the learner journey will deliver on the commitment in our Vision Statement to "Better Lives for all."

Thank you for joining us. Welcome to Holyrood.



G.Lyons  
Executive Head Teacher



S.Watson  
Head of School





## HOLYROOD LEARNING COMMUNITY

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Holyrood RC Secondary

St Albert's Primary

St Francis' Primary

St Bride's Primary

St Brigid's Primary

Holy Cross Primary

St Fillan's Primary

St Mirin's Primary

Our Lady of the Annunciation Primary

St Conval's Primary

Adelphi Nursery

Govanhill Nursery

The main aims of the Holyrood Learning Community are to raise attainment and to promote social inclusion for young people from the age of 3 through to 18.

Staff in each of the schools will work closely with colleagues to ensure a consistent educational experience for children as they move through the educational system. The schools will also develop closer links with other agencies such as Careers, Social Work, Psychological Services, Culture and Leisure Services and the Health Board.

This initiative will further strengthen education in this part of Glasgow and ensure a high quality of educational provision for young people in this area.





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## SCOTTISH CATHOLIC EDUCATION SERVICE

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## A CHARTER FOR CATHOLIC SCHOOLS IN SCOTLAND

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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.



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published by the Scottish Catholic Education Service on behalf of the Bishops' Conference of Scotland





## THE HOLYROOD SCHOOL PRAYER

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God Our Father  
You gave us Your only Son  
who died on the Cross to save us.  
Show us how to conquer all that harms us  
by the power of His Cross.  
Help all of us in Holyrood to grow  
together as Your family.  
Help us to work hard to achieve our goals  
within school and in the outside world  
so that we might have our reward in Heaven.

We make this prayer with Mary our Mother  
and through Christ Our Lord.  
Amen





# INTRODUCTION TO THE SCHOOL

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## SCHOOL INFORMATION

Holyrood Secondary School is a six-year R.C. co-educational comprehensive school.

### CAPACITY

The first year is capped at 400. The roll for each year group in November 2017 was:

<b>S1</b> - 381	<b>S4</b> - 379
<b>S2</b> - 377	<b>S5</b> - 290
<b>S3</b> - 357	<b>S6</b> - 241

The likely intake for the next three years is:

<b>2017/18</b>	400
<b>2018/19</b>	400
<b>2019/20</b>	400



## ACCOMMODATION

Holyrood's Information Technology wing has been in place for eighteen years. It consists of ten classrooms which are fully equipped with the most up to date networked computers and software.

The Holyrood Sports Centre was opened for staff and pupils in October 2000. It is a Community Sports Centre which is used by the school during the day and then by the local community in the evenings and at weekends.

The centre includes a very large games hall, a fitness suite, a dance studio and a cafeteria. Outdoors, there is a 'State of the Art' floodlit astro-turf football pitch.

Since opening, the Holyrood Sports Centre has been a tremendous asset to both pupils and staff who are delighted with the new facilities.

A new dining area and a large social area were completed in March 2001 on the site of the old Albert Road and Dixon Road Gyms. These areas have proved to be very popular with pupils.

A new classroom block consisting of 30 classrooms was completed in December 2001. This building is occupied by the History, Geography, Modern Studies, Religious Education and English departments.

A new Chapel has been built in the patio area adjacent to the Assembly Hall. The rest of the school has been completely redecorated and/or refurbished.

This means that your child will be educated in a well-appointed and maintained building which will be a vast improvement on the previous state of the fabric of school and its environs.





## SCHOOL CHAPLAINCY

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The Chaplaincy Team comprises the School Chaplain, Father John Carroll, members of staff and senior pupils and is actively involved in supporting the teaching of our Religious Education programme and in catering for the general pastoral and spiritual needs of pupils, parents and teachers.

### Events/activities include:

- Celebration of Mass 3 mornings per week in the School Oratory at 8.25 am
- S1 Service of Welcome for pupils and parents
- S6 Leavers' Celebration
- S1 and S6 Retreats
- Masses for S4, S5 and S6 preceding SQA examinations
- Celebration of liturgical events throughout the year: Feast Days and Holy Days of Obligation, Advent, Christmas, Lent, Holy Week, Easter, the month of the Holy Souls
- Services for Staff, e.g. Mass of Remembrance, Mass on in-service days, Lent and Advent services
- Fund-raising, particularly during Lent and Advent.
- 

Parents should encourage their children to participate in the activities outlined above to help them to grow spiritually as well as academically.

### COMMUNITY FACILITIES

All the usual facilities are available for use by the community. Requests for the let of school premises should be made to: Community Education Service, Glasgow Life, 200 High Street, GLASGOW.

Holyrood is developing special facilities for pupils with disabilities, in line with Glasgow City Council Policy. Currently we have lifts and ramps allowing access to most departments.

### ASSOCIATED PRIMARY SCHOOLS

**ST. CONVAL'S Primary School** 140 Shawhill Road, G43

**ST. BRIDE'S Primary School** 83 Craigie Street, G42

**ST. FILLAN'S Primary School** 20 Crompton Avenue, G44

**ST. MIRIN'S Primary School** 260 Carmunnock Road, G44

**ST. ALBERT'S Primary School** 36 Maxwell Drive, G41 SDU

**OUR LADY OF THE ANNUNCIATION** 80 Friarton Road, G43

**HOLY CROSS Primary School** 316 Calder Street, G42

**ST. FRANCIS' Primary School** 430 Old Rutherglen Road, G5 OPA

**ST. BRIGID'S Primary School** 4 Glenmore Avenue, G42 OEH

**TEL:** 632 0745

**TEL:** 423 7733

**TEL:** 633 0566

**TEL:** 637 7455

**TEL:** 429 1983

**TEL:** 637 7457

**TEL:** 423 2538

**TEL:** 429 3687

**TEL:** 647 3952

### SCHOOL COMMUNITY LINKS

Holyrood has many well-established links which include:

- a) Dixon Hall Day Centre
- b) Local Nursery Schools
- c) Local Hospitals
- d) Local firms, through our Work Placement Scheme
- e) Visiting the aged and the disabled in their homes
- f) Entertaining groups of Senior Citizens in the school, in their clubs and church halls.
- g) Providing soup for the homeless.







## TRANSFER/ENROLMENT

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### Transition from Primary to Secondary School.

Close links are maintained with the nine associated Primary Schools of Holyrood NLC in order to ensure a smooth transition from Primary School to Secondary School.

Throughout the session, teachers from various Secondary departments work closely with their Primary colleagues and pupils in order to provide the pupils with a significant link between the Primary curriculum and that of the Secondary School and to form a common link among pupils within their First Year classes. In addition, a detailed programme is carried out to familiarise prospective First Year pupils and their parents with all aspects of the Secondary School.

**AUG - JUN:** Regular meetings of all Primary Head Teachers with Head Teacher and senior staff of Holyrood.

**EARLY NOV:** Head Teacher visits all Primary 7 classes.  
An information leaflet is provided for parents and pupils.

**LATE NOV:** Information Evening for parents of P7 pupils.

**JAN:** Depute Head with responsibility for transition process gives presentation to all P7s.

**MARCH:** Pastoral Care Staff visit P7s.

**MAY:** Pastoral Care Staff visit each Primary School to gather pupil information from P7 teachers. Subject teachers visit P7s to give sample lessons in their subject.

**JUNE:** Each primary class visits Holyrood to follow a detailed two day timetable. All of the children also participate in a Health and Wellbeing Day. In addition the Primary Maths Challenge takes place in Holyrood for P7 teams. All of these activities strengthen the bonds between the primary and secondary schools so that each pupil is given the maximum support at this stage in his/ her life.

**SEPT:** During the School feast week S1 pupils and their parents are invited to a special Enrolment Mass.

### Pupil Enrolments

Enrolments throughout the session are treated on an individual basis. As a general guideline, the Authority does not encourage enrolments during the school session other than in exceptional circumstances. All relevant school information is given to the pupil and parents. Pastoral Care Staff ensure that each pupil is supported as much as possible throughout the initial entry period to the school. Parents offered or seeking a place in Holyrood may telephone for information and, if necessary, arrange a visit to the school.

Further information is available at  
[www.glasgow.gov.uk/index.aspx?articleid=8629](http://www.glasgow.gov.uk/index.aspx?articleid=8629)





# SCHOOL ATTENDANCE

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## DUTY OF PARENTS

Section 30 of the 1980 Education Act lays a duty on parents of a child of school age to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

## ABSENCE FROM SCHOOL

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, 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.

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 absence. 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, with no explanation from the parent, the absence is unauthorised. Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register. Clearly, with no explanation from the parent, the absence is unauthorised.

Parents should be aware that the Education Liaison Officer will investigate unexplained absence, and that the Attendance Council has the power to write to, interview, or prosecute parents, or to refer pupils to the Reporter to the Children's Panel, if necessary. It should be noted that an Attendance Card is 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 Officer visits the home and is unable to speak to the parent then a white card will be left requesting the reason for absence. This should be completed and returned to the school.

Parents should not be alarmed if an attendance phonecall is made or 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 about absences of which they were previously unaware. Due to the co-operation of parents, and the efforts of the School Attendance Department and the school itself, Holyrood's average attendance is around 90%.

Parents/Carers do not have an automatic right to take their child out of school without permission during term-time. The Head of Establishment can only authorise time off during term-time in exceptional circumstances.





Exceptional circumstances include:

- short-term parental/carer placement abroad;
- family returning to its country of origin for family reasons;
- the period immediately after an illness or accident;
- a period of serious or critical illness of a close relative;
- a domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Time off during term-time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- Availability of cheap holidays or desired accommodation;
- Holidays which overlap the beginning or end of term.

Clearly with no explanation from the parent or carer, the absence is unauthorised.

### **SPECIAL NOTE**

If a pupil is likely to have a prolonged absence from school for medical reasons, it is essential that the appropriate member of the Pastoral Care Staff is notified so that, subject to the medical practitioner's approval, arrangements may be made to provide any relevant material for home study.

### **CONTACTING THE SCHOOL**

If you wish to discuss any matter regarding your child at Holyrood you should contact your child's **Pastoral Care Teacher on 0141-582 0120**. It is important to note that phone messages can only be passed to your child in emergencies.

Glasgow City Council complaints procedures are available at [www.glasgow.gov.uk/index.aspx?articleid=2896](http://www.glasgow.gov.uk/index.aspx?articleid=2896)

### **MOBILE PHONES**

Under no circumstances should your child be contacted by mobile phone during class time.

If you allow your child to bring a mobile phone to school, it should be on the strict understanding that the phone must always be switched off during class time.





## CLOTHING AND KIT

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Given that there is substantial parental/carers and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. 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/carers and young people. Against this background it should be noted that it is the policy of the Education Children and Families Policy Development Committee to encourage schools to develop an appropriate dress code policy.

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

- potentially, encourage faction (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,
- 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 young people or be used by others to do so.

Under no circumstances will young people be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy. Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050\*), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents/ carers in different circumstances is at the discretion of the Service Director: Education. Information and application forms may be obtained from schools and from Grants Section at Education Services headquarters.

Glasgow City Council is concerned at the level of claims being received regarding the loss of young peoples' clothing and/or personal belongings. Parents/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents/Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

We urge parents to support the majority view that uniform should be worn in Holyrood. The Holyrood uniform consists of the following:

***a navy blue blazer with school badge;***  
***a school tie;***  
***a white school shirt/blouse;***  
***grey skirt/grey trousers;***  
***black shoes.***

### **P.E KIT**

All pupils participate in Physical Education regularly. To participate fully they should bring suitable clothing and footwear specifically for P.E. lessons. We try to encourage all pupils to wear a uniform P.E. kit. This is a white T-shirt and blue/black shorts or joggers, swimming costume or swimming shorts for lessons in the swimming pool.

If a pupil is for any reason unable to participate in the P.E. lesson, then a Parental Note should be provided, however, the pupil should bring in their P.E. kit and they will be given some light tasks to do such as timing, refereeing, helping out with equipment.





## DEVELOPING THE YOUNG WORKFORCE IN HOLYROOD SECONDARY

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*Scotland's Youth Employment Strategy, 'Developing Scotland's Young Workforce' has set key themes of increasing the routes from school into employment. One of the central means by which this will be achieved is through further developing the links between businesses and our school. In Holyrood Secondary we have a range of employer contacts that provide guidance to our young people.*

### Careers Advice in Holyrood

There are two Careers Advisers present in Holyrood Secondary on a full time basis who offer a careers interview to all pupils in the Senior Phase. There are also careers clinics for pupils in the Junior Phase prior to the options programme. Our Careers Advisers also deliver lessons through the PSHE programme on CV writing, interview skills, application forms and routes into a career after school. They are always accessible to our young people and liaise with the Pastoral Care department in Holyrood to offer advice on up to date careers information.

### Careers Evening

The Holyrood Careers Evening allows our young people to access information from colleges, universities, training providers and local businesses. This is an annual event that invites S3-S6 pupils and parents who together will be able to make informed decisions about their children's futures. Approximately 75 exhibitors attend the Careers Evening; Holyrood is in a privileged position in that all colleges and universities in Scotland attend. Senior phase pupils also have the opportunity to attend the UCAS convention in September annually.

### Work Placement Programme

The 'Work Placement Programme' guides pupils through the process of how to secure a work placement, how to record this and when this should be carried out. There is a clear focus on linking a young person's career aspirations with their work placements. The majority of work placements will take place throughout the Senior Phase (S4-S6). The traditional one week work experience has now been replaced with various work placements that are suited to a young person's future career.

### MCMC

More Choices, More Chances (MCMC) is the Scottish Government Strategy which sets out to reduce the proportion of young people who are not in Education, Employment or Training. The MCMC Strategy asks local authorities to find ways of preventing young people from leaving education without a positive destination. At Holyrood we have monthly meetings with Skills Development Scotland, Employability and Skills Team, YCSA and representatives from our Pastoral Care Department. The meetings target pupils who are at risk of leaving without a positive destination and assign them to the relevant mentor. MCMC provides our young people with the support they need for a positive destination post-school.

### Employability Services

We have an employability officer at Holyrood, Mr Hamilton who offers support in securing positive, sustainable destinations for all our young people. He also offers one to one advice and support through drop in clinics. Mr Hamilton runs the '**Career Ready**' programme, this is a 2 year programme offering our young people a Business Mentor and a 4 week paid internship between S5 and S6. Mr Hamilton also liaises with the Education Authority to source initiatives that will benefit our young people.





## TRANSPORT

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The Education Authority has a policy of providing free transport to secondary pupils who live more than 2.2 miles away by the recognised shortest walking route from their local school. This policy is one which is more generous than the Law requires. This means that the provision of transport could be reviewed at any time. Parents who consider that they are eligible should obtain an application form from the school or divisional office. These forms should be completed and returned before the end of February for those pupils commencing at the 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 Education 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.

### PICK-UP POINTS

Where free transport is provided, it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total including distance from home to the pick-up point and from the drop-off point to the school 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 that their child behaves in a safe and acceptable manner while boarding, travelling and alighting from the train or bus. Misbehaviour could result in a pupil 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 and where appropriate legislation applies.

### BUS AND TRAIN ROUTES

Holyrood is situated close to main bus routes. The Train Station on the Cathcart Circle is CROSSHILL. Parents are asked to make a point of advising their children to take the utmost care while travelling to and from school each day. In particular, pupils should be careful when crossing busy junctions at Cathcart Road and Aikenhead Road where they should always use the crossings provided. While waiting for trains in Crosshill station and when travelling aboard pupils must behave sensibly and with respect and care at all times.

### 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, dislocation 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 closures or re-opening. We shall keep in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.







## A HEALTH PROMOTING SCHOOL

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

Food and drinks 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 £1.90.**

### 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
- Romero Room
- Buddy Systems





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.

### Secondary Fuel Zone

All services available in the Fuel Zone are developed in line with The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 which aims to help young people eat healthily during the school day and beyond. Cordia supports Education Services to meet the requirements of the Act by providing healthy food and drink in schools to encourage Glasgow's young people to make the right choice in order to maintain a healthy lifestyle.



Major changes have been implemented in all of Glasgow's 30 secondary schools. A Health Impact Assessment was carried out with young people across the city to inform the development of Fuel Zone services. A range of new concepts to meet individual needs has been introduced. Continuous development is being carried out to improve the services throughout the school day.

### Breakfast

Young people can enjoy a nutritional breakfast, choosing from a range of hot and cold options including fruit juice, cereal and milk, toast, hot filled rolls and fresh fruit prior to the start of the school day. There is also the opportunity to socialise with friends in a safe environment.



### Mid-morning Break

A breakfast service is also available at the mid-morning break offering a selection of hot and cold filled rolls. In addition a hot drinks bar is available serving a selection of teas, coffees and hot chocolate.

### Lunch

Fuel Zone Choices offers eight different choices of zones these include the following:

- Subzone; fresh baguettes with a range of fillings to choose from.
- Bake n Take; a baked potato bar with a choice of fillings.
- Big Burger; a healthy burger bar serving fresh home made burgers made by Fuel Zone.
- Pizza; a pizza counter offering a variety of toppings.
- Curry bar; a selection of curries available daily.
- Grab & Go; a pre-order service that allows young people to order a packed lunch in the morning and collect it at lunch to avoid queues.
- Hot bites; a traditional main meal of the day.
- Pasta bar; pasta with a variety of fresh sauces to choose from.

In addition to the main items in each zone, young people can select home made soup and bread, a variety of hot vegetables or salad options, a selection of fruit and yoghurt and semi skimmed milk or water.

Individual schools in consultation with their young people can choose which zones to operate in their Fuel Zone. This concept is very much the essence of Fuel Zone Choices and provides the opportunity for individual schools to tailor the menu to suit their audience.







### Special diets

If your child has a special medical diet requirement please seek a referral from your dietician. Please then contact your catering manager who will deal with your request.

### Vending

Drink and snack vending is available throughout the school day providing a range of healthier drinks and snacks including sandwiches, salad tubs, fruit packs, home baking, light crisps, popcorn, water, fruit juice, milk and carbonated drinks as an addition for young people to the main Fuel Zone service.

### Refresh

Lack of water can cause dehydration, better hydration means better performance in school and water is an excellent alternative to sugary drinks, which can cause tooth decay. The Refresh initiative allows access to fresh, chilled drinking water in schools to encourage young people to drink more water.

All Glasgow schools have been supplied with mains fed coolers that filter and chill the water ready for drinking. This allows access during the day to refill water bottles which can be taken into the classroom.

The main aim of Refresh is to encourage young people to drink water at home and school.

If you require further information about the catering service please contact your catering manager.

**Catering Manager Name:** Mrs Barbara Kerr. **Phone Number:** 0141 582 0120  
Further information is available at [www.glasgow.gov.uk/index.aspx?articleid=8629](http://www.glasgow.gov.uk/index.aspx?articleid=8629)

## MEALS

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For those pupils who wish a school meal, the Fuel Zone provides an excellent service.

<b>MORNING</b>	Filled rolls (hot and cold), Milk, Fruit Juice
<b>INTERVAL:</b>	Fruit juice, rolls, toast
<b>LUNCH:</b>	Large selection of food available: Main meals, Salads, baguettes, wraps, soup

Children and young people of parents/ carers receiving Income Support, income based Job Seekers' Allowance, Working Tax Credit (where income is less than £6420), Child Tax Credit only (where income is less than £15,910) and income related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from Grants section at Education Services headquarters.

If a child requires a special diet then the parent should send a letter stating the child's requirements to the Kitchen Supervisor who will arrange the child's diet accordingly.

Further information is available at [www.glasgow.gov.uk/index.aspx?articleid=8629](http://www.glasgow.gov.uk/index.aspx?articleid=8629)





## SCHOOL HOLIDAYS 2018

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### Return to school

- Thursday 4 January 2018

### Second mid-term

- Monday 12 February 2018
- Tuesday 13 February 2018
- Wednesday 14 February 2018 (In-service day)

### Spring Holiday (Easter)

- Good Friday 30 March 2018
- Easter Monday 2 to Friday 13 April 2018 (inclusive)

\* Please note that schools will close at 2.30pm on the last school day before the holiday

### May Day

- Monday 7 May 2018
- Tuesday 8 May 2018 (In-service day)

### May Weekend

- Friday 25 May 2018
- Monday 28 May 2018

### School close

- Tuesday 26 June 2018

\* Please note that schools will close at 1pm on the last school day before the holiday

### Return date for teachers

Monday 13 August 2018

### Return date for pupils

Wednesday 15 August 2018

## SCHOOL HOURS

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<i>Warning Bell</i>	8.42am
Period 1	8.45am - 9.35am
Period 2	9.35am - 10.25am
Period 3	10.25am - 11.15am
<b>Interval</b>	<b>11.15am - 11.30am</b>
Period 4	11.30am - 12.20pm
Period 5	12.20pm - 1.10pm
<b>Lunch</b>	<b>1.10pm - 2pm</b>
Period 6	2pm - 2.50pm
	(Thurs and Fri only)
Period 7	2.50pm - 3.40pm
	(Mon - Wed)





## SCHOOL PERSONNEL - HOLYROOD LEARNING COMMUNITY

**Mr G. Lyons - Executive Head Teacher and Mrs S. Watson, - Head of School**

### ART

Mr Kevin Coyle PT  
Ms Lynn Mack  
Ms Laurie Ledingham  
Melanie Wills  
James Birrell  
Miss Phillipa Kuligowska

### BIOLOGY

Mrs Gillian Carroll DHT  
Mrs Clare Stewart  
Mr Robert Rowney  
Ms Nikki Maclellan  
Mrs Amanda McGarvey PT  
Mrs Jodie McCann  
Mr D.Green

### BUSINESS EDUCATION & ENTERPRISE

Ms Geraldine McLachlan PT  
Mrs Jessica Martin  
Ms Sandra Beaton J/S 0.4  
Miss Ann Marie McGibbon

### CHEMISTRY

Mrs Patricia Rodgers  
Mrs Philomena Divers  
Mrs Margot Gallacher  
Mrs Firdous Hamid  
Ms Lorna Cameron PT

### ENGLISH

Miss Vivienne Belton PT  
Mrs Celia Connolly  
Mrs Karen Sutherland  
Mrs Maureen Dunn  
Mr Gerry O'Neill  
Mrs Mary Reece  
Mr John McGeady  
Ms Tracey Madden PTPC  
Mr Stephen Turnbull  
Mrs Stephanie Leggat  
Miss Fiona Hood  
Ms Elizabeth Stevenson  
Mrs Helen Humphries  
Mrs Sara McMahon PTPC  
Mr Gabriel McKernan  
Mrs Jennifer Whittle

### FACULTY OF SOCIAL SCIENCES & CITIZENSHIP

Mrs Marianne Brady  
**Geography**  
Miss Margaret Leyden DHT  
Mr Roddy Ferguson

Miss Laura O'Donnell  
**History**  
Mr Jamie Smith

Mr Declan Flynn  
Mr Derek Gault

### Modern Studies

Mrs Donna Ford  
Miss Claire Wilson  
Ms Clare Elliot

### COMPUTING

Mrs Karen Clark PT  
Mrs Allison Quinn  
Mrs Mary Gunn  
Mr Thomas McGuire  
Mr Chris Ward

### MATHEMATICS

Mr Anthony Cahill  
Miss Attracta O'Reilly  
Mr Nasir Malik  
Mrs Fiona McLaughlin PT  
Mrs Noreen Hanratty (J/S)  
Mr Antony Bradley  
Mrs Eileen Grant  
Mrs Ann Marie Sneddon  
Mrs Michelle McCance  
Ms Fiona O'Prey, PT

Numeracy

### MODERN LANGUAGES

Miss Louisa MacInnes PT  
Mrs Anne Foley  
Mr Gary McCormack  
Miss Mary Crearie DHT  
Miss Patricia Glancy  
Mrs Mary Coyle  
Mr Giorgio Pitisci  
Mrs Elaine Coyle PTPC  
Mrs Bernadette O'Shea DHT  
Mr James McIlkenny





## PHYSICAL EDUCATION

Mrs Carrie McDonald	PT
Mrs Isobel Smith	J/S
Mrs Anne Abraitis	
Mrs Bernadette Boyle	
Mrs Linda Kelly	
Ms Kelly Limond	
Mr Rhys Donaldson	
Mr Callum Nolan	

## PHYSICS

Mr Andrew Gallacher	PTPC
Mr Gavin Morrison	
Miss Suzanne Callan	
Ms Gosia Rolinska	
Mr David Flanagan	
Mr John Melone	
Mr Hugh Gallagher	PT

## RELIGIOUS EDUCATION

Mrs Marianne McCoy	PT
Mr Michael Brady	
Mrs Margot Brady	PTPC
Mrs Emma Hernon	
Mr Martin Soares	

## ADDITIONAL SUPPORT FOR LEARNING

Mr David Darcy	PT
Carmel Livingstone	
Sauria Wilson	EAL
Miss Ann McLaughlin	
Ms Ann Marie Downes	
Mrs Celia Hussain	
Mrs Elizabeth Blackburn	

## TECHNICAL

Mr Paul Skelton	PT
Mr William Lavelle	
Mr Patrick Cullen	
Robin McChesney	
Miss Keeley Smith	
Ms Pamela Pepper	
Mr John Flanagan	

## DRAMA

Mr Geoff Nolan	PT
Mrs Maureen Crawford	
Miss Janice McKenna	
Mrs Jacqui Anderson	
Mrs Glynnis Poole	

## MUSIC

Mrs Margarita Park	PT (0.6)
Mrs Susan McLean	PT (0.4)
Mrs H Jayne MacDonald	
Mrs Laura Farrell	

## HOME ECONOMICS, HEALTH AND WELL BEING

Mrs Eveline Brunton	
Mrs Joanne Forrest	PT
Mrs Zehada Ali	J/S
Miss Lee Divers	
Mrs Jacqui Cosgrove	

## CHAPLAINCY

Fr John Carroll

## OFFICE STAFF

Miss Jacqueline Sharp  
Mrs Rosemary McKenna  
Mrs Donna Kenny  
Ms Linda Gunn  
Mrs Janice McCubbin

## LIBRARIANS

Ms Fiona Kindness

## EDUCATION LIAISON OFFICERS

Mrs Margaret McCue

## JANITORS

Mr Robert Layden	Senior
Mr Peter Campbell	
Mr Jackie McCallum	

## TECHNICIANS

Mr Brian Kinnaird	
Mrs Louise Calierno	J/S
Mrs Dorothy Allan	J/S
Mrs Kathleen McGeachie	
Mr David Mitchell	
Ms Ann Coll	
Mr David Cargill	

## MUSIC INSTRUCTORS

Mr D Pryce - Brass  
Mr A Train - Guitar and Bass  
Miss M Robb  
Mr S Brown - Drumkit  
Mr P MacInnes - Bagpipes  
Mr S Dunsmore - Guitar  
Mrs S McLuckie - woodwind  
Mr J Fawcett - Tuned Percussion and Drumkit  
Mrs M Flanagan - Voice and Keyboard  
Ms S Bishop  
Ms A Marshall - Cello



### **PUPIL SUPPORT ASSISTANTS**

Mrs Ann Bennett  
Mrs Jean Barrett  
Mrs Sandra Elliot  
Ms Mary Cannon  
Ms Pauline Liddell  
Mrs Liz Tamagnini  
Mr Pat O'Neil  
Ms Jodie Rundell  
Ms Emma Hutcheson

FH	Faculty Head
PT	Principal Teacher
PTPC	Principal Teacher Pastoral Care
J/S	Job Share
P/T	Part Time
DHT	Depute Head Teacher
EEO	Enterprise & Employability Officer





## SENIOR MANAGEMENT TEAM

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*Mr Lyons*



*Mrs Watson*



*Miss Leyden*



*Mrs O'Shea*



*Miss Crearie*



*Mrs Carroll*



*Miss Dastey*



*Mr Nolan*





## PASTORAL CARE REMITS 2017-18

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### Aims of Pastoral Care- General

- 1 To know and be known by the pupils in their care and to give each pupil an anchor person throughout his / her school career
- 2 To be the first point of contact for parents and carers and to build up a link between school and home in order to address any issues or matters of concern.
- 3 To ensure that young people are given their entitlement to high quality personal support and to remove any barriers to achieving their full academic potential.
- 4 To ensure that teachers and staff meet the needs of all young people in their classrooms through a system for providing information on the nature of pupil need and advice on meeting identified need.
- 5 To provide timely updates to the information system on pupil need / confidential registers
- 6 To set up and run initiatives, with the support of external agencies where required, to make effective planned responses on a staged intervention basis, which will improve outcomes for young people.
- 7 To be accountable for identified performance indicators for young people in their care including attendance, exclusions, destinations, SQA performance, outcomes for targeted groups and closing the gaps.
- 8 To provide a system which tracks and monitors the progress of all learners and delivers appropriate interventions following all tracking exercises.
- 9 To foster a team spirit within their classes and to encourage pupils to participate fully in school life.
- 10 To produce and review a high quality PSHE programme appropriate to the age and stage of the pupils.
- 11 To meet regularly with line managers.

### Year Group Aims

#### S1/ S2

- 1 To interview pupils as soon as possible in S1
- 2 To be watchful of pupils experiencing difficulty settling into secondary school and to put necessary strategies in place to overcome any barriers.
- 3 To update the Confidential Register regularly and keep staff informed.
- 4 To track and monitor pupil progress and liaise with staff and home, taking necessary action and putting support strategies in place.

#### S3

- 1 To provide appropriate support and advice via the PSHE programme in preparation for senior phase to pupils.
- 2 To liaise with parents and provide essential information for senior phase.







- 3 To track and monitor the progress of pupils, identifying those who are not on track and taking appropriate supportive action.
- 4 To support pupils in the completion of their S3 profile

#### S4

- 1 To ensure that each pupil is following an appropriate course.
- 2 To ensure that pupils receive appropriate support and guidance from SDS and other agencies with regard to career choices and future planning.
- 3 To track and monitor the progress of pupils, identifying those who are not on track and taking appropriate supportive action.
- 4 To provide appropriate support and advice via the PSHE programme in preparation for course choice to pupils.
- 5 To liaise with parents and provide essential information for course choice.

#### S5/ S6

- 1 To ensure that each pupil is following an appropriate course.
- 2 To advise pupils regarding H.E, F.E, apprenticeships and prepare them for the world of work.
- 3 To ensure that UCAS reports, college and job references are completed as part of the team.
- 4 To ensure that pupils receive appropriate support and guidance from SDS and other agencies with regard to career choices and future planning.
- 5 To track and monitor the progress of pupils, identifying those who are not on track and taking appropriate supportive action.

#### **Leadership Remits for Pastoral Care Staff.**

Remit	P.T.Pastoral Care
Work Placement linked to the Work Placement Standard	Nikki MacLellan Jodie Kesson
Career Management and Advice linked to the Careers Standard	Andy Gallacher / Lee Ann Darroch
UCAS / H.E. Link Tracking	Margo Brady
Widening Access (Reach, Top-Up, Access, Catholic Teaching) (ACT, Princes Trust, Brilliant Club, Mark Scott,)	Bernie Boyle Jessica Martin
College Applications and Link Pupil Voice	Elaine Coyle





Counselling and Link to Counselling Services Young Carers Support Programme Looked After Support Programme Social Mobility	Tracy Madden
Support For Targeted Groups (E.A.L. S.I.M.D. No Awards)	Clare Wilson
Mentoring System PSHE (Benchmarking and Overview)	Laura Farrell
Primary Secondary Transition	Alison Quinn
Wider Achievement	Keely Smith

### **The Pastoral Care Team for session 2018 – 2019 is:**

Mr A Gallacher, Mrs B. Boyle, Mrs M. Brady, Ms T. Madden, Mrs E. Coyle, Mrs A. Quinn, Mrs L. Farrell, Miss N. MacLellan, Mrs Sara McMahon and Mrs Lee Ann Darroch.

## **THE NAMED PERSON**

GIRFEC stands for 'Getting It Right For Every Child'. Part of The Children and Young People Act (Scotland) 2014, it is the Scottish Government-led approach to making sure that our children and young people – and their parents or carers – can get all the help and support they need from birth right through to age 18 (or beyond if still in school).

The vast majority of Scotland's children and young people get the love and support they need from within their families and their wider, local communities. But even the most loving and caring families can sometimes need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support if they need it.

To provide that support when needed, every child in Scotland has a named individual, the Named Person, as a single point of contact. This Named Person has a responsibility to provide help and support when asked and can draw together other services if needed, co-ordinating help for the child or parents. Please do not hesitate to contact your child's Named Person at any time.

The Named Person in Holyrood R.C. Secondary School is the Principal Teacher (Pastoral Care). Your child will be informed of the name of their individual Named Person.





## CHILD SAFETY/PROTECTION POLICY

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All educational establishments and services must take positive steps to help themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter whom.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child's establishment.

Schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- ensuring that children are respected and listened to
- ensuring that programmes of health and personal safety are central to the curriculum
- ensuring that staff are aware of child protection issues and procedures on a regular basis
- ensuring that all children are aware of their rights with regard to their own personal safety and that they know what to do if they have any concerns
- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.

Should any member of staff have concerns regarding the welfare or safety of any child, he/she must report these concerns to the Head of establishment, or the person deputising for the Head. After judging that there may be grounds for concern regarding the welfare or safety of any pupil, the Headteacher must then immediately advise the duty senior social worker at the local social work services area office of the circumstances. We also look to support the young person through the process and beyond.





## SUPPORTING YOUNG CARERS

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'Young Carer' is a term used to describe a young person with a caring responsibility up to the age of 18. A Young Carer could be providing care for a family member who is ill, has a disability, mental illness or suffers from alcohol or substance abuse. Holyrood works closely with the South East Carers Centre to raise awareness of young carers in our school and to improve the support we give to our young carers.

Our programme of support includes:

- Information presented at assemblies
- Follow-up lessons in PSE
- One to one support sessions with staff from the South East Carers Centre
- A focus group within the school, led by young carers
- Phone call permission cards
- Pastoral support from the school Chaplain

If you feel your child is a Young Carer then you should contact your child's pastoral care teacher. For further information, please contact Miss Madden in Pastoral Care or contact the South East Carers Centre directly on 0141 423 0728.

### Useful Websites:

[www.youngcarers.net](http://www.youngcarers.net)

[www.caringalone.org.uk](http://www.caringalone.org.uk)

[www.youngminds.org.uk/for\\_parents/worried\\_about\\_your\\_child/young\\_carers](http://www.youngminds.org.uk/for_parents/worried_about_your_child/young_carers)





## CURRICULUM FOR EXCELLENCE

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### **Bringing learning to life and life to learning**

Curriculum for Excellence is now embedded 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.

Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents/carers across the country to have access to Glow.

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 the 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.

New National 4 and National 5 qualifications have been in place since 2014/2015. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

The following websites provide useful information on Curriculum for Excellence

<http://www.educationscotland.gov.uk/parentzone/index.asp>

[www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)





## CURRICULUM

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### **SCOTTISH CATHOLIC EDUCATION SERVICE RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL**

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

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

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

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

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

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

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





In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

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

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





***“Catholic educational institutions offer to all an approach to education that has as its aim the full development of the person, which responds to the right of every person to access knowledge. To offer, with full respect for the freedom of each person, the Christian belief, that is, to present Jesus Christ as the meaning of life.”***

(Pope Francis 13/2/14 Congress for Catholic Education)



The central purpose of Religious Education in Holyrood Secondary is to assist learners to make an informed, mature response to God's call to relationship. Each Religious Education class in Holyrood is designed to engage learners in an educational process which in showing fidelity to God and to the person. Each learner will:

- Develop their knowledge and understanding of significant aspects of the Catholic Church
- Develop skills of reflection, discernment, critical thinking and deciding how to act in accordance with an informed conscience in relation to the matter of morality
- Exemplify and foster the belief values and practices which are compatible with a positive response to Christ's invitation to faith, ***'Follow me'***

In Holyrood Religious Education is inclusive of all learners. Holyrood, being a Catholic school emphasises the central place of Jesus Christ and unites all young people to share in the journey of faith, whilst taking into consideration the diverse cultures and religious backgrounds of each learner:

- **For the Christian learner**, promote their knowledge and understanding of the Catholic faith and provide opportunities to deepen faith
- **For learners of other Faiths**, promote an understanding of Christian belief and support reflection on their own faith traditions and spiritual development
- **For all other learners**, promote understanding of religious faith in general, and Christian faith in particular, and support their spiritual development



In Holyrood Secondary, the syllabus for Religious Education is ***This is Our Faith***. This is the first religious education syllabus which has originated fully in Scotland and has been created to meet the distinctive needs of the young people in Scotland.

***This is Our Faith*** has structured learning experiences and outcomes for young people as they journey in faith. Within the 8 Strands of Faith the learner will have ample opportunities to grow and be formed in the faith.

The Strands of Faith; ***Mystery of God, Son of God, In the Image of God, Revealed Truth of God, Son of God, Signs of God, Word of God, Hours of God, and Reign of God;*** aim to provide the learner with the main traditions of the Catholic Church, with elements of the Creed, scripture, tradition, church documents and the Catechism of the Catholic Church.





Strand of Faith	With reference to the Core Learning by the end of S1 pupils should be able to:
Mystery of God	Consider that wonder and mystery in life are signs of God's invitation to relationship and be able to describe how these affect awareness of sacred in their life.
Image of God	Consider Christian vision of dignity of the human person. Reflect upon how this has contributed to their becoming a person today
Revealed Truth of God	Examine the way God is revealed in the lives of key people in the Old Testament. Examine key events in the New Testament where God revealed as Father, Son and Holy Spirit. Consider how this affects my understanding of the nature of God
Son of God	Know Jesus is truly divine and truly human. Research into Jesus' life 2000 years ago to develop an understanding of the Jewish aspects of a Messiah. Describe key events of Jesus' ministry, passion, death and resurrection.
Signs of God	Understand the significance of the sacraments. Describe how the understanding of sacraments affects the learners own and others understanding . Explore the belief that the Holy Spirit inspires and empowers the Church in the world today
Word of God	Develop literacy from in the Bible. Describe what biblical text say about the way God spoke to people in the past and how God speaks to people today
Hours of God	Know the importance of personal prayer and communal prayer. Know traditional Catholic prayers. Develop an understanding of the meaning of prayers. Explain the place of Mary in the Church's liturgy. Recognise Mass as both a sacred meal and a sacrifice. Explore ritual and symbol in the Liturgy of the Church.

Reign of God Reflected on the 10 Commandments and the teaching of Christ. Explore the call to forgiveness and reconciliation. Develop an awareness of elements essentials for making informed decisions. Experience opportunities to engage with issues such as social injustice







Year Group/Groups	Event
<b>S1-6</b>	<ul style="list-style-type: none"> <li>• opportunity for exposition of the Blessed Sacrament and opportunity to participate in the Sacrament of Confession</li> <li>• opportunity to participate in Justice and Peace group</li> <li>• opportunity to participate in the Mother Teresa Pro Life Group</li> <li>• opportunity to participate in the Rosary weekly</li> <li>• opportunity to participate in Adoration of the Blessed Sacrament weekly at lunchtime</li> <li>• opportunity to participate in a Mission Mass with readings and bidding prayers read in the languages of the pupils in the school</li> <li>• opportunity to participate in Altar de los Muertos</li> <li>• opportunity to complete November lists and attend mass</li> <li>• opportunity to participate in Christmas fundraising for SSVP and the Soup Run</li> <li>• Throughout the year the department host a variety of visiting speakers who give witness of their faith</li> <li>• S1-6 have the opportunity to participate in the Chrism Mass in St Andrew's Cathedral</li> </ul>
<b>S1</b>	Opportunity to participate in a 2 hour reflective retreat
<b>S1 and S6</b>	A cohort of S1 pupils have had the opportunity participate in the weekly Romero Room, with volunteering S6 pupils as buddies.
<b>S6</b>	Caritas Award
<b>S1 and S2</b>	Exposition of the Blessed Sacrament and opportunity to participate in the Sacrament of Confession
<b>P7 transition CATHOLIC EDUCATION WEEK</b>	All P7 pupils from feeder primary schools had the opportunity to participate in a 2 hour retreat for Catholic Education Week
<b>S1 – S4</b>	Opportunity to participate in the Lenten reflection 'God's love' with focusing on the significance of the Salvadorian cross to represent the pupil's family and life
<b>S2</b>	Opportunity to participate in the Charity day





## CURRICULAR AIMS OF SPECIFIC YEAR GROUPS

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### FIRST YEAR

In the First Year, most subjects are taught in mixed ability groups: flexibility of organisation is available within subjects. In line with the Government's guidelines on the curriculum, all classes follow the same common course which comprises a number of curricular areas. In Secondary school these are normally taught within different subject departments. The pattern in Holyrood is as follows:

#### CURRICULAR AREA

Language & Communication  
Mathematical Studies  
Environmental Studies  
Expressive Arts  
Religious & Moral Ed.  
Personal & Social Development

#### SUBJECT(S) TAUGHT

English, Modern Languages  
Mathematics  
History, Geography, Modern Studies, Science,  
Home Economics, Technical  
Physical Education, Drama, Art and Music  
R.E. (& cross-curricular \*)  
Social Education (& cross-curricular \*)  
ICT Skills

**\*In these areas of the curriculum it is expected in a Catholic school that all subjects will make an on-going contribution to pupils' development.**

### SECOND YEAR

Second Year courses build on attainment from 1st Year courses, broad-band setting is introduced by some subjects at this stage. The subjects studied in Second Year are the same as those in First Year.

Towards the end of Second Year, pupils have to choose their subjects for Third Year from a range of National Qualifications. Every assistance is given to pupils and their parents to help them to 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 full range of options open to them. A parents' meeting is held, at which all details of the pupils' progress, strengths and weaknesses are made available and advice can be given or sought.

### THIRD YEAR

In S3, pupils are still involved in what is called the Broad General Education Phase of the Curriculum for Excellence. This means that pupils will continue to study subjects from all curricular areas but with an element of choice and personalisation within those areas. This gives them a broad base from which they can then start to specialise in the Senior Phase, starting in S4.

In S3 pupils will choose 7 subjects from across broad curricular areas. English and Mathematics are compulsory for all pupils. Thereafter choices are to be made from Modern Languages, Sciences, Social Sciences, Technology and Expressive Arts, with the possibility of choosing one additional subject from these areas as an elective.

All pupils continue to have Religious Education and P.S.H.E lessons as well as core P.E classes





We also provide 3 periods of additional support in the ASL department for those who have required this in S1 and S2.

Assessment and Reporting procedures follow the guidelines of the Curriculum for Excellence and an S3 profile will be compiled to provide an overview of the experiences of the Broad General Education phase.

#### **FOURTH YEAR**

From August 2013 pupils entering S4 will embark on the senior phase and will study seven subjects. They will sit National Qualifications examinations.

#### **FIFTH YEAR**

We aim to meet the needs of all pupils in S5. We have strong partnerships with local colleges, universities and employers. Pupils are encouraged to choose subjects in which they have performed well at National 5. A full programme of curricular advice is offered in S4 prior to making choices. An information session is held for parents each year. (An Information session is held for parents towards the end of Fourth Year).

#### **SIXTH YEAR**

Sixth year offers pupils a range of opportunities to build, communication and team working skills through involvement in a wide range of school and community events. Opportunities for personal development continue within and beyond the taught curriculum.





## TEACHING FOR EFFECTIVE LEARNING

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Learning and teaching is at the heart of the work of the school. Learning for pupils is not only a classroom activity. Pupils will have the opportunity to be involved in extra-curricular and cross-curricular activities and experience a wide variety of social contacts and learning situations through whole school activities and events.

A positive classroom climate is at the heart of a motivated classroom. To put learners at ease teachers:

- emphasise the positive not the negative
- use valid praise
- teach social as well as academic skills.
- redirect pupils towards success rather than highlight mistakes

To ensure quality in every classroom, teachers ensure that learning is Active, Collaborative and Cognitive.

Effective lessons have 3 distinct phases.

### **1. At the start of lesson**

- An activity to help students link the lesson to what they already know – Connecting the Learning
- Sharing learning outcomes and explaining success criteria

### **2. Time on task**

- Teachers plan opportunities to involve pupils in active learning.
- Good thinking opportunities and questioning take place
- Pupils have opportunities to demonstrate their understanding

### **3. At the end of lesson**

- Time is set aside for Review and Recall
- Pupils and teacher evaluate the learning that has taken place

The focus is thus directed to ensuring that pupils are successful in retaining key information and next steps can be identified.

Forward planning and careful lesson preparation are the basis for effective classroom teaching and will include a varied range of teaching approaches, clear and purposeful teacher exposition and explanations and quality teacher-pupil dialogue. Effective use of homework, the deployment of ICT and the use of assessment approaches are all an integral part of learning and teaching.

The School's Learning and Teaching Policy explores more fully all issues connected with Learning and Teaching.





## ASSESSMENT

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The emphasis in Holyrood Secondary is to maximise the development of each pupil. The assessment of pupils is not done to place them in rank order - to show who is first or last - but to indicate the strengths or weaknesses of the individual child in his or her various subjects. Assessment, therefore, has become more and more “diagnostic”. It seeks to show pupils and teachers where lessons have not been learned and why they have not been learned.

From this it follows that assessment has to be a continuous process. Thus in the first two years of school formal examinations have largely given way to more informal classroom tests while the teacher is constantly assessing the learning process through oral and written work. In this way the teacher becomes aware of particular learning weaknesses or difficulties and can take steps to reinforce the learning or devise new strategies for teaching. Teachers keep a detailed record of a pupil's progress and parents can be given access to this.

Since 1988, a gradual transition has been underway to introduce a profiling system for recording and reporting assessments. These progress reports provide much more detail than before. Progress in the different aspects of a subject is indicated by comments designed to provide a profile of how the pupil is progressing. More detail is also given on the pupil's application to his or her work, e.g. effort, behaviour, time-keeping, homework.

- In S1 an end-of-session report is supplemented by an “early-warning” monitoring system, which will give you an early insight into your child's progress and his/her attitude to work.
- There is similar monitoring system for Second Year pupils. Before Easter in Second Year the main profile style assessment is issued. This is an assessment which tries to predict the pupil's capabilities with a view to subject choices for Third Year. Departments make recommendations based on their detailed knowledge of the child's progress in the first two years. As much help as possible is provided to parents and pupils to assist them in making an appropriate choice of course.
- In S3 assessment will be determined by the arrangements within Curriculum for Excellence.
- In Fourth Year, formal schedule examinations are held around Christmas. Reports are then issued to parents showing school recommendations on presentation at National 5. Parents are invited to the school if they wish to discuss these recommendations.
- The formal schedule examinations for fifth and sixth year are held in February.

### Monitoring of Progress

All teaching staff are involved in regularly monitoring the progress of the pupils in their own subjects to ensure that they are achieving their potential. Pastoral Care staff have a particular responsibility to ensure that they follow the reported progress of the pupils for whom they are specifically responsible. This involves reading formal progress reports, discussing progress with pupils and their parents, advising on choices of subjects, writing references for College, for University or for an employer.





## PARENTS' MEETINGS

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It is standard practice to hold Parents' Evenings 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

In Session 2018 - 2019 the Calendar of Parents' Meetings will be as follows:

<b>S1 Meeting</b>	<b>November 2018</b>	<b>End on</b>
<b>S2 Meeting</b>	<b>April 2019</b>	<b>End on</b>
<b>S3 Meeting</b>	<b>February 2019</b>	<b>End on</b>
<b>S4 Meeting</b>	<b>January 2019</b>	<b>End on</b>
<b>S5 / 6 Meeting</b>	<b>February 2019</b>	<b>End on</b>

The timing of the end-on meetings is currently 4pm to 6pm. These times and those of the evening meetings are evaluated in the light of feedback from parents, pupils and teachers. There is regular consultation with staff and parents.

## PROGRESS REPORTS TO PARENTS

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S1 Tracking	January and April
S2 Tracking	November and March
S3 Tracking	October and January
S4 Tracking	September, January and March
S5 / 6 Tracking	October, November and February





# HOMEWORK

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## Rationale

Homework is an integral part of teaching and learning. It not only reinforces classroom learning and encourages good study habits for our young people, it promotes enquiry skills and provides pupils with opportunities for depth and challenge within the curriculum. Homework provides a partnership whereby parents are involved with their child's learning. Homework is one of the principal ways in which pupil achievement can be raised.

## Objectives

- To develop positive habits, attitudes and future skills.
- To reinforce school learning
- To encourage extension
- To encourage self – monitoring and self -reliance.

## Definition

Under CfE, homework has a much broader definition; homework is now not only written work or worksheets. Written work continues to play an important part in consolidating and extending learning, but pupils may also be asked to complete a wide and varied range of homework tasks to extend skills and knowledge learned in class.

This can consist of tasks set by teachers, study or revision for exams, independent research, private reading and other activities that complement or extend the curriculum for the pupil. They should be accessible by all pupils and differentiated accordingly. Where possible, tasks should be in a variety of formats, including ICT. Students who do not have access to technology at home should not be disadvantaged.

## Partnership

**Pupils-** Pupils are responsible for completion of homework to the best of their ability and on time. All pupils will have a homework diary issued and should ensure they bring it to school every day and have it out in each class. Pupils should record all homework clearly, with due date, when it is issued. If no homework is issued, pupils should write 'no homework' in their diary.

**Class teacher-** Regular homework with a reasonable amount of 'turnaround' time should be allocated to pupils in order to make better quality homework returns. Time allocated for homework tasks will be dependent on nature of task. If no official homework is issued, specific consolidation or revision should be clearly explained and recorded in pupils' homework diaries. The class teacher should record homework and regularly initial homework jotters. Homework Monitoring Procedures should be followed for incomplete homework. In addition to formal marking, marking can be done 'round the class' as part of a lesson; exercises can be marked by pupils – individually, in pairs, in groups; marking can also be achieved by question and answer.

**The Pastoral Care Team-** Provide support by discussing the importance of homework with individual pupils, classes and parents through the PSE programme and parent/guardian contact. The PSE programme will contain at every stage, a section on the use of the homework diary/study planner and the planning of homework and study. Homework monitoring procedures will be put in place by staff to enhance communication with regards to homework.

**Parents** - Encourage a routine for homework and, where possible, provide an appropriate place where your child can carry out homework tasks. Parents are invited to check their child's planner on a regular basis and sign homework on completion. Parents are also invited to contact their child's pastoral care teacher to discuss any issues with homework.







## PARENTAL INVOLVEMENT

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In line with Glasgow City Council's Parental Involvement Strategy, Holyrood is happy to provide opportunities for parents to become involved in the school either through supporting learning at home, improving home-school partnerships or through parental representation.

At key transitional stages in their child's education parents are provided with support and advice to enable them to support their child's learning and particularly when choices have to be made. Information sessions for parents take place in P7, S2 and S4. There is also the opportunity for further discussion at the parents' meetings.

Parents are also encouraged to contact the Pastoral Care staff and Year Heads whenever they have a concern about any aspect of school life.

Further information on Glasgow City Council's Parental Involvement Strategy can be found at [www.glasgow.gov.uk/index.aspx?articleid=8642](http://www.glasgow.gov.uk/index.aspx?articleid=8642)

## THE EQUALITY ACT 2010

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The Equality Act 2010 protects certain characteristics. In the delivery of education the characteristics that are protected are disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy and maternity.

When making decisions in relation to admissions, exclusions, the provision of education, benefits facilities and services and any other relevant decisions the school has a duty to have due regard to the need to –

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.







## POSITIVE BEHAVIOUR AND DISCIPLINE PROCEDURES

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Holyrood's School Behaviour Management system has to be considered against a backdrop of our

- PAR procedures: Prepare, Attend, Respect – promoting positive behaviour and
- current Learning and Teaching policies and practices operating in Holyrood.

Staff are expected to use PAR routinely with pupils:

- use PAR regularly to explain the kind of positive behaviour we expect within our school community
- when a pupil's behaviour has fallen short of PAR – to remind them of the required standard of behaviour

In meeting pupils' needs, current Learning and Teaching policies and practices ensure that pupils' experiences include

- well-prepared and well-considered lessons
- a welcoming atmosphere in class
- purposeful and progressive activities within lessons

Against such a backdrop, all evidence shows that the incidence of indiscipline will be reduced. However, despite all efforts on these fronts, there will be indiscipline and we need a system of practices to address this.

The positive development of good discipline and the value of school rules cannot be emphasised too much in this context. Equally, involvement of parents is vital to the success of any scheme.

### **School Procedures under PAR arrangements**

1) Low level indiscipline should be dealt with by teacher in class. Sanctions include

- PAR standard is agreed objective
- Insist on PAR standard
- Regular reminders
- Use classroom sanctions to encourage pupils back to PAR
- verbal warning – corrective feedback redirecting pupil back to task as PAR
- move within the classroom
- kept behind for verbal warning – Use PAR expectations
- issue a Pun Ex
- Move to a colleague's class (1 period)

For persistent low level misbehaviour, classroom teacher will refer in writing to PTC, using dept referral form.

2) On receipt of the 1st written referral, the PT (Subject) or the Faculty Head,

- to interview, issue warning and enter in dept log
- send letter to parent

Upon receipt of 2nd written referral, PTC/FH to

- to interview, issue warning and enter in dept log
- send letter to parent
- if available, possibly use departmental lunchtime detention





Upon receipt of 3rd or subsequent written referral, PTC/FH to

- refer to DHT using the current referral documentation
- Upon receipt of written referral from the PTC, the steps available to the DHT are
- interview and warn pupil
- contact parent
- interview parents with PTPC
- invite PTPC to investigate/support further
- issue further detentions<sup>7</sup>
- remove pupil to LU for a limited period with work from classroom teacher
- seek temporary exclusion with HT approval

On occasion, unfortunately, more serious incidences of indiscipline occur. PAR is not intended to deal with these. Below is an extract from the latest review of Behaviour Management which summarises how to deal with serious indiscipline out with the scope of PAR:

#### Serious Indiscipline Level 1

There is a level of serious indiscipline where a 0 call to the office for the immediate attendance of a DHT is not required. Such cases should be referred to the PTC and an immediate referral to DHT initiated.

The likely response from DHT is to arrange the removal of the pupil to the LU for the next 2/3 meetings of the class whilst the referral is dealt with.

#### Serious Indiscipline Level 2

(a) When serious indiscipline in the classroom is such that the lesson cannot proceed, the teacher should dial 0 and report the situation to the school office. Staff should give details of the year group.

In the first instance, the office person will inform the appropriate Year Head or any other available SMT member if the Year Head is unavailable.

The SMT person will attend the classroom and deal with the immediate situation. Thereafter, the matter will be dealt with by the Year head. A completed referral will be required from the PTC.

(b) If a teacher encounters serious indiscipline outside the classroom which represents a threat to personal safety, he / she should dial 0 and report the situation to the school office. A member of the SMT will be alerted to deal with the situation.

**DISCIPLINE OUTSIDE THE CLASSROOM** - Every teacher is asked to help maintain discipline in the corridors, yards etc. This will be in the interests of all staff and pupils. The following brief rules of conduct are suggested:

- i. Always follow the "one way" system. This eases the flow of traffic in the corridors;
- ii. Always keep to the left on stairwells (up or down);
- iii. Minor incidents should be dealt with by teachers on the spot;
- iv. Serious incidents should be referred directly to any member of the SMT;
- v. A rota is in operation for the supervision of congested areas;
- vi. Noise in the corridors should be kept at a reasonable level.





## CODE OF CONDUCT

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### MOVEMENT ON STAIRWAYS AND IN CORRIDORS

We have a 'One Way' system for the flow of pupil traffic around the school. All corridors doorways etc are clearly signed giving all directions.

**General Rules :** No running, pushing, jostling. Noise to be kept to a minimum. Class Section to remain as one unit when moving. Line-up outside classrooms.

### LATECOMING

1. All pupils must come to school on time.
2. Persistent latecoming will be reported, investigated and appropriate action taken.
3. Pupils who report late for school after Registration should report to the School Office before attending classes.

### CARE OF BOOKS AND EQUIPMENT

1. Each pupil is entirely responsible for all jotters, books and stationery issued by the school.
2. All books and jotters are to be looked after carefully, covered and kept graffiti-free.
3. Books and jotters are to be carried in a suitable bag.
4. Bags must never be left unattended in the corridors or yards.

### DRESS

School uniform must be worn. See page 12 for details.

### BEHAVIOUR OUTSIDE SCHOOL

1. Holyrood's good reputation depends on the behaviour of each pupil.
2. Good behaviour is expected at all times in the vicinity of the school and on public transport.
3. Pupils should not leave the school at the interval.

### EXEMPTIONS FROM SCHOOL

1. Pupils should not be allowed out of class to go messages either inside or outside school. Pupils who have to be sent a message in an emergency should have an official permission slip issued by their teacher explaining why they are out of the classroom.
2. Pupils who require permission to be out of school during school hours for Doctor/ Dentist appointments must obtain an EXEMPTION SLIP from the year Head before 9.00 a.m. each day, or after 3.35 p.m. for appointments the following day. Appointment Cards are to be produced and a note from parent authorising pupil to leave school.





## DEPARTMENTAL INFORMATION AND ACTIVITIES

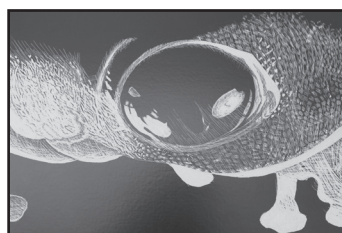
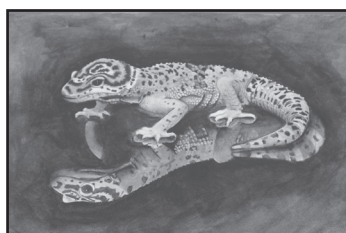
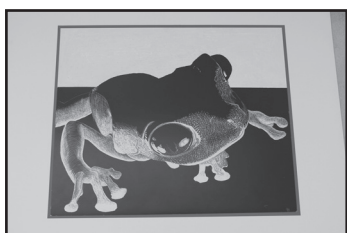
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### ACTIVITIES & ACHIEVEMENTS

### ART DEPARTMENT

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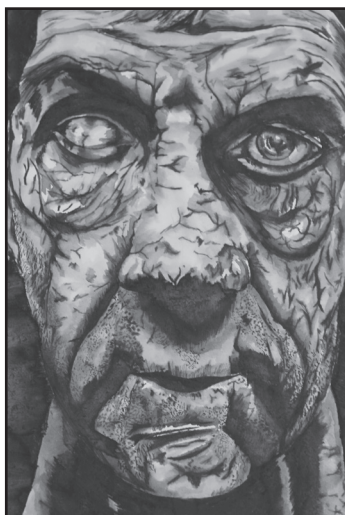
The Art Department has built a network of links with several Higher/ Further Educational Institutions and a number of working designers and artists. The department's involvement in competitions has been a major source of success for our pupils. They have won prizes in competitions too numerous to mention.



Workshops with visiting Artists and Designers take place in the Department on a regular basis. Recent areas of study have involved our pupils working with visiting practitioners on the following areas:

Mural Design and Production, Mosaic Mural Design and construction,  
Jewellery, Product Design and construction,  
Furniture Design and construction, Stitched Textiles,  
Printmaking, Japanese wood carving/Printing,  
Subway Art, and Graffiti Murals, Photography, Drawing,  
Painting and Sculpture.

We currently have former pupils studying at all four Scottish Art Schools as well as those in Ireland, England and as far afield as America and Asia.





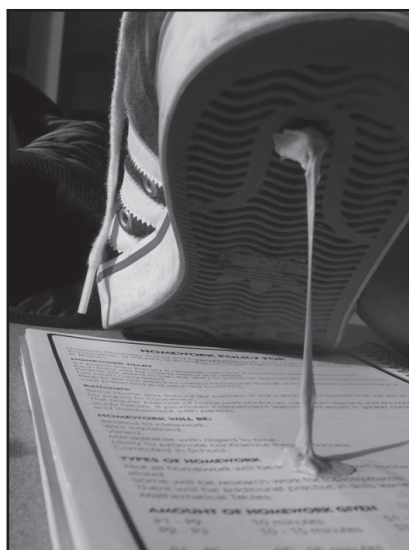
Upper school pupils annually take part In Evening Classes in the Visual Arts Studio at the Tramway in Glasgow in areas of 3D Construction, Textiles, and Life Drawing.

Our pupils achievement is regularly celebrated through selection by SQA for national events, exhibitions and publications.

The quality & variety of our pupils work can be viewed via the Holyrood website which features pupils Projects, folio examples and regular updates. We have now introduced a 'Pupil of the Month' for each year group which can be seen via the homepage in 'Latest News with summary' and via 'News and Events'

Many of our top Art Students are selected for Holyrood Malawi Teams. Their contribution to annual projects in our partner schools is remarkable. Photography

We have recently established the new Photography Higher within our curriculum, with high uptake and excellent results produced by our pupils, some of whom plan to go on to a career in this field.







## BIOLOGY DEPARTMENT

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Students will be studying a Broad General Education (BGE) that will overtake S1 – S3. During this time they will experience three Key Areas within the Biology curriculum.

### Cell Biology

#### Multicellular organisms

#### Life on Earth

**Cell Biology** – will begin a basic understanding of different types of cell and its components leading through to the National courses where the biochemical processes that maintain life will be discussed and finally assessed.

**Multicellular Organisms** – will begin with a basic understanding of the body's systems and how they operate leading through to the National courses where we investigate the interaction of these systems and how the cell components assist them. This allows the pupils to see that the human body is a fully integrated machine and that no part of the body works in complete isolation.

**Life on Earth** – will begin with a basic understanding of energy within an ecosystem and how food chains and food webs contribute to energy flow. The pupils will undertake investigative work to see the different impacts that pollution and overuse of resources can have on our planet. This is reinforced by Mrs McCann's ECO group who monitor the litter situation within our school community. Leading onto the National courses where the pupils will build on earlier understanding and investigate the impact of species removal and deforestation on our Biomes.

#### Activities to enhance learning

As a department we have a good working relationship with:

Owl Magic who visit the school allowing the pupils to handle the birds while learning how the changing environment is affecting their numbers.

Culzean Castle where the pupils can carry out their sampling techniques on a larger scale and then have an opportunity to handle marine life in the rock pools.

The Glasgow Science centre allows us to visit and interact with various STEM ambassadors and give the pupils a chance to build DNA and look at the different ways to improve performance.

Beatson Centre who allow some of our senior pupils to visit their facility annually and listen to the new breakthroughs in Cancer treatment and visit the different labs.

We have been blessed with various visiting Health Professionals who can give our young people a personal insight into their career and can advise them appropriately.

#### Senior Phase

This is covered from S4 – 6 and there are a number of different routes to take

S4 National 4 **NEXT STEP** National 5 Biology when appropriate/ National 4/5 Health Sector

S4 National 5 **NEXT STEP** Higher when appropriate/ National 4/5 Health Sector

S5 National 5 **NEXT STEP** Higher when appropriate/ National 4/5 Health Sector

S5 Higher **NEXT STEP** Advanced Higher when appropriate

It is our aim as Biologists that when the young leave our department that we have passed on or ignited a keen interest not only in the field of Biology but in Science in general.





## CHEMISTRY DEPARTMENT

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S1/2 – Pupils in S1 and S2 are working through level 3 experiences and outcomes by completing units of work based on chemistry, physics and biology. Each unit has practical skills built in which allow pupils to gain confidence in handling apparatus and develop key investigative skills. Pupils are given the opportunity to attend Science club at lunchtimes and last year S1 were given the opportunity to visit the Science Centre. They were treated to a Live Science Show in the auditorium and enjoyed a trip to the Planetarium. A group of S2 pupils also attended the Science Centre for a STEM careers festival. This event involved pupils working in teams to solve engineering style tasks and then hearing about the different career opportunities available in the STEM sector. Each year a small group of S1 pupils have the opportunity to take part in the Salters Festival of Chemistry and compete against teams from other Scottish schools, carrying out investigations and working independently to solve a problem set by the University. Pupils who have participated in this event at Glasgow University always find it a fun and informative experience.

S3/4 – Pupils in S3 and S4 take full advantage of extra study time at lunchtime in the department and scheduled supported study in the run up to exams. Last year we started a Science club for S3 pupils with a focus on engineering, which becomes a chosen course of study for many pupils. Students participated in a challenge involving the construction of a crane and had the opportunity to attend a Science club showcase event. One group from the Engineering club went on to compete with their crane design and impressed the judges with their teamwork skills. S4 pupils have also attended an interactive lecture at the Science centre entitled 'Fantastic Plastic!' This had an entrepreneurial spin to it showing them how the developments in the polymer sector of the Chemical Industry have turned ideas and theories into money making products. Two of our S3 pupils became Young Chemical Ambassadors through the Engineering Department at Strathclyde University. They worked with a PhD student mentor and delivered a lesson to their class. The boys impressed the judges and were awarded second place on the programme. This year we have 5 more S3 students participating in this innovative programme.

S5/6 –As we continue to deliver the new CfE Higher and Advanced Higher courses pupils are coping very well with the changes in assessment style. As with S3/4 pupils senior pupils are making full use of the support on offer in the department at lunchtimes. Advanced Higher pupils have been getting a taste of university labs by attending Glasgow University to develop their practical skills. They are working with pupils from many different Glasgow schools and gaining valuable experience which will help them complete their investigations.







## HOME ECONOMICS DEPARTMENT

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The S1 & S2 curriculum enables learners to develop their knowledge and understanding of hygiene & safety, the importance of healthy eating, living a balanced lifestyle and the importance of exercise whilst developing their proficiency in cooking and building their confidence in the kitchen with lifelong skills.

The pupils will also be allowed to develop their design skills in the area of fabric and cookery, learning about product development, marketing and the food industry to develop new dishes. In fabric the pupils will design and make a textile item in S1 & S2 following a specific brief.

The new courses are challenging, achievable and motivating incorporating an active learning environment.



In the middle school S3 pupils will continue their broad general education and they will make a portfolio of work in their chosen specialist area:-

### **Hospitality** **Baking/ Cake Craft** **Health & Food Technology**

At the end of S3 pupils will then progress onto to the new National Qualifications. Pupils will all complete the same work within their chosen pathway but their individual attainment will determine the grade they achieve National 3, 4, 5 or Higher.

### **National Hospitality**

The Course aims to enable learners to proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes then select and use ingredients to make and garnish each dish. Pupils will develop an understanding of the characteristics of ingredients and an awareness of their sustainability. Pupils will also consider healthy eating and current dietary advice in relation to cooking methods and ingredient choice.

Pupils will also be expected to plan, cost and produce meals and present them appropriately while work safely and hygienically throughout.

There are 3 components to the Hospitality course which candidates must successfully complete; a question paper, an assignment and a practical exam. Successful candidates will also complete an **Added Value Unit**.

Our senior pupils are offered the opportunity to complete the REHIS Food Elementary Hygiene Award which is industry standard and, for some year groups, The Culinary of Excellence School, allowing the pupils to work in a working kitchen being led by a chef to develop and enhance their skills.

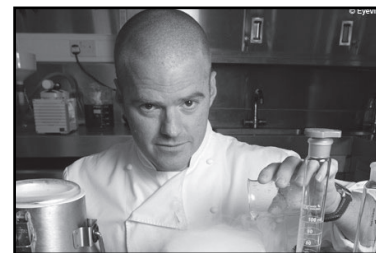
### **National Health and Food Technology**

The 3 mandatory units in this course are **"Food for Health," "Food Product Development" and "Contemporary Food Issues"** high attaining pupils may also complete an **"Added Value Unit"**– to produce a food product in response to a given

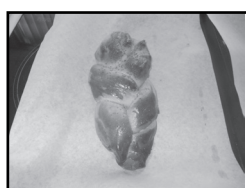




brief. Pupils will continue to develop their knowledge of a healthy lifestyle. This will involve them surveying the factors affecting food choices in relation to the health and needs of varying individuals by referring to current dietary advice. They will investigate the functions of ingredients and prepare foods to evaluate their properties. Using this knowledge, they will then develop a new food product, everything from breakfast cereal coated chicken nuggets, spicy popcorn to frozen yogurt fruit tacos have been developed previously.



The pupils will also investigate contemporary food issues. This course lends itself to pupils visiting and working with food producers, nutritionists and leaders in sustainability within the local area.



### **NPA Bakery**

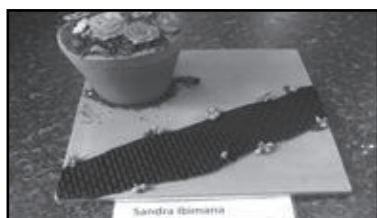
The aim of this award is to provide pupils with the opportunity to develop practical bakery skills in bread making, craft baking, cake decorating and pastry skills. The award equips pupils with the relevant skills for success in future employment in the bakery industry or for progression into further academic studies in this area. This year pupils have visited industrial bakeries and been allowed to give samples of their bread for taste tests in Asda.

### **National 5 Practical cake craft**

This course is only offered at National 5 level it focuses on two main areas: Cake Baking and Cake finishing. Pupils plan, design, make and decorate a cake for a special occasion. Pupils prepare by making a variety of sponges in different sizes and quantities they also practise a variety of production methods such as modelling, piping, and embossing. The course allows pupils to apply and extend their abilities to:

- interpret a given design brief that extends skills in cake baking and cake finishing in unfamiliar contexts
- independently select resources and make efficient use of them when following the design brief
- demonstrate flair, creativity and resourcefulness in fulfilling the requirements of the design brief
- evaluate their finished cake in terms of the design brief
- work safely and hygienically to fulfil the requirements of the design brief
- culminating in a final written exam paper.

This course is ideal for pupils with aspirations as an entrepreneur.



### **Extra Curricular**

The department offer weekly cookery and textile lunch time clubs, giving the pupils the opportunity to continue with their textiles after S2. This club has benefitted from a teaching trip to Dumfries House, where they designed and made a tote bag with designers from industry.

The pupils within the department also have the opportunity to take part in various whole school activities where the pupils are able to demonstrate their skills; the pensioners' lunch, Christmas fete; staff breakfasts, new staff lunch; various coffee mornings, fair trade and the Fun Health day.





## DEPARTMENT OF MATHEMATICS

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All pupils in Mathematics are encouraged to develop their mathematical knowledge and to improve their problem solving skills through the daily work in the class and beyond. Opportunities will be available for students to work cooperatively in class solving “Murder Mysteries” and Mathematical puzzles.

Information from the primaries will assist the department in allocating the appropriate level of work so that each first year pupil is working at a level and pace suitable to their needs. On-going monitoring of progress takes place to ensure all are suitably challenged in Mathematics. Close cooperation with ASL/EAL where appropriate takes place to help with this.



### **Primary 7 Maths Challenge**

One team from each of the associated primaries compete in a morning of problem solving in the school library. Each winner and runner-up receives a small engraved shield and the winning team also receives the trophy shield to keep for the year.

### **S1 Maths Challenge**

Throughout S1 pupils will be able to take part in various Mathematical challenges leading to a team of S1 pupils taking part in an inter-schools competition towards the end of the session.

### **S1 Mathematics and Numeracy Page**

Information regarding the S1 Mathematics course can be found on the school website. Pupils are encouraged to use the website for home learning and revision for tests.

**<http://www.holyrood-sec.glasgow.sch.uk/PlainText/PlainText.aspx?SectionId=416c6051-d370-4cc6-8e8d-b75725234447>**





## ENGLISH DEPARTMENT

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Pupils across the year groups take part in a wide range of activities to broaden their understanding of English.

For Book Week Scotland, S1 pupils can choose to take part in a Writing Challenge. Last session pupils submitted many well-crafted pieces, each comprising no more than one hundred words, about the impact reading has had upon their lives. This year the theme is 'Nourish!' We look forward to many of our talented young people taking part in the Challenge.

There is a thriving Public Speaking Club in S1-S3, run by Miss Hood, with pupils participating in many competitions both locally and nationally, including the Donald Dewar Debating Competition. Senior pupils have also been invited to become involved in the Glasgow Schools' Public Speaking competition and, having achieved a top three placing in previous years, we expect great things from them! Our young Speakers are preparing to participate in an exciting Competition organised by the Crown Office, for which Holyrood will be the host School.

Mrs Leggett's Senior Creative Writing Group goes from strength to strength, with young people producing outstanding examples of writing in all genres, dreaming of attending the Hay Festival, entering competitions and even having their work published in the future.

In 2016-17, pupils across S1-S6 benefited from many opportunities to enjoy theatre and cinema and groups of S4 and S5 pupils took a trip to see their Scottish set text, 'Sailmaker', on stage.

We look forward to Session 2017-2018 and all the competitions, trips and opportunities which will be presented to the pupils in order to develop their love of writing and of literature!





## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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Holyrood is one of the most ethnically and culturally diverse schools in Glasgow and a significant number of Holyrood pupils speak two or more languages. The EAL department provides direct support to these pupils, as well as working with subject teachers to develop strategies for support across the curriculum.

EAL teachers teach English classes for speakers of other languages from S1 to the Senior Phase, as well as providing support to pupils who are new to English in a range of subjects.

Pupils new to the school will work closely with the EAL department in the EAL Base to assess and understand their needs to ensure that subject teachers are best able to support them. Further support is provided to teachers in adaptation of materials and in-class support.







## ADDITIONAL SUPPORT FOR LEARNING

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ASL teachers identify additional support needs and coordinate support for learning across the school. Needs are identified through liaison with our associated primary schools and some other local primary schools, as well as through referral from pupil, parent and/or teacher.

Subject teachers are informed about pupils' needs and advised regarding appropriate support strategies. Professional development activities are programmed to improve the teacher's capacity to provide support.

ASL specialists support many pupils in subjects across the curriculum and teach smaller groups in tutorial to meet the pupils' needs in literacy and numeracy. The department runs a very successful paired reading scheme whereby S6 students are paired with younger pupils to help them develop reading skills. This is a very positive experience for both senior and younger pupils.

The Learning Unit is staffed mainly by ASL teachers who can support vulnerable pupils in a wide range of subjects. Pupils with health difficulties are supported here when they cannot access all of their classes.

The department organises after school classes for pupils who wish to enhance their reading and spelling and a lunchtime board games club for vulnerable young people who find social situations stressful. Homework help is given and, in the Easter term, study skills classes for S3/4 pupils. All additional assessment arrangements are coordinated by the Principal Teacher of ASL.

### **Rivercross Project**

A multi-disciplinary collaboration between Holyrood Secondary and Hollybrook Academy, the Rivercross project aims to create new learning experiences, foster attachment and build self-confidence in pupils with significant additional support needs and at risk of becoming excluded.

In addition to Hollybrook teachers offering direct support and providing learning experiences to Holyrood pupils which would not otherwise be possible, this project aims to further increase the capacity of Holyrood staff to meet the needs of young peoples with significant and particular additional support needs. This will take place through a series of CPD sessions, assistance in differentiation and adapting classroom practice and shadowing between the two schools. In return, Holyrood will offer use of facilities and teaching staff to provide learning experiences which Hollybrook pupils are not currently able to access. The collaboration between the schools will also provide wider opportunities for professional development for staff in both schools.





## MODERN LANGUAGES DEPARTMENT

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The Modern Languages Department is determined to allow as many pupils as possible to experience the benefits of learning languages, not just in the classroom, but also through different activities throughout the year.

This year we have a French, Spanish and Italian Modern Languages assistant working with pupils from all year groups to improve listening and talk activities. Moreover, pupils have regular access to the Modern Languages IT suite to allow them to make use of the various IT programmes and websites available.

Pupils are also given the opportunity to enhance their talk skills by recording their own voices speaking French, Italian or Spanish and sometimes making video clips and writing blogs. We have several S3 groups and an S6 group entering the Scottish European Educational Trust competition on the theme of Migration and Welcome and Travel and Tourism this year. Watch this space!

Many pupils have the opportunity to visit the GFT or Cineworld to watch French or Spanish films and gain an insight into life in other countries. At a recent event at the CCA our S4- S6 pupils also had the chance to interview a Cuban film director and actor in Spanish about their recent film as part of the Havana Glasgow film festival.



In 2017 all our S2 pupils had the chance to be part of our Hampden Project. With a variety of outcomes to choose from they have the opportunity to develop skills in business, employability and languages in the work place. Pupils' work is currently displayed in Hampden's Hall of Fame.

Over the past few years groups of S3 pupils entered a live on-line French competition. One of Holyrood's teams, "Les Fabuleux", beat teams from all over Scotland, to win the first prize. After such success, we will certainly be competing again this year!

September was the month of European Day of Languages when all year groups took part in language games and competitions. We learned to say hello in 17 different languages as every department in the school greeted pupils in a different language and we learned a different fact of the day on the daily tannoy. S2 pupils all took part in 2 workshops which included activities such Salsa dancing with Miss McCafferty and Miss Glancy, football with Mr. McCormack and Mr. McIlkenny, learning some Mandarin with Ruari Peacock or French, Italian and Spanish art and music with Eve Boyle, Mrs. Coyle and Mr. Pitisci. We even had our own photo booth with Mrs Foley!







This December some S1 pupils will join other S1 pupils from across Glasgow South to watch a French theatre performance organised by the L'Alliance Française. In previous performances S1 have enjoyed watching their French teachers being "picked on" to become part of the entertainment!

Every year we are fortunate enough to have S6 pupils selected to go to Strasbourg as part of the Euroscar programme. This year we have 6 pupils taking part. They will have the opportunity to join other young people from all over Europe and together they will visit the European Parliament and take part in a special debate.

As part of their programme they interview passers-by in the street and ask them questions to find out what the French know about Scotland. They get some very strange answers!

The organisers of the Euroscar trip always comment on the great contribution Holyrood pupils make to this programme. A group of pupils studying AH French are also invited to address the Life Long Learning Club at Strathclyde University in February. The pupils always impress the group with their presentation skills and their confidence in speaking French to a large audience.

In February 10 S3 pupils will have the chance to take part in the Business Brunch at Dundee University with the opportunity to speak to local and national businesses. Several year groups also have the chance to visit the Alliance Française in Glasgow and learn more about French film, literature. Here our S4 pupils are finding out more about French Graphic novels and they were all pleasantly surprised at how much they were able to understand.



Herriot-Watt University is the venue in March for a fascinating event –senior phase pupils are invited to listen to a topical debate in whichever language they choose. University students show off their interpreting skills allowing the audience to follow in French, Spanish, Mandarin or Urdu.

This year as part of our British Council Lefèvre project S4 and S5 pupils will be taking part in a joint project on health and well-being. 20 French pupils aged 16 will spend a week working beside us in June and 20 of our Holyrood pupils will return to Aix-en-Provence in France to spend a week there with them learning about Health and Well-being in France. Some exciting months ahead!

To end the year and celebrate successes with pupils studying Spanish we like to take a trip to our local tapas restaurant, practice some Spanish, eat some good food and talk about all the great things that have happened in the Modern Languages Department that year.





## DRAMA DEPARTMENT

### **n S1 S2 and S3**

In Drama, the Broad General Education course is relevant challenging and highly motivating to pupils. Working on skills areas such as mime and movement, language skills, characterisation, role play and script based work, pupils in Holyrood will develop their self-confidence and self-belief, work collaboratively with others in small and large group settings, and use the medium of Drama and Theatre to work on developing a strong sense of self, and highlight the importance of individuality. Again, technology plays an ever increasing part of work in Drama, using Lighting and Sound equipment and video technology to enhance and evaluate dramas created.



### **In S4**

In the senior phase, pupils opt to take Drama (4 Periods per week). In S4 learners will have 4 lessons per week and follow the, National 4 and National 5 courses (one year course)

In Drama, the course provides opportunities for learners to be inspired and challenged by exploring dramatic ideas in creating and appreciating drama. The course focuses on the development of performance skills, using theatre arts

technologies to create and present dramas. As well as advancing pupils' ability to evaluate. Assessment will be based upon participation in performances and production roles and National 5 pupils will sit with a final national written exam.

### **In S5 and S6**

In the senior school, at the moment we offer, National 6 Drama (Higher Drama), and National 7 (Advanced Higher)

Pupils who reach this high skills level, are given a multitude of opportunities to perform, to analyse, to listen, to develop ideas. These upper school courses are once again fast moving and pupils really benefit greatly from the work we do in the upper school.



Drama can be enriching and life changing. Pupils' lives are greatly enhanced by being involved in performing, and the high level of care and commitment shown by the staff means that pupils' opportunities to shine and be a real part of this core area of school life are huge.

### **Extra-curricular**

As well as our dynamic coursework and the excellent provision of Drama within the curriculum, there are a great many opportunities within the Department for pupils to take part in at lunchtime and after school. These include:



- The S1 & S2 Drama club
- The S1 & S2 FILMCLUB
- The S3-S6 Drama club
- The School Show
- Audition preparation course (Upper school)
- Evening theatre trips throughout the year
- London Theatre Trip in September for years S4-S6

There's something for everyone in Drama in Holyrood Secondary School and the shining talent of our young people is testament to the enthusiasm, commitment and hard work of the staff.





## MUSIC DEPARTMENT

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### Music – Instrumental Instruction

The instrumental instructors in Holyrood Secondary play a key role within the department.

### Recruitment of Pupils

Pupils in S1 have the opportunity to audition for, Woodwind, Brass and Strings. If successful, the parents are notified and sent information regarding instrument hire (if applicable).

Pupils continuing into the senior phase in music have the opportunity to attend instrumental lessons in at least one of their chosen instruments/voice.

### Extra-Curricular Activities

#### Music

The music department has a lot to offer in terms of courses and extra-curricular activities. There are many opportunities for our young people to get involved in. These range from a Ceilidh band for our more traditional players to Senior Choir for our vocalists who like a challenge.

This session we currently offer:

- Junior Choir (S1-S2)
- Senior Choir (S3- S6)
- Boys Choir (S3-S6)
- Girls Vocal Group (S3-S6)
- Ceilidh Band
- Junior Band
- Samba Band
- Cello Ensemble
- Jazz Band
- Orchestra
- Clarinet Ensemble
- Guitar Group

In addition to National Qualifications we offer a timetabled course for our S6 to develop ensemble skills and contribute to the wider community.

We are pleased to be able to showcase all of our students' talents at a variety of performances throughout the year and no matter what your preference is, there really is something for everyone.





## P.E. DEPARTMENT

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The S1-S3 health and wellbeing course in Physical Education involves all pupils participating in a wide range of the activities including: Basketball, Badminton, Netball, Rugby, Hockey, Football, Gymnastics, Swimming, Dance and Athletics. Physical Education provides pupils with a platform from which they can build physical skills, improve aspects of fitness, develop cognitive skills and enhance personal and interpersonal skills. These are known as the Significant Aspects of Learning. Pupils will develop the skills necessary for participation in a wide range of activities allowing them to enhance their physical wellbeing in preparation for leading an active and healthy lifestyle.

The course aims to provide pupils with a variety of Learning Outcomes and Experiences that will allow each pupil the opportunity to develop the four capacities as outlined in A Curriculum for Excellence: Successful Learners; Confident Individuals; Responsible Citizens and Effective Contributors



In the senior phase pupils can opt to study PE between S4 and S6 pupils and can work at their own level to study National 4, National 5 or Higher PE. The S6 pupils also have the option of participating in a Sports Leadership Level 2 award.

### **National 4 / 5 P.E**

These are our SQA awards. Each course involves pupils performing in a number of activities. They must pass 2 activities in the year to be presented at that level. They will then choose 2 activities to be formally assessed in and this is worth 50% of their overall grade. These assessments are single performances that take place in March.





When studying National 5 pupils will write a portfolio on an activity of their choice. This is marked by SQA and equates to the other 50% of their overall grade.

### Higher P.E

The pupils must pass 2 activities within the course and then select 1 activity to be assessed in, this is worth 40% of their overall mark. This performance is known as a 'one off' performance and is usually conducted in March.

The pupils also complete end internal assessments before and after this performance. The assessment prior to the performance is about their planning and preparation for the activity. The assessment afterwards is an evaluation. This is worth 20% of their overall mark and is internally assessed by PE staff.

When studying Higher PE the pupils will sit an SQA exam in May / June. The pupils will study and answer questions on the 4 factors that can impact their performance. The exam equates to 40% of their overall grade.

### Leadership

The Sports Leadership Level 2 award gives pupils the opportunity to develop employability skills such as organisation, communication, using initiative and responsibility. Throughout the course the pupils complete a weekly placement at one of our feeder primary schools to assist with PE classes. They are also responsible for organising a number of events for primary and S1/S2 pupils. For example, they run a fitness event for over 300 pupils which aims to get as many pupils active in 1 period as they can. The course is internally assessed by the class teacher on a pass / fail basis.

### Extra-Curricular Clubs

We are very lucky in Holyrood to have a wide variety of clubs running at lunchtime and after school. A full list of clubs can be found on the school website.

Our netball and football teams always prove to be very successful in both league and Scottish competitions. We also have a number of recreational clubs where pupils can come along to participate, have fun and meet new people.

These clubs are a good way for pupils to learn new skills or enhance their PE skills further. Being part of a team can have lots of social benefits for pupils too.





## FACULTY OF SOCIAL SCIENCE AND CITIZENSHIP

The Faculty incorporates Geography, History and Modern Studies. We also offer Sociology and Politics in S6. In each subject area, pupils are encouraged to develop their knowledge and skills in order to become responsible citizens within school, the local community and the wider world. The department leads Fair Trade Education and the John Muir Award in our school as well as Holocaust Education Initiatives in partnership with the RE department and Glasgow City Council.

Each year, our school renews its commitment to Fair Trade through pupils' own learning experiences. Fair Trade Fortnight 2017 was experienced through a new partnership with the Catholic charity 'Apostleship of the Sea' which took the form of an S1 interdisciplinary day in the Fuel Zone involving the whole year group.



### Geography

Fieldwork is an integral part of Geography at all stages. In S3 pupils visit Loch Lomond to prepare for their AVU work, while in S4 they experience an Urban tour of Glasgow. S3-S6 pupils also have the opportunity to take part in a residential fieldwork course in Loch Ranza on the Isle of Arran. In conjunction with Modern Languages, the Italy trip runs successfully each year.

### History

Recent field trips have really brought the history of our own city to life. S1 pupils took part in an initiative led by our Museums Service on Glasgow's historical links with the slave trade which took the form of a walking tour that stretched from the Peoples' Palace to the GOMA building in the Merchant City. In June, Senior Phase students participated in both the Glasgow Central Station Tour, currently rated the city's number one attraction on Trip Advisor, as well as 'Digging In', a permanent exhibition of reconstructed World War One trenches within the grounds of Pollock Park.



### Modern Studies

Each year, Senior Phase pupils have the opportunity to take part in high profile events in relation to Politics and Citizenship. We regularly welcome visits from politicians representing all shades of the political spectrum and were recently lucky enough to be one of only two Glasgow schools to host a visit from House of Commons Speaker, John Bercow MP. Once he completed his very engaging and informative presentation





on his unique role he was expertly 'grilled' by our young people in an extended Q and A session, held in our assembly hall!

Two of our young people, Catherine Hannah and Claire McKenzie, have recently had their work published as part of the Hunter Foundation's 'Voices of Scottish Youth Project' in a political essay writing competition entitled, 'If I Ruled Scotland'. The Faculty has also recently worked alongside UK Parliament Week to ensure our young people are fully engaged in the democratic process and understand the importance of voting. The week of events was brought to an end by a visit from our local MP, Stewart McDonald who participated in a Q&A session with our S1 young people.



### **The Holyrood-Malawi Project**

Our Faculty is proud to continue our British Council Partnership work with Stella Maris. The school has a new Head Teacher, Sister Catherine, and she's very keen for us to deepen our partnership. The teacher's there wanted us to work with them on developing new teaching strategies. Our pupils were also keen to become involved. We wanted to give pupils in Stella Maris a flavour of the kinds of learning pupils here in Holyrood experience on a day to day basis and also to demonstrate these techniques to class teachers. We used lessons currently used in Social Subjects to cover issues of Human Rights and the United Nations Children Charter. We explained the work we'd been involved with in Glasgow to create the Children's Charter and worked to create a Stella Maris Charter. The charter will be used to develop lessons here in Holyrood and also in Stella Maris.

We also continued our work with Hudson Ovilia, leader of the Thyolo Paper Makers. This is a group of young artisans who train others to produce craft items. They use the money they raise themselves to pay for their education and to provide housing for the elderly and support for HIV orphans in their local communities. We again have bought stock from them to sell here in Holyrood as part of our 'Pure Fair Trade' initiative.







Hudson also kindly agreed to share his expertise with the Enterprise Group at Stella Maris. Thanks to a donation from Mrs Quinn, Hudson bought enough resources to get the girls started making their own recycled jewellery, posters, cards and beads.

It is our intension to eventually sell these goods here in Holyrood, with the profits going directly back to Stella Maris, where they will be used to fund scholarships for girls in need. Hudson has promised to work in partnership with Stella Maris to achieve these goals. Thanks again to everyone who has supported the Holyrood Fair Trade group and the Paper-Makers in the past. As ever, stock is for sale at any time from the Social Subjects base! The stock is really pretty and all environmentally friendly. Anyone interested in purchasing the craft items should get in touch with Miss Clare Wilson.



## BUSINESS EDUCATION DEPARTMENT

### Middle School

S3 and S4 Business Management classes are continuing to work with **Matthew Algie** a local business on a food industry project. The aim of the project is to help pupils to understand all aspects of the food industry and its importance to Scotland and the economy. The pupils will understand the skills required in business and the opportunities available in the food industry for careers related to these skills. The outcome of this business partnership has been very successful in providing real life a business experience for the students.



Pupils will be given an opportunity to learn how to Touch Type. With employers increasingly looking at improving staff's keyboarding skills the SQA have implemented a suite of qualifications to recognise these skills. Administration and IT pupils will be given an opportunity to learn how to Touch Type and gain a qualification at the same time.

### Young Enterprise High Street Challenge

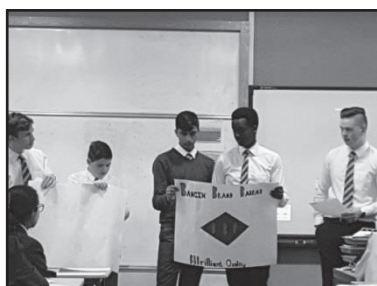
As part of the Business Management curriculum S3 pupils had the opportunity to work with Young Enterprise Scotland on the High Street Challenge program.



This opportunity allowed pupils to gain knowledge and insight to improve their employability through business, social and entrepreneurial skills. It allowed the S3 pupils to develop enterprise awareness and an understanding of how real businesses work.



Pupils pitched an idea to an audience of business volunteers and worked within a budget. They researched grants, loans and funds which may be available for start-up costs. They evaluated the strengths and weaknesses of an idea and demonstrated awareness of the needs of the community and how their business can make a contribution. Great day had by all!



### Upper School

Pupils also have to an opportunity to take part in the Finance Lab. The game involves managing a portfolio of investments in a time-pressured, competitive environment, which develops practical skills and brings business and investment principles to life in a real and immersive way. For example, pupils will have to use risk assessment and risk management skills and apply and develop a strategy for managing risk.

This stock market challenge game was developed in conjunction with BNP Paribas. Help and support is offered by the BNP Paribas staff. The staff are able to give pupils a valuable insight into the vast number of careers available in the Financial Sector.





## COMPUTING DEPARTMENT

### Game Jam

The department hosted the annual Games Jam this year. This event involved pupils from feeder primaries designing and creating games using Scratch. Competitors were given a theme at the start of the day around which all game projects will be based. This was a great opportunity for young people to work together and learn about the craft of making games, highlighting the varied and rewarding career opportunities in this medium.



### SICSA Cyber-Security High School Lectures

Each year the Computing Department take a group of S3 pupils to the SICSA Cyber-Security lectures. With up to 5 talks from leading industry figures, Police Scotland and University academics in one session it is a fun and varied introduction to the challenges facing all of us as we move towards the internet of things. The purpose behind the event is to: use light hearted and fun methods to introduce a career in Cyber Security to school pupils; address the skills and gender gap; raise cyber security profile through publicity generated by the lectures.

### Lunchtime Clubs

The Computing department runs lunchtime clubs for S1-S3 pupils interested in animation, games development and for use of the school network. The clubs are on Wednesday and Thursday lunchtimes.







## China trip

Three teachers from the department (Mrs Gunn, Mr Ward and Mr McGuire) led a group of 30 of our young people on an epic 5,000 mile journey to China. The group enjoyed visits to the Temple of Heaven, the Great Wall of China and Ming Tombs, Tiananmen Square, Mao's Memorial Hall, Forbidden City, attended a lecture covering the History of China, Liumingying agricultural village, Friendship Store and Silk Alley. They also found time for a rickshaw ride and some pupils played tennis with the locals. Phew!



## Animation Competition

Young people work as individuals or in groups to plan, design and create an animation on a current theme. Interested pupils use their lunchtimes to fine tune their animation skills in the department. The competition is hosted by the University of Manchester each year.

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## TECHNICAL DEPARTMENT

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### S1-S3 Technical Courses

Pupils will follow a broad general education . Their Learning Experiences will encompass all aspects of the Design and Technology.

Emphasis will be in Designing, Graphic Communication, Computer Aided Graphics, use and application of technology in society and Practical Abilities .

#### Design and Manufacture Course Nat 5 / 4

This Course introduces learners to the multi-faceted world of product design and manufacturing. Creativity is at the heart of this Course — yet it is its combination with technology that makes it so exciting.

In the Course, learners are encouraged to exercise imagination, creativity and logical thinking.. The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of vocations and careers.

It will provide opportunities for

- creativity, flexibility and adaptability
- enthusiasm and a willingness to learn
- perseverance, independence and resilience
- responsibility and reliability
- confidence and enterprise

The Course provides opportunity for learners to gain skills both in designing and communicating their design ideas. It allows them to investigate materials and manufacturing processes.

The aims of the Course are to enable learners to develop:

- skills in design and in the manufacturing of models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

### Graphic Communications

The Graphic Communication Course introduces pupils to the diverse and ever-increasing variety of presentation methods employed in graphic communication. Graphic Communication provides opportunities for learners to gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. Pupils are encouraged to exercise imagination, creativity and logical thinking. They will develop an awareness of graphic communication as an international language. They will find that the skills they acquire by successfully completing this Course will be invaluable for learning, for life and for the world of work.

#### Aims of the Course

- to develop skills in graphic communication techniques, including the use of equipment, materials and software
- extend and apply knowledge and understanding of graphic communication standards, protocols and conventions, where these apply.
- develop and understand the impact of graphic communication technologies on our environment and society.

### Practical Woodwork/ Metalwork – National 4 and 5

These Courses are largely workshop-based, providing a broad introduction to practical woodworking. Practical woodwork/metalwork allows pupils to develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing materials. It





allows them to learn how to work effectively alongside others in a shared workshop environment. The skills that pupils acquire by successfully completing this Course will be valuable for learning, for life and for the world of work.

### **Aims of the Course**

The course activities also provide opportunities to build self-confidence and to enhance generic and transferable skills in numeracy, employability skills, thinking skills, planning and organising of work tasks, working independently and in collaboration with others, as well as skills in communication and skills in self- and peer-evaluation.

### **Skills**

- develop skills in woodworking techniques
- be able to measure and mark out timber sections and sheet materials
- work safely in a workshop environment
- practical creativity and problem-solving skills
- understand sustainability issues in a practical woodworking context

This Course will also give pupils the opportunity to develop thinking skills and skills in numeracy, employability, enterprise and citizenship.

### **Industry/FE links**

As well as curricular courses we also have established Partnerships with local industries that our students can access :

- civil Engineering through the Engineering development Trust's education engineering scheme : students will participate in a national competition and work closely with professional engineers to solve real life problems – S5/6 students
- we have long established links with the Trades House Glasgow who over the past 15years organised City wide schools competition for S4 and S5/6 students and
- help fund collaborative industrial projects with Fe such as the oratory stain glass windows and patio stone seating





## PHYSICS DEPARTMENT

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### Broad General Education

In S1 and S2, pupils cover the level 3 Experiences and Outcomes as part of a combined Curriculum for Excellence Science course. In S1, pupils study the physics topics Energy and Space while, in S2, they learn about Electricity, Forces and Waves. Pupils experience a variety of active learning activities, experiments, projects and investigations. During second year, pupils will also participate in events or workshops designed to inspire young people's interest in careers in science, technology, engineering and maths (STEM subjects) as well as providing information on potential study pathways.

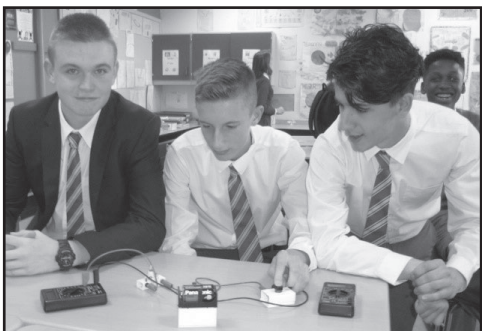


In S3, pupils who choose Physics continue to develop their skills, knowledge and understanding of the subject by taking part in a range of experiments and practical activities. They build upon previous learning by completing the relevant level 4 Experiences and Outcomes including elements of the National 4 and 5 courses to ensure a smooth transition to the Senior Phase. The S3 course comprises topics on: Astronomy, Waves and Sound, Electricity and Electronics, Properties of Matter and Motion and Forces. As in previous years, S3 classes will visit a state of the art waste management facility that harvests recyclable resources from household waste and generates valuable heat and electrical power that is distributed to the local community. Pupils will be given the opportunity to meet real life engineers who will give them an insight into the world of work and careers in industry.

### Senior Phase

In S4, the young people undertake a one year course of study leading to the award of a National 4 or National 5 in Physics. Pupils learn investigative, research and communication skills as well as furthering their study of Waves & Radiation, Electricity & Energy and Dynamics & Space.

In S5/S6, Physics classes are offered at National 5, Higher and Advanced Higher levels. The topics studied at Higher are essentially the same as at National 5 only they are covered in greater depth. At Advanced Higher pupils extend their learning to more fundamental aspects of the subject and attend Practical Laboratory sessions at the Glasgow Gaelic School where they develop their confidence and practical skills by carrying out experiments in small groups. In the senior phase, after-school supported study and Easter revision classes are offered at all levels to assist pupils prepare for exams.



In a new development, a vocationally orientated course in Practical Electronics is being offered to S5/S6 pupils. The National 4/5 level course involves the design, simulation and construction of practical electronic circuits. The new course is suitable for pupils who have not achieved the entry qualifications for Higher Physics and are likely to be seeking apprenticeships, further education or training in a Physics or Engineering related discipline when they leave school.







## WORKING IN THE COMMUNITY AND OTHER CHARITABLE ACTIVITIES

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### WORKING WITHIN THE COMMUNITY

Holyrood Secondary has throughout its history worked hard to foster a sense of community within the school and in the wider community in which the school serves. Community involvement has been fostered in many ways.

### SCHOOL COMMUNITY

- Peer Tutoring Programme.
- S4 pupils work with **Bridging The Gap**. In working with all of our associated primaries the project aims to ease the transition from primary to secondary.
- Peer Support
- S6 pupils work closely with S1 pupils in P,S,E. classes as buddies.
- Paired Reading
- S6 pupils support S1 pupils, who experience difficulty with reading, in this well established programme.
- Learning Community
- S6 pupils are involved in placements in our primaries either as classroom assistants or as Sports Leaders

### LOCAL COMMUNITY

- Senior Citizens' Project  
Each year senior citizens from the Dixon Community receive a small monetary gift via our Christmas Charity appeal.
- Pro- Life Group  
Mr Soares of the R.E. department runs this group. The group is involved in raising awareness of pro-life issues as well as providing practical help by fund raising to purchase essential items for babies and young children.
- St Vincent De Paul Group  
This group is also supported by the R.E. department and aims to help the poor in Glasgow through fundraising.
- Craft Fair  
This annual event, launched during Advent, provides support to the Dixon Community financially. It is well supported by parents and the local community. Recently the Music and Drama departments have added entertainment to enhance the evening.
- Fashion Show  
This is a well established even in the school calendar. It is a glamorous, must see extravaganza with our senior school models in stunning gowns and dinner jackets and our staff providing the comedy entertainment. It has become our most popular event with sell out audiences each year. We now have many established partnerships with fashion houses. Money raised goes to a number of school charities.





## **WIDER COMMUNITY**

- **Lenten Charities**  
During Lent the focus is on S.C.I.A.F. The 24 hour fast is a huge event in the school and raises thousands of pounds for charity on an annual basis. All classes are issued with "Wee Boxes" to collect for S.C.I.A.F.
- **World Porridge Day**  
200 S1 pupils donate to Mary's Meals in exchange for a bowl of porridge. They hear about the work of this famous charity and say prayers in support of the work carried out in many countries.
- **S1 Does the X Factor**  
This annual talent show for first year pupils takes place in the run up to Christmas and the money raised goes to support Young Carers and the Dixon Community.

## **THE YOUTH PASTORAL GROUP**

This is primarily for S6 students who wish to deepen and live their Catholic faith in three specific areas – academically - by deepening their knowledge through a series of talks delivered by Mr Michael Brady of the R.E. department, spiritually – by receiving the sacraments as often as possible, by praying together, by attending the Rosary group and thirdly by living the faith through working with young people and the wider community.

## **THE ROSARY GROUP**

The Rosary group meets one lunchtime a week to pray the Rosary together.



## HOLYROOD RC SECONDARY SCHOOL MALAWI PROJECT

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Holyrood Secondary School has been involved in classroom construction and learning projects in Blantyre, Malawi since 2008.

Each year we take a group of up to 36 students plus staff and adult volunteers to Malawi. Students are chosen in a rigorous application process where over 100 students initially make a written application and we interviewed over 70 for the 36 places.

As of August 2017 we have built over 32 classrooms, 2 school libraries, 2 units for children with additional support needs plus a toilet for children with physical disability. In addition we have refurbished and redecorated with learning materials over 50 other classrooms. I have visited Malawi with our groups of young people over the past 5 years. Our group of staff and students splits between working at four sites during the working day. We work with a local building company, recommended by Mary's Meals.

We prepare ourselves for this manual labour, by attending workshops at Clyde College, learning risk assessment and basic building techniques.

The Malawian builders we work with set a foundation before we arrive and then we work with them to construct the walls, ready for a roof to go on as soon as we leave.

As well as working on building and renovation the interaction with Malawian young people and teaching staff is very important. Our Holyrood young people are encouraged to interact and work with the Malawian children. Many of our young people have already began to prepare to deliver activities and lead learning projects.

In June 2018 the projects are as follows;

### **Mpatai**

- This year we will be building a library.

### **Mary's Meals**

- We will renovate 2 Mary's Meals under 6 centres.

### **Zingwangwa Primary School**

- This year we will decorate the block built in 2017 and continue library renovations in this urban school.

### **Muhengu Nursery**

- We will be supporting the work of Father Peter at this village nursery.

Holyrood Malawi Team 2018 will leave for Malawi on Friday 9th June. All Team members work to raise the full £2,100 for their air fare and basic accommodation.

The Holyrood Malawi Project has an extraordinary impact on our partnership communities in Malawi. The hard work of children and staff at Holyrood RC Secondary School is supported and funded by your generosity.

The work completed in Malawi has changed the lives of many children, increased their life expectancy and provided them with ambition.





## FURTHER INFORMATION

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### EDUCATION MAINTENANCE ALLOWANCES (EMA)

An EMA is a weekly payment worth up to £30 for young people who are planning to stay on at school in post-compulsory education and who are willing to participate in an approved learning agreement at school for a minimum of 21 guided learning hours per week. Further information on full eligibility criteria and application forms can be obtained from the school.

### INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational 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 you informed by using letters, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.

### THE PARENT FORUM AND THE PARENT COUNCIL

1. The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

#### Parent Forum

The membership of the Parent Forum is made up of all parents/carers who have a child or young person at an education authority school. Membership of the Parent Forum allows parents/carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents/carers. One of the ways parents/carers in the Parent Forum will be able to express their views will be through the Parent Council.

#### Parent Council

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of young people at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. The type of things a Parent Council could get involved in include:

- Supporting the work of the school;
- Gathering and representing parents'/carers' views to the Headteacher, education authority and HMIE;
- Promoting contact between the school, parents/carers, young people and the local community;
- Fundraising;
- Involvement in the appointment of senior school staff.





Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect young people's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents/carers in each school who make the key decisions. The Parent Council is also entitled to support from the education authority in fulfilling its role.

### **Education Services Privacy Statement**

As the local authority our schools and early years establishments process information about children and young people in order to help administer education and care. In doing so we must comply with the Data Protection Act (1998).

This means (amongst other things) that the data held about children and young people must only be used for specific purposes allowed by law. The following information explains the types of data held, why that data is held, and to whom it may be passed on.

### **Types and use of data**

Data held by schools and educational establishments includes contact details, curriculum assessment results, attendance information, characteristics such as ethnic group, additional support needs and any relevant medical information.

Our data includes information about individuals for whom it provides services, and the details of services provided. This data helps us:

- support learning and teaching
- monitor and report on progress
- provide appropriate pastoral care
- assess how well the school/establishment and Council are doing as a whole
- monitor progress and develop good practice in the services received
- carry out specific functions (such as social care)
- to evaluate and develop education policy and strategies

In addition, we may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people or where otherwise required by law.

We also hold information about parents/carers, emergency contacts etc. that is provided in the annual data check. This allows us to carry out the Council's functions as the education authority and may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 1998 (number Z4871657) and all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see [www.glasgow.gov.uk/privacy](http://www.glasgow.gov.uk/privacy).





### **Data rights and access**

As a data subject (or the parent of a data subject), you have certain rights under the Data Protection Act, including a general right to be given access to personal data held by any data controller.

The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. If you are a parent of a child younger than 12, you would normally be expected to make a request on their behalf.

The Council may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people or where otherwise required by law. The Council also has a duty to protect the public funds it administers, and to this end it may use the information you have provided for the prevention and detection of fraud.

### **BULLYING**

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. All young people in Glasgow's educational establishments have an entitlement *"to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination"*. (A Standard for Pastoral Care in Glasgow Schools).

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments. All establishments are required to review their policy in light of the this. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

## **SCHOOL IMPROVEMENT**

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Information on the main achievements of the school over the past twelve months can be found on the school website ([www.holyrood.gla.sch.uk](http://www.holyrood.gla.sch.uk)) and also in the Standards and Quality report.

Information on the recent school inspection can be found on the Education Scotland website.

### **School Policies and Practical Information**

This handbook contains a number of policies and practical information on school matters.

Further information can be found on the Glasgow City Council website  
<http://www.glasgow.gov.uk/en/Residents/GoingtoSchool/>







## IMPORTANT ADDRESSES

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Director of Education  
City Chambers  
40 George St  
Glasgow, G1 1JL  
Tel. 0141 287 2000

South Side Careers Office  
465 Victoria Road  
GLASGOW G42 8RL

Community Education Office  
6 Daisy Street  
GLASGOW G42

The elected representative for education in the Govanhill area can be contacted at Glasgow City Council, City Chambers, George Square, Glasgow G1

### POSTSCRIPT

**ALTHOUGH THIS INFORMATION IS CORRECT AT THE TIME OF PRINTING, IT SHOULD NOT BE ASSUMED THAT THERE WILL BE NO CHANGE AFFECTING ANY OF THE MATTERS DEALT WITH IN THE DOCUMENT:**

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

**CITY OF GLASGOW COUNCIL  
Department of Education  
MISSION STATEMENT**

**We aim to offer Education of the highest quality**

We will seek to:

- ◆ provide a full range of courses and services;
- ◆ enable all individuals to achieve their potential;
- ◆ supply suitable premises and resources;
- ◆ encourage access to education throughout life;
- ◆ foster genuine partnership in education;
- ◆ promote equal opportunity and social justice;
- ◆ support economic growth and prosperity

### RESPONSIBILITY FOR EDUCATION

**All education authorities are required by law to issue a copy of the school handbook incorporating current policies and practices of both the Council and the school to certain parents in December each year for their use as appropriate.**

**The responsibility for the provision of education in your area lies with the new unitary authority, namely the City of Glasgow Council. Parents should note that the policies and practices quoted herein are those of the Council.**

### HOLYROOD SECONDARY HANDBOOK

**Any enquiries regarding this handbook should be directed to Mrs Sharon Watson, Head of School.**



