Duncanrig Secondary School Handbook 2018

Working together for a brighter future
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1) Introduction
Dear Parent/Carer

Welcome to Duncanrig Secondary School, a thriving learning community.

I hope you will find our handbook a helpful introduction to our school, particularly if this is your first involvement with us. It has been prepared to give you an insight into what life is like within Duncanrig Secondary.

Through the hard work and dedication of staff and pupils and the support of parents and carers we continue to go from strength to strength.

Our pupils continue to achieve success in terms of both academic attainment and personal development. We continue to have exemplary statistics for positive destinations for our pupils: university, college and the world of work through apprenticeships and other forms of training.

Our pupils have excelled in a wide variety of fields including sport, music, art, public speaking, science and technology. We have achieved Gold Status with SportScotland yet again because of quality and variety of our health-based activities within PE and more widely across our school. Our commitment to the wider world is shown through the variety of domestic and international trips our pupils take advantage of and through our outstanding support to local and international charities. We continue to work closely with the Luwero Project in Uganda to support the life-changing work done there through the schools, orphanage, clinic, farm and church. A party of S6 pupils have just returned from helping there for 2 weeks and another group are already making plans for a trip next year.

Regular updates about school live and pupil achievements are provided through our bi-monthly newsletter.

Lyndsay McRoberts
Head Teacher
Our Vision and Values

Our Vision
In Duncanrig we work together to build positive futures for all. Our school community is a place where learners develop respect for themselves, for those around them and for the school environment. Values are established and skills developed, allowing pupils to build their confidence, achieve their potential, contribute successfully to society and play an active part in shaping the future for themselves and others.

Underpinning everything we do is the desire to raise attainment, provide opportunities for achievement and celebrate success.

Our Values
Respect for self, respect for others, respect for our community, respect for the school environment. Contribute when and where you can – be positive and give all you can give. Show tolerance towards others and celebrate diversity. Don’t settle for less than your best – be determined to be all you can be.

(The highlighted words are the key values that emerged from the consultation exercise with pupils.)

Our Aims
Working together, we encourage all pupils to become:

Successful Learners – who take responsibility for their own learning and self-development
Confident Individuals – who have a high self esteem and value their own worth
Responsible Citizens – who show respect and care for each other and their community
Effective Contributors – who make a positive contribution to society

South Lanarkshire Council Education Resources
South Lanarkshire Council is the fifth largest local authority in Scotland. It covers the following main areas: Clydesdale in the south which features extensive rural areas, Cambuslang, Ruther Glen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council’s Plan Connect sets out the Council’s vision which is, “to improve the quality of life for all within South Lanarkshire”.

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone while giving priority to children, young people, families and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.
Our School

Our school is a six-year, non-denominational, comprehensive school. It provides a wide range of secondary education for both boys and girls. We are part of the Duncanrig Learning Community, which comprises Duncanrig, our associated Primary schools, early years partners and bases that provide specialist additional services.

The Learning Community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible. All the establishments and services in our Learning Community share priorities for improvement and are involved in the deployment of additional support to meet the needs of the child and family.

The current school roll is just under 1,600 pupils. Our school houses a Communications Support Base (CSB) for children with Autistic Spectrum Disorders. The base is a council-wide resource and pupils are accepted into the unit through council referral systems.

School Details:
Duncanrig Secondary School
Winnipeg Drive
East Kilbride
G75 8ZT

Phone No. 01355 588800
Fax No. 01355 588801

Email Address office@duncanrig.s-lanark.sch.uk
Website www.duncanrig.s-lanark.sch.uk
Parent Council duncanrigparentscouncil@hotmail.com

School Facilities:
The school building occupies part of the campus of the former Duncanrig Secondary School which was opened in August 1956 as the first new school to the, then New Town, East Kilbride.

As part of South Lanarkshire Council’s investment in improving school buildings, our new school was built and opened in August 2007. The school has extensive ICT provision with all staff and pupils having access to e-mail, Intranet and Internet. Our school includes a state-of-the-art Sports Centre: we have exclusive use throughout the school day and preferential access at certain times. At all other times, the centre is open to the public.

Our school facilities remain as good as they were when the new school was built. This is a result of the excellent relationship we have with our partners InspirEd and Spie, our colleagues in the facilities management team who maintain the building and is also an indicator of the respect with which our pupils treat their school. The facilities support us in the delivery of excellent, innovative learning and teaching as we embrace Curriculum for Excellence.
Staff

School Leadership Team (Senior Management Team)
Mrs L McRoberts  Head Teacher
Mrs A Alexander  Depute Head Teacher (S1 Head of Year)
Mr M McCabe  Depute Head Teacher (S2 Head of Year & Pupil Support)
Mr C Collins  Depute Head Teacher (S3 Head of Year)
Mrs I Boyd  Depute Head Teacher (S4 Head of Year)
Mrs M Reid  Depute Head Teacher (S5 Head of Year)
Mrs T McDermott  Depute Head Teacher (S5 Head of Year)
Mrs A Widdowson  Depute Head Teacher (S6 Head of Year)
Mr L Obre  Depute Head Teacher (Head of CSB)

Principal Teachers
Art and Design  Mr A Martin
Biology/Science  Mrs J Meldrum
Business Ed  Mrs C A Taylor
Chemistry/Physics  Mr H Clements
Computing  Mrs L Marshall
English  Miss J Whiteford
Geog/Mod Studies  Mrs L Young
History/RMPS  Mr J McSherry
Home Economics  Mr P Hollinger
Mathematics  Mr D Callaghan
Modern Languages  Mrs S Hashagen
Music/Drama  Mrs J Ramsay
PE/Health  Mr G Wilson
Tech Ed  Mr S Atkins

Support for Learning  Mr G Mullen

Communication Support Base  Mrs J Gormanley

Pupil Support
Mrs A Reid (Avondale)
Mrs C Matthews (Avondale)
Mrs J Finnigan (Blantyre)
Miss N Higney (Blantyre)
Ms Z Seivwright (Cathkin)
Mrs J Brown (Cathkin)
Mr J Hunter (Drumclog)
Mrs H Patterson (Drumclog)
Our School Week
In response to consultations with all stakeholders, our school week runs thus:

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Attendance at School
In our approach to raising achievement it is recognised that attendance at school is something that should be continuously encouraged. It is no coincidence that our most successful pupils also have the best attendance. Parents and staff have a part to play in encouraging children to attend school.

It is important for us to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to:

- if you know in advance that your child is going to be absent from school, please inform the school by letter or telephone;
- give your child a note on his/her return to school, telling of the reason for absence;
- notify the school first thing in the morning when your child is going to be absent, let us know the likely date of return and keep them informed if the date changes;
- inform the school of any change to the following :-
  - home telephone number
  - mobile number
  - emergency contact details
- requests for your child to make an extended visit to relatives must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an authorised absentee in the register.

Every effort should be made to ensure that your child attends school during term time. Please contact the school should your child be unable to attend school.

Leave for Appointments
Pupils who must have medical or dental treatment during school hours are required to present an appointment card and obtain prior permission from the Head Teacher to be away from school. Such requests must be brought to the School Office before 8.55 am before the date in question. The same arrangements apply to all other requests for leave from school.
Parental Concerns
All enquiries and concerns received from parents are taken seriously. In order to ensure that
enquiries are dealt with effectively, contact should be made in the first instance with your child’s
Guidance teacher and or Head of Year/House.

Complaints Procedure
If you wish to lodge a complaint this can be done in the following ways:

- In person – please phone to make an appointment with either your child’s Pupil Support
teacher or an appropriate member of the Senior Leadership Team.
- By telephone – please ask for your child’s Guidance teacher or an appropriate member of
the Senior Leadership Team.
- By letter – to the Head Teacher.
- By e-mail – to office@duncanrig.s-lanark.sch.uk

We will endeavour to resolve any complaints or issues as quickly as possible.

Visits to our School
We operate an open door policy within Duncanrig and parents are welcome to visit our school at
anytime. However, to avoid any unnecessary waiting it is best to phone ahead and make an
appointment. New pupils and their parents are encouraged to arrange a visit and have a guided
tour of the school before enrolment.

Our Catering Services
Within our school we have a cafeteria run by Community Resources and special diets are catered
for on request. Packed lunches can be eaten in our dining area. We encourage all pupils to
remain on campus and use our cafeteria. The service is available at the following times:

**Before School:** From 8.30 am a selection of snacks and hot and cold drinks are served for
children arriving early.
**Morning Interval:** A selection of snacks and drinks are available.
**Lunchtime:** A varied menu of hot and cold meals sandwiches and hot and cold drinks are
available.

School Library
Our school library is an integrated learning resource centre. It is a valuable resource for all our
staff, pupils and students and plays an integral part in enhancing the development and delivery of
the curriculum.

All members of the school community can access information from a wide
range of sources. Our library has an extensive range of written publications
and audio-visual resources.

Our library is managed by a qualified librarian who liaises with departments to encourage its use.
The emphasis is on the development of programmes, and transmission of skills, to facilitate the
accessing and processing of information.

Skills which help all pupils learn effectively underpin major curriculum developments, notably
Curriculum for Excellence.

Our librarians also have a vital role to play in stimulating and encouraging pupils to enhance their
reading.

The librarians liaise closely with departments over resource needs and curriculum developments.
He provides a cross curricular perspective, specialised knowledge of resources and knowledge of
research methods.
One section of the library is dedicated to careers material. This provides students with access to up to date careers information on occupations, Further and Higher Education.

We are keen to encourage pupils to use the library for their studies and for recreational reading. Our library is open at lunchtime and after school and our librarians are glad to give help and advice to pupils and students seeking it.

**ICT Provision**
All ICT classes in our school are taught in classrooms where each pupil has his/her own computer. Our network ensures that everyone has Internet access and email facility and all of this continues to be provided and delivered within a secure and safe environment.

Our Intranet is a valued resource and is available to all staff and pupils. The introduction of a media server has allowed us to deliver video content more effectively to all classes. Our website allows the world to visit our school from the comfort of their homes. The growth and development of departmental sub-sites is allowing us to support pupils better through the website with various learning and teaching material being available from home including revision guides, course content and podcasting. Visit our website at [www.duncanrig.s-lanark.sch.uk](http://www.duncanrig.s-lanark.sch.uk)
3) Parents as Partners

Working in Partnership

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, ‘Making a difference – working together to support children’s learning’. This is available from the Council’s website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

Parents, carers and family members are by far the most important influences on children’s lives. Children between the ages of 5 and 16 spend only 15% of their time in school! Research shows that when parents are involved in their child’s learning, children do better at school and throughout life. Parental involvement can take different forms but we hope you share the same aims and agree that by working together we can be partners in supporting children’s learning.

As a parent/carer we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school;
- Fully informed about your child’s learning;
- Encouraged to make an active contribution to your child’s learning;
- Able to support learning at home;
- Encouraged to express your views and be involved in forums and discussions on education related issues.

To find out more on how to be a parent helper or a member of the Parent Council please contact the school or visit our website.

All parents/carers of children at Duncanrig Secondary School are automatically members of our Parent Forum and are entitled to have a say in what happens at the school. Parents can also decide to form a Parent Council to represent them. Our school has a Parent Council and its constitution is available on our school website.

What does our Parent Council do?

The school and the local authority are obliged to listen to what the Parent Council says and to respond to the issues raised. Parent Councils decide such things as:

- How the Parent Council will be set up
- What it should be called (Parent Council or other name)
- What size it should be
- Who should be a member of the Parent Council
- How parents can join and support the school
- How they can work together with the school and pupils to support children’s learning
- When the most convenient time is to hold meetings
- What will be discussed at the meetings
- How parents can play an active part in helping the school to take forward new initiatives e.g. Curriculum for Excellence.

However, it should be noted that a Parent Council cannot discuss issues relating to individual pupils.
Parental involvement – what does it mean?
As a member you can expect to:
- Get information about what your child is learning
- Get information about events and activities at the school
- Get advice/help on how you can support your child’s learning
- Be told about opportunities to be involved in the school
- Have a say in selecting a Parent Council to work on behalf of all parents at your school

Schools and establishments should be the first point of contact for parents who wish to discuss issues about their children. The Council’s aim is to resolve issues at a local level. Education Resources wishes to promote liaison among schools, members of Parent Councils, parents, carers and with other services. They will provide advice and support to Parent Councils, parents and carers.

All enquiries and concerns received from parents are taken seriously. In order to ensure that enquiries are dealt with effectively, contact should be made in the first instance with the school.

Your Commitment
We ask that you:
- support and encourage your child’s learning
- respect and adhere to the schools policies and guidance
- let the school know if you change your mobile/telephone number and/or address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward it’s commitment to care for and educate your child.

How can I find out more about education?
Some useful information contacts for parents to find out more on education are as follows:
Parentzone – www.parentzonescotland.gov.uk
National Parent Forum for Scotland – www.educationscotland.gov.uk/parentzone
South Lanarkshire Council – www.southlanarkshire.gov.uk

Keeping Parents Informed
As a school we welcome and encourage regular contact with all parents. In Duncanrig we firmly believe that young people will have the best opportunity of developing their knowledge, skills and talents if the school and the home work in genuine partnership. At the heart of this is the flow of regular and informative communication to parents.

It is essential that, in all our work with pupils, we keep our parents involved and aware. Parents should always feel welcome to contact and visit their school on any matter. For routine communications, the Register Teacher is the normal first point of contact. For any concerns, Pastoral Care staff are available.
Likewise we welcome and encourage parents to contact us with any comments or suggestions they may have about any aspect of school life. To ensure good communication takes place regularly throughout the school year, the following structures are currently in place:

- School and departmental/faculty letters
- Regular parents’ evenings to review pupil progress
- Monitoring and tracking reports
- Course choice information evenings
- Parents as partners information evenings
- Newsletters
- News and information updates on school website
- Text messaging, email and social media
- Monthly Parent Council Minutes
- School participation in community initiatives

Parents are also invited to participate in our bi-annual stakeholder survey.

**Helping Your Child to Achieve**

➢ **Keeping one-step ahead**
  - Encourage them to use their homework diary
  - Homework – help them to plan, don’t let it pile up
  - Help them to be organised
  - Having difficulties – seek help early

➢ **Keep an eye on things**
  - Ask about homework
  - Discuss problems as they arise
  - Give quality time – take an interest
  - Be a stress-watcher

➢ **Generate the feel good factor**
  - Be positive give plenty of praise
  - Let them know they are special
  - Encourage them to do the best they can
  - Encourage them to be as proud of themselves as you are
4) School Ethos

Sharing the Vision
Duncanrig Secondary is a school where everyone is provided with opportunities to achieve their full potential - a school in which there is openness, equality, fairness, trust and mutual respect, a school in which there is participation and involvement, where there is a sense of belonging and ownership, recognition for effort and contribution and a celebration of achievement and success.

Within Duncanrig Secondary we provide a diverse range of opportunities both within our formal and informal curriculum. Our school curriculum is fully explained in the next section of the handbook.

Extra-curricular Activities
We are fortunate to have a wide and varied range of extra-curricular activities and we hope that all parents will encourage their children to participate and develop new interests and skills in their lives. These activities are also important in developing our school’s sense of community, building positive relationships between staff and pupils and providing an opportunity for success for young people who may not stand out in the classroom. They also provide an opportunity for many young people to take and gain experience of responsibility and leadership. Our activities beyond the classroom include:

- Badminton
- Table Tennis
- Gymnastics
- Band/Orchestra
- Music
- Choir
- Football
- Rugby
- Handball
Cookery Club  Young Engineers  Jewellery Club

Public Speaking/Debating Club  Drama Club  Athletics

Charity Fund Raising  Day Trips and Visits  School Holidays

Study Support
In addition to the supported study opportunities provided at lunch time and after school by subject departments, our Helping Hands Club is organised and staffed by Sixth Year students who provide help and assistance in our school library at the end of the school day for an hour from Monday to Thursday. This takes the form of help with homework, general help and advice and support in the run up to prelim and SQA examinations.

Pupil Council
We have a fully elected Pupil Council operating within our school. It consists of representatives from each register class from S1 to S6 as well as our two School Captains. The Council meets every month to discuss matters that are important to our pupils. Ideas, suggestions and concerns are presented to the Head Teacher and discussed as appropriate.
Information about all of our activities (where and when) is posted on notice boards around the school and advertised in our weekly school bulletin. Information can also be found on the electronic screen in the Street area and is sent out to pupils, parents and carers through our school app.

Promoting an Ethos of Achievement - Homework
Throughout our school all staff promote a “can do” and it’s a “cool to succeed” attitude and will encourage everyone to give of their best – “give all you can give!” Developing a healthy work ethic is a key factor in enabling pupils to achieve their full potential. An integral part of this work ethic is homework.

The value of homework and the completion of homework on a regular basis cannot be underestimated. It is set to allow pupils to consolidate work already completed in class or to apply themselves individually to problems and assignments. Pupils should see homework as an integral part of their course and not merely an extension to it.

All pupils are expected to purchase and use their homework diary/planner. Parents are urged to examine these regularly and to encourage our pupils to complete their assignments in good time. In this context, homework is seen as ongoing dialogue between home and school.

Our Homework Club runs immediately after school Monday to Thursday to allow pupils the opportunity to complete homework. Special, focussed supported study sessions operate in the periods before major examinations.

In general terms:
- Lower School pupils (S1) will have some 3 to 4 hours homework per week.
- Middle School pupils (S2/3) may require 6 to 8 hours per week.
- Upper School pupils (S4/5/6) from 9 to 10 hours per week.

This is only a rough guide because of the considerable variety of courses on offer.

Some homework is prescribed and some is recommended by teachers. The latter is increasingly the case as pupils advance through school. It is expected that our senior pupils will develop self-discipline in their studies and accept greater responsibility for organising their own work. Pupils are encouraged to develop their own programme of study, including revision, in accordance with their individual needs and to seek help and advice from staff in doing so. Study planner available on our school website.

It is also very important that pupils come well equipped to school and bring the right books and jotters to school every day.
Promoting Positive Behaviour
Within our school we recognise that:

- It is the right of every pupil to be given the opportunity to learn.
- It is the right of every teacher to be able to teach without disruption.
- It is the right of everyone to be safe and secure in the classroom and throughout the school in general.

The aim of our school’s Positive Behaviour Policy is to provide a happy, secure, safe, orderly and co-operative learning environment by creating an atmosphere of mutual respect and co-operation between pupils, teachers and parents. As a general principle, we believe that the provision of an appropriate curriculum which meets learners’ needs, the effective use of praise and proactive intervention by staff will encourage pupils to behave. When necessary the imposition of sanctions may be applied if misbehaviour merits it.

To help create a positive ethos throughout our school, various codes of conduct have been developed – School Code, Corridor Code, Classroom Code and Uniform Code to which we expect everyone to adhere. These codes are displayed in classrooms and in appropriate areas around the school. They are also highlighted within homework diary/planners and within the information leaflets issued at the start of every new session.

Celebrating our Achievements
We encourage everyone to achieve success in all aspects of life. We believe in recognising and celebrating personal achievement in whatever area it occurs. We do this at assemblies, through newsletters, the media centre, the local press and displaying awards around the school. Annually we celebrate achievement at our Awards Ceremonies. Academic Excellence is recognised by the awarding of our Merit Certificates; hard work and endeavour are recognised by the awarding of our Outstanding Endeavour Certificates; achievements in other activities both within and beyond school are recognised by the awarding of our Outstanding Achievement Certificates.

School Achievements
Throughout the course of a school session many of our pupils both, individually or as part of a team enjoy a great deal of success across a wide range of activities both within and beyond our school. These achievements are regularly reported in our newsletters which can be found on our website. Full details are also contained within our Annual School Activities Reports which are available on request and can also be found on our website, but have a quick look at the following few pages to get a taste of the breadth and depth of achievements by the pupils of Duncanrig.

Young Engineers Big Bang Competition

Duncanrig Ceilidh Band
The only school band in Scotland to be invited to perform at Celtic Connections 2015!
Crime and Safety Awareness Day

East Kilbride Rotary Club Public Speaking

University Lab Visit

Modern Languages Careers Day
Wear it Pink, Blue and Tartan Day

Scotland as a Nation Week

Scottish Concert Band Festival Winners

Shakesperience Tour

WWI and WW II Battlefields Tour

Duncanrig Rugby Festival
Kaiser Cup and Spie Trophy Winners
Throughout the past year we have supported and raised funds for the following charities:

- Cancer Research/Macmillan Cancer Care/Breast Cancer Awareness
- Luwero Community Projects in Uganda
- Breast and Testicular Cancer awareness
- St Andrew’s Hospice
- Scottish Poppy Appeal
- Comic Relief/Children in Need/UNICEF
- Quarriers
- East Kilbride Food Bank

**Luwero Community Project, Uganda**

Some photos taken by the pupils who visited Luwero in October to help with the work of the project.
School Curriculum

The curriculum at Duncanrig represents the totality of all the experiences planned and delivered for children and young people to support their development.

This broad and deep education will allow young people to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

It is a forward looking, coherent, flexible and enriched curriculum that provides young people with the knowledge, skills, attitudes and attributes they will need if they are to flourish in life, learning and work, now and in the future.

In taking this forward, our school works closely with South Lanarkshire Education Resources and other services to enable Curriculum for Excellence to be fully embedded, ensuring the best possible education for all children and young people. We want you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curriculum areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

If you want to know more about Curriculum for Excellence, please visit the website www.curriculumforexcellence.gov.uk or www.parentzonescotland.gsi.gov.uk

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

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<td>First</td>
<td>To the end of Primary 4, but earlier or later for some.</td>
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<tr>
<td>Second</td>
<td>To the end of Primary 7, but earlier or later for some.</td>
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<tr>
<td>Third</td>
<td>Secondary 1 to Secondary 3, but earlier for some the fourth level broadly equates to SCQF level 4.</td>
</tr>
<tr>
<td>Senior Phase</td>
<td>Secondary 4-6 and college or other means of study.</td>
</tr>
</tbody>
</table>
Broad General Education

Primary-Secondary
Our school maintains close links with our associated primaries and regular meetings of senior staff are held to support curriculum development and continuity. Our teaching staff work closely with primary staff throughout the P6/P7 years strengthening the bond for our youngsters and providing a natural and continuous link to their education. Our Learning Support specialists and Guidance Staff are also involved, supporting our pupils as individuals closer to the point of transfer.

First Year
Our S1 curriculum is a common course for all pupils and is designed to complement the work undertaken in P7. It is focussed upon the experiences and outcomes contained within the Curriculum for Excellence guidelines and provides a broad spectrum of all subjects that complement one another and provide the range of skills necessary for the future. Classes are mixed ability with setting in Mathematics from October. In order to reduce the number of teachers that pupils meet each week, we arrange rotations of some subjects in blocks of time. In addition to our normal timetabled classes we have various themed days throughout the year. This includes our Rapid Response Challenge, Maths Enterprise Day, European Day of Languages and Scotland as a Nation Week.

European Day of Languages  Maths Enterprise Day

Rapid Response Challenge

Physics Fights Crime
Second and Third Year
During S2 and S3 we provide the opportunity for pupils to follow a course that complies with national and local Curriculum for Excellence requirements. All curricular areas are covered and our intention is to preserve as much freedom of choice as possible within the recommended structure. In order to achieve this combination of breadth and depth we offer a “core plus elective” model.

The core component covers all subjects, delivered either individually or as part of rotations. The elective element allows pupils to choose more extended study of the subjects where they have the greatest interest and aptitude.

Our booklet “Going into Second Year”, which gives advice and information about courses and career requirements, is issued before the process of consultation begins. Parents are encouraged to consult subject teachers and Guidance staff and all parents are offered an interview with Guidance staff. The Area Careers Officer is also available for consultation.

Senior Phase
Fourth Year
A wide variety of courses are open to pupils in Fourth Year. All subjects chosen lead to the Scottish Certificate of Education at National 3, 4 or 5 levels and have the opportunity to undertake a Work Experience placement.

Fifth Year
In fifth year, students can select courses at National 5 and National 6 (Higher). Courses run from June until the final examinations the following May. Assessment is carried out both internally and externally under the instructions of the Scottish Qualifications Authority and results are published in August. Entrance qualifications for Higher Education courses at University or College are primarily based on Higher Grade passes.

Sixth Year
In addition to the courses described above, students can continue to study subjects in which they were successful at Higher Grade (ie an A by taking Advanced Higher Courses. As with S5, a consultation interview is arranged for each student.

Courses are designed to ensure that students can progress from one level to the next at the end of each year. Normally the level studied in fifth year will follow on from the level attained in early national examinations. It should be noted that these may be altered to accommodate any changes introduced in accordance with national and local authority guidelines.

The following table shows the possible pathways from S4 through to S5 and S6.

<table>
<thead>
<tr>
<th>S4</th>
<th>S5</th>
<th>S6</th>
</tr>
</thead>
<tbody>
<tr>
<td>National 4</td>
<td>National 5</td>
<td>National 6 (Higher)</td>
</tr>
<tr>
<td>National 5</td>
<td>National 6 (Higher)</td>
<td>National 7 (Advanced Higher)</td>
</tr>
</tbody>
</table>

Full details are issued to students and parents along with our booklet “Pathways in the Upper School”. All students are then given an opportunity to gather information and consider their choices. Guidance and Careers staff are available for advice/consultation throughout this process which takes place in April. In August, when the SQA results are known, a further opportunity is given to students to seek advice and make changes to their options. Consultation interviews are arranged for this purpose.
Advanced Higher
These courses are well suited to students intending to enter Higher Education at University or College. They involve a considerable amount of independent study and the production of an individual dissertation or investigation. Advanced Higher courses are normally taught for between 2 and 5 periods per week with tutor time agreed dependent upon numbers enrolled on the course. All students are required to add significant private study time to this allocation. As with all option choices, the school can only provide courses for which there is sufficient staffing and viable student numbers.

Courses are designed to ensure that pupils can progress from one level to the next at the end of each year. Normally the level studied in Fifth Year will follow on from the level attained in early national examinations. It should be noted that these may be altered to accommodate any changes introduced in accordance with national and local authority guidelines.

Our booklets “Going into Fourth Year” and “Pathways in the Upper School”, give advice and information about courses and career requirements. Parents are encouraged to consult with subject teachers and will be offered an interview with Pupil Support staff.

Arrangements for consulting with parents on options/choices
A full programme for consulting with parents at each stage of the curriculum is in place. Parents’ views are sought and acted upon in conjunction with advice and guidance from subject and Guidance staff.

Outdoor Learning
Opportunities for outdoor learning are provided for all stages across the school. Within S1 all pupils participate in a series of outdoor activities in conjunction with the Outdoor Resource Base. This involves short sessions in such things as mountain biking, bush and camp craft, orienteering, archery, climbing wall and problem solving games. As well as being really good fun and offering pupils an opportunity for outdoor learning, the activities are aimed at developing and improving team work, independence and confidence in our young people.

S1 Outdoor Learning Activities
In addition to this programme, pupils have many opportunities throughout their school career to participate in a wide range of outdoor learning activities. These involve day visits, field trips and residential stays, both at home and abroad.

**Advanced Higher Geography Field Trip**

![Advanced Higher Geography Field Trip](image)

**Stratford Trip**

![Stratford Trip](image)

Pupils also have the opportunity to participate in The Duke of Edinburgh Award Scheme (DoE) which involves them in many outdoor activities most notably the expedition.

**DoE Expedition – Which way?**

![DoE Expedition – Which way?](image)

**DoE Expedition – Grubs up!**

![DoE Expedition – Grubs up!](image)

**Spiritual, social, moral and cultural values (religious observance)**

Our school is a place where the values of mutual respect, co-operation, self-esteem, striving for excellence, happiness, friendship, honesty and trust are an important part of all policies and procedures. We provide spiritual and moral support for those of all faiths and none.

One period of Religious and Moral Education per week is included in the timetable of each pupil in first to fourth years. Although the main emphasis is on Christianity, a study is made of other important world religions. No attempt is made to indoctrinate pupils into accepting any one set of religious beliefs. The study of Religious Education enables pupils to explore fundamental questions about life and its meaning.

Our Chaplaincy Team are regular visitors to the school and conduct some of our assemblies. School Services are also held at Christmas, Easter and at the end of the summer term. Members of the local branch of Gideons International visit the school once per year and present copies of the New Testament to first year pupils.

It is recognised that the Education Act allows parents to withdraw their children from any instruction in religious subjects and from any religious observance, and any such pupil will not be placed at any disadvantage with respect to secular instruction. Any parent who has a conscientious objection to Religious Education and/or observance should write to the Head Teacher to have his/her son or daughter withdrawn from it.
Parents may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Advance notice should be provided when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

**Equalities**

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. South Lanarkshire’s guidance recognises and welcomes diversity and promotes respectful understanding.

At Duncanrig one period of Religious and Moral Education per week is included in the timetable of each pupil in First to Fourth years. A study is made of all important world religions. No attempt is made to indoctrinate pupils into accepting any one set of religious values or beliefs. The study of Religious Education enables pupils to explore fundamental questions about life and its meaning. By the end of Fourth Year pupils will be able to gain two National 4 Unit awards in RME. Regular religious observance takes place at our school assemblies.

6) **Assessment, Tracking Progress and Reporting**

**Pupil Assessment**

Our school policy is to use methods of assessment that are appropriate to the subject, the stage and the pupil. Assessment is seen as being an integral part of learning and staff utilise a wide variety of assessment tools including many Assessment is for Learning (AifL) techniques.

The methods used by subject departments particularly in relation to Curriculum for Excellence include peer and self-assessment, class tests, projects, presentations, folios of work, oral and practical tasks, performance tests and formal examinations. Assessment is diagnostic and formative, alerting and informing staff of individual pupil learning needs and redirecting the pupil's efforts.

**First to Third Year (Broad General Education)**

- Peer and self assessment
- Continuous assessment
- Class tests/homework assignments/research projects/presentations

**Fourth to Sixth Year (Senior Phase)**

- Peer and self assessment
- Continuous assessment
- Class tests and homework assignments
- Folio work
- Performance tests
- End of unit tests
- Formal diet of examinations in January (S4 Prelims)
- Formal diet of examinations in February (S5/6 Prelims)
- SQA Examinations in May/June

At all stages, teaching staff keep records of pupil assessment in order to monitor their progress and to compile reports for parents. Early warning letters are issued where progress is perceived to be at risk. A number of trawls of pupil performance are undertaken throughout the session to identify any pupils who are under-performing.
National Examinations
Our school policy states that every pupil should gain the best possible recognition and certification for their work. We endeavour to provide appropriate advice about presentation levels for examinations to both pupil and parent. Principal Teachers, in consultation with pupils and parents, normally decide on presentation levels for examination.

Reporting to Parents
Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, and ongoing oral discussions. We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents’ meetings which offer you the opportunity to discuss how your child’s progressing and how you can contact the school if you wish further information.

The school will offer you an appointment time so that you can visit in person to discuss your child’s education. Our ‘pupil reports’ will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give. We welcome any comments or additional information from parents to help us provide the best possible education for your child.

First Year
A full report is issued in March. The Parents Evening is held shortly after the issue of the report. One week later an interview with Guidance staff is arranged to discuss progress and course personalisation for S2/3. All subjects report in terms of Curriculum for Excellence guidelines. These reports are generated electronically and pupil performance is stored in our school database.

Second Year
A full report is issued in May. The Parents Evening is held shortly after the issue of the report. All subjects report in terms of Curriculum for Excellence guidelines.

Third Year
A full report is issued in late January containing an indication of the level of course studied, the current Progress towards the stated level and an indication of effort to date. The Parents Evening is held in February giving parents the opportunity to consult subject teachers and to discuss course personalisation for S4.

Fourth Year
Monitoring and tracking reports are issued on a regular basis reporting on effort, progress, homework and attendance. A Parents Consultation Evening is held in November, giving you the opportunity to consult subject teachers. Parents may request a progress report from Guidance staff at any time.

Fifth and Sixth Year
Monitoring and tracking reports are issued on a regular basis reporting on effort, progress, homework and attendance. A Parents Consultation Evening is held in December, giving you the opportunity to consult subject teachers. A Prelim report on the student’s performance in the Preliminary Examinations is issued in March. Parents may request a progress report from Guidance staff at any time.
7) Transitions

Transfer Arrangements
Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

To ensure a smooth transition we give P7 pupils the opportunity to visit our school and meet with P7 children from other schools through a range of transition events in P7 (see below).

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If a parent wishes their child to go to another School they may make what is known as a placing request. If the family live in South Lanarkshire and decide to submit a placing request the Authority are unable to reserve a place in the local school until they have made a decision on the placing request. Please note if a placing request application is unsuccessful and all places at the catchment school are filled children will be offered a place at the next nearest appropriate South Lanarkshire School. Please note that if an application for a placing request is successful school transport is not provided.

If parents move outwith the catchment primary school a ‘request to remain form’ must be completed. If there is a move outwith the catchment primary, this may affect a child’s right to transfer to the associated secondary school. Please note the secondary school is determined by the pupil’s permanent home address and chosen denomination. If you require further information, please contact Education Support Services on 0303 123 1023.

Duncanrig Transition Programme
We maintain close links with our associated schools. Our primary partners have access to the school facilities and our staff are involved with P6/P7 staff in a range of subjects. As part of our P7/S1 transition programme a number of events and activities are held throughout the year to introduce both pupils and parents to Duncanrig Secondary. A two day visit is arranged in May when pupils will attend Duncanrig in their new timetabled S1 classes.
Primary Sports Hall Challenge

Partner Primary Schools

Auldhouse Primary  Auldhouse,
East Kilbride G75 9DT  Mrs E Alexander

Canberra Primary  Belmont Drive, Westwood
East Kilbride G75 8HD  Mrs A Heasman

Castlefield Primary  Lickprivick Road, Greenhills
East Kilbride G75 9DH  Mrs P McLaughlin

Crosshouse Primary  Curlew Drive, Greenhills
East Kilbride G75 8ZH  Mrs I Murray

East Milton Primary  Vancouver Drive, Westwood
East Kilbride G75 8LG  Mrs L Callaghan

Greenhills Primary  Cedar Drive, Greenhills
East Kilbride G75 9JD  Mrs E Johnston

Kirktonholme Primary  Dornoch Place
East Kilbride G74 1DJ  Mrs L Wright

Mossneuk Primary  Mossneuk Drive
East Kilbride G75 8QX  Mr C Connon

South Park Primary  Netherton Road
East Kilbride G75 9DU  Mrs K McNeil
8) Support for Pupils

Getting it right for every child, (GIRFEC)

Getting it Right for Every Child (GIRFEC) was promoted and endorsed by the Scottish Government at the Children’s Summit in 2010. There is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. The Named Person in education helps to make sure that the child’s wellbeing is developing. The school will let you know the named person for your child. This is likely to be the Head Teacher in a primary school and the pupil support teacher in a secondary.

If you have any concerns you should speak to the Named Person who will work with you to address any issues and to ensure that your child gets any help needed at the right time. More information can be found on: www.girfecinlanarkshire.co.uk and www.scotland.gov.uk/gettingitright

Pastoral Support (Guidance)

A prime function of our Pastoral Care Team is to help your child settle into secondary school life and they are there to try to resolve any problems which arise during your child’s time at school. Currently a Depute Head Teacher leads each House along with 2 associated Pastoral Care Principal Teachers (PTs). Every pupil belongs to one of our 4 Houses. New pupils are normally placed in the same House as older brothers or sisters. Each House is organised so that the pastoral care teacher follows the class or classes assigned to him/her in S1 right through school until the completion of S5. Our S6 students remain attached to their House group.

Our Register and Pastoral Care PTs are the main link between home and school. Daily contact exists with the Register Teacher who will deal with routine communications. Should a problem arise, pupils and parents are encouraged to contact the appropriate Pastoral Care PT. These teachers are happy to meet parents and discuss any area of anxiety. Contact can be made either by e-mail, letter, phone or a visit – please arrange a time as all teaching staff do have class commitments.

Pupils have at least one routine interview with their pastoral care teacher per year. Other interviews take place when required. Pastoral Care PTs also contact parents whenever appropriate. The Head Teacher and Senior Staff are also available to help parents.

Interviews

It is important to remember that all teaching staff have a class commitment during school hours and except in a real emergency, parents are asked to make an appointment before coming into school. Every effort will be made to arrange a suitable time. The Head Teacher and staff are happy to give parents whatever help and advice they can. Senior staff will arrange early evening appointments if required.

Information

Information is given to pupils at Assemblies and during Registration. Notices are also displayed on school notice boards. From time to time letters and notices are issued to pupils to take home to their parents. Standard information will be made available on our school’s web site located at www.duncanrig.s-lanark.sch.uk. If you wish to be part of our mailing list for news updates and school newsletters please subscribe to a mailing list.
Support for Learning and Additional Support Needs

It is recognised that some pupils will at various times in their school life experience some difficulty with learning, and require support. Some will require constant support across the curriculum while others will under-achieve unless they are being stretched and challenged. This continuum of ability and achievement obviously requires a spectrum of quality responses. This has resulted in the provision of an appropriate differentiated curriculum catering for the needs of all pupils.

When pupils feel they are having difficulty with their work, they should consult their class teacher. A pupil who has been absent should seek the teacher’s advice about catching up with work missed. For longer absences, teachers will send work home, as appropriate. Parents should consult the Pastoral Care Teacher on this matter. If an absence is going to be extended, it is very important that parents keep in touch with the school, in order that special arrangements can be made. The school is happy to arrange home tuition where necessary.

When teachers identify learning difficulties in pupils, they use their department’s resources to improve pupils understanding. We have co-operative teaching in a number of subjects, involving the class teacher and another teacher of the same subject. In other cases the class teacher may have a Support for Learning specialist present in the class to assist pupils. When more severe problems in basic skills arise, these are tackled by the Support for Learning Team. The team is also available to give advice and practical help to all subject departments. Our Support for Learning Unit has a wide range of suitable resources, including books, computer software and appropriate worksheets. We also have access to other specialised services if required.

Mr Mullen, Principal Teacher of Support for Learning, will be glad to discuss any difficulties pupils may have in their learning and provide a variety of appropriate approaches to solve difficulties.

South Lanarkshire Education Resources have published a series of leaflets which cover information for parents and carers about the Additional Support for Learning Acts.

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

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

Phone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

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

Address: Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

Enquire provides a range of clear and easy-to-read guides and fact sheets including The parents’ guide to additional support for learning.

If you would like to order leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact info@enquire.org.uk.
Joint Assessment Team (JAT)
A JAT (formerly known as the Alternative Strategies Group, ASG) has operated for many years and this supports pupils who are experiencing complex difficulties in coping with secondary education. The group provides a multi-disciplinary approach to pupil support and as a consequence has a flexible membership. The core team is led by our Depute Head Teacher (Support) and includes our Educational Psychologist and our link Social Worker. The Principal Teacher of Support for Learning and behaviour support teachers attend meetings as and when appropriate.

Other teaching staff and pastoral care staff are linked with the core team to meet the needs of particular youngsters. Contacts are maintained with other outside agencies and they are directly involved as necessary. Meetings are held regularly in school and involve the parents, the pupil and the staff in seeking appropriate supportive methods for each individual.

Referrals to the team are usually made by the Senior Management Team or Pastoral Care Staff but can be made by any member of staff or parents. Early identification of difficulties is paramount. Some children, who require carefully planned, co-ordinated support from day one at secondary, will be identified through our ongoingliaison work with our associated primaries.

For all children with a Co-ordinated Support Plan an appropriate programme with regular review is co-ordinated by the JAT. Our contact person for the JAT is Mrs Carroll, Depute Head Teacher.

Communication Support Base (CSB)
Duncarrig Secondary CSB was established in 2006 to support pupils with Autistic Spectrum Disorders (ASD) access the academic and social life of a mainstream secondary school. The CSB services the whole of South Lanarkshire and currently supports 52 full time pupils.

Although pupils in the CSB experience challenges related to their ASD, they are capable of accessing a number of mainstream subjects. The staff in the base are therefore involved in supporting pupils in making academic progress through the school system, as well as promoting the acquisition of social, organisational and independent living skills.

The CSB provides a supportive, structured learning environment giving access to a broad and progressive curriculum, but with emphasis on addressing the particular educational and social implications of each child’s autism. The CSB also offers classes within the base for CSB pupils who find accessing all subjects in mainstream too difficult and too challenging. All CSB staff are flexible and support pupils in a breadth of areas.

Some pupils will with appropriate support, access parts of the mainstream curriculum, while others may spend more time being taught in the base. The children benefit from social integration and inclusion in the community life that mainstream school offers. Pupils are referred to the CSB by their primary school through the process of a Single Agency Assessment.
Aims
At Duncanrig the Communication Support Base Team strives to foster and build an environment that supports and encourages pupils to achieve their full potential and make the most of their school experience. The team aims to achieve this by:

- Working with pupils to get to know their strengths, talents, triggers and difficulties.
- Working closely, and establishing positive links with families.
- Delivering a differentiated curriculum in the CSB.
- Delivering a PSD curriculum in the CSB which reflects the needs of the individuals.
- Giving the pupils varying degrees of support in mainstream classes.
- Encouraging pupils to achieve their full potential by having ongoing target setting, monitoring and evaluation.
- Encouraging a caring and inclusive approach in the whole school by supporting mainstream staff and pupils understanding of ASDs.
- Communicating effectively with all the relevant professionals involved in the interests of the pupils.
- Providing support with homework and independent study.
- Preparing pupils for, and supporting them through, SQA exams.
- Providing pupils with advice and support on career choices and further education.

Objectives
We hope that all pupils will:

- Experience all aspects of school life.
- Reach their academic potential.
- Be confident tackling new challenges.
- Know how and when to ask for help.
- Make a real choice about their future.
- Be proud of who they are.

CSB Festive Bake

CSB Fire Station Visit
9) School Improvement

School Improvement Plan
Within Duncanrig Secondary School we have a clear focus on self-evaluation and continuous improvement. Our School Improvement Plan (SIP) reflects both National and Local Authority Improvement Priorities which include:

- Achievement and Attainment
- Inclusion and Equality
- Curriculum Development
- Self-evaluation and Leadership

We endeavour to maintain a focus on maintaining and improving very high standards of attainment and achievement. Pupils are engaged to develop personally, socially and academically. Pupils are well prepared to develop the capacities necessary to contribute to modern society. The SIP drives developments and is monitored and evaluated regularly and objectively. It is well organised and provides a clear and easy to read summary of aims, audit and action. Copies of our SIP are available from our website.

Duncanrig Secondary Attainment
The following tables show percentages of Duncanrig pupils gaining awards at the stated levels over the last 4 years. Percentages for S5 and S6 are based on the relevant S4 roll. Figures indicate improving trends across the time period and most are above national and SLC averages.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 or more Level 4s</td>
<td>86%</td>
<td>94%</td>
<td>95%</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>5 or more Level 4s</td>
<td>69%</td>
<td>89%</td>
<td>89%</td>
<td>84%</td>
<td>87%</td>
</tr>
<tr>
<td>3 or more Level 5s</td>
<td>40%</td>
<td>61%</td>
<td>66%</td>
<td>65%</td>
<td>66%</td>
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<tr>
<td>5 or more Level 5s</td>
<td>26%</td>
<td>44%</td>
<td>48%</td>
<td>49%</td>
<td>50%</td>
</tr>
<tr>
<td>7 or more Level 5s</td>
<td>12%</td>
<td>22%</td>
<td>28%</td>
<td>28%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>S5</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 or more Level 5s</td>
<td>61%</td>
<td>62%</td>
<td>75%</td>
<td>74%</td>
<td>77%</td>
</tr>
<tr>
<td>5 or more Level 5s</td>
<td>46%</td>
<td>46%</td>
<td>60%</td>
<td>59%</td>
<td>60%</td>
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<tr>
<td>3 or more Level 6s</td>
<td>27%</td>
<td>28%</td>
<td>38%</td>
<td>45%</td>
<td>44%</td>
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<tr>
<td>4 or more Level 6s</td>
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<td>19%</td>
<td>29%</td>
<td>33%</td>
<td>32%</td>
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<tr>
<td>5 or more Level 6s</td>
<td>13%</td>
<td>14%</td>
<td>17%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>S6</strong></td>
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<tr>
<td>3 or more Level 6s</td>
<td>38%</td>
<td>40%</td>
<td>44%</td>
<td>51%</td>
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<tr>
<td>1 or more Level 7s</td>
<td>17%</td>
<td>19%</td>
<td>18%</td>
<td>19%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Scottish Credit and Qualifications Framework (SCQF) levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>Advanced Higher at A-C</td>
</tr>
<tr>
<td>Level 6</td>
<td>Higher at A-C</td>
</tr>
<tr>
<td>Level 5</td>
<td>National 5 at A-C</td>
</tr>
<tr>
<td>Level 4</td>
<td>National 4 Pass</td>
</tr>
</tbody>
</table>

* 2017 figures are pre-marking reviews.
10) **School Policies and Practical Information**

**School Policies**
All our current school policies are should on our school website and can be freely downloaded. Printed versions can be obtained by contacting administrative staff in our school office.

**Free School Meals**
Children of parents who receive the following benefits are entitled to a free lunchtime meal:

- Income Support, Universal Credit (where your take-home pay is less than £610 perm month),
- Job Seeker’s Allowance (income based), Employment and Support Allowance (income related),
- Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £6,420 as assessed by the HM Revenues and Customs),
- Child Tax Credit Only (where your gross annual income does not exceed £16,105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

We would encourage parents of children who are in receipt of any of these benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

Healthy eating is something that the school supports and a range of meals is available at lunchtimes. The current cost for a school lunch is £1.20. We would wish to draw to your attention to the fact that milk is available for pupils as part of the meal provision. Children who wish to have milk with their lunch can do so.

**Education Maintenance Allowance**
Forms are available from South Lanarkshire Council website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

**School Uniform**
We ask all parents/carers to support the school by encouraging their child (ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps to offer a safe environment for pupils and teachers.

Equality and equality of opportunity are important aspects of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff. As well as this, in promoting a dress code policy, we understand that discrimination based on the equality Act 2010’s protected characteristics is unacceptable. We do not discriminate in our dress code on the basis of:

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual Orientation
- Pregnancy and Maternity
We will take action to prevent any discrimination or harassment, direct or indirect. Therefore, we also commit to promoting awareness and acceptance of choices made by those who identify as Transgender.

There are forms of dress which are unacceptable in all schools such as:

- The wearing of football colours
- Clothing with slogans that may cause offence (anti-religious, homophobic, bi phobic, trans phobic, symbolism or political slogans)
- Clothing which advertises alcohol, tobacco or drugs
- Clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- Articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so
- Footwear that may damage flooring

**Duncanrig’s Uniform Code is:**

Black blazer
Plain white school shirt
School tie worn appropriately
Plain black school trousers or plain black skirt (of knee length)
Plain black v-neck jumper or cardigan that allows school ties to be seen
Black school shoes

PE Kit:
Plain white or plain black t-shirt (no logos)
Plain black shorts (indoors)
Plain black tracksuit or plain black jogging trousers (outdoors)
Non-marking-sole trainers

**Allergies**

A significant number of children and young people in our schools will have allergies and it is important that parents keep the school fully informed on these matters. Allergies can present in a variety of ways and can occur at any point in a person’s life. Symptoms range from mild to severe. Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will detail symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information. Where symptoms are mild and a Health Care Plan is not in place, parents should still continue to liaise regularly with the school on any new triggers, medications and actions required. In all cases, our employees need to know your child’s symptoms, treatments and any actions required to help prevent exposure to the allergen and minimise the risk of allergic reactions.

Employees in schools will receive training on allergies and will liaise with parents and NHS on any additional specialist training required. In supporting children and young people with allergies, school employees will operate in accordance with South Lanarkshire Council’s Safe Systems of Work / risk assessment and national guidance on the administration of medicines.
**Support for parent/carers - Clothing Grant**
In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Applications can be made online at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information or you are unable to submit an application online then please contact the helpline number 0303 123 1011 (option 5).

**Music Tuition**
Instrumental music lessons are offered to children in all secondary schools across South Lanarkshire through our Instrumental Music Service (IMS). Tuition is offered (based on capacity) on a variety of instruments, which can include: brass, woodwind, strings, guitar, percussion and voice. Parents/Carers who wish their child to receive instrumental tuition are required to make an annual contribution, currently £180, based on a minimum of 30 lessons per academic year. S4-S6 pupils undertaking full SQA Music courses delivered by our Music department are exempt from paying the annual contribution on one instrument of study.

**Pupil Transfer and Enrolment**
Children and young people may transfer school for a number of reasons such as families moving house, parental choice. If you move house you can transfer your child at any time of the year to the catchment area school for your new address or, your child can stay at the school that he/she has been going to. However if you choose this option, the Council will not provide free school transport. Contact the school or call 0303 123 1023 for further information.

If you are proposing a change of school for your child please provide as many contact details as possible in relation to the new school so that we can ensure a smooth transfer of information relating to your child. This will help us all to ensure the continued wellbeing of your child.

To enrol a child at Duncranrig parents/carers in the first instance should contact the school and make an appointment to see the appropriate Depute Head Teacher (Head of Year). The child’s Birth Certificate and a proof of residence (Utility Bill) have to be submitted. If you live outwith the school’s catchment area a placing request will also have to be submitted.

**School Transport**
South Lanarkshire Council has a policy of providing school transport to Secondary pupils who reside more than two miles by the recognised shortest safest walking route from their catchment school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton, phone 0303 123 1023 or web [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A paid, privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. For more information on school transport contact Education Resources Phone: 0303 123 1023.
Pick-up points
Where school 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 the 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 distance limit for school transport.

It should be noted that it is the parent’s responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request. Where there is a request to place a child under school age in a school within the local catchment area they may receive transport in line with the Council’s transport policy.

Insurance for schools – pupils’ personal effects
South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils’ clothing or personal effects. Parents are asked to note the Council’s position in terms of insurance for pupils’ personal effects:

(i) Theft/loss of personal effects
The Council is not liable for the loss or theft of pupils’ clothing or personal effects and any items are therefore brought into the school at the pupil/parents’ own risk. Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Teachers and other staff have been advised not to accept custody of any such items. The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents’ own risk. In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

(ii) Damage to clothing
The Council is only liable for damage caused to pupils’ clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council’s insurers.

Family holidays during term time
Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school. Family holidays should be avoided during term time as this disrupts the child’s education and reduces learning time. If holidays are taken during term time parents should inform the school in advance by letter. If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised. In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.
## Education Resources
### School holiday Dates Session 2018/2019

<table>
<thead>
<tr>
<th>Break</th>
<th>Holiday dates</th>
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<tbody>
<tr>
<td><strong>First Term</strong></td>
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<tr>
<td>In-service day</td>
<td>Teachers In-service</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>14 August 2018</td>
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<tr>
<td>Pupils return</td>
<td>Wednesday</td>
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<td></td>
<td>15 August 2018</td>
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<tr>
<td>September Weekend</td>
<td>Close on Re-open</td>
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<td>Thursday</td>
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<td></td>
<td>20 September 2018</td>
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<td>Tuesday</td>
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<td></td>
<td>25 September 2018</td>
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<tr>
<td>October Break</td>
<td>Close on Re-open</td>
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<td>Friday</td>
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<td>12 October 2018</td>
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<td>Monday</td>
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<td>22 October 2018</td>
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<tr>
<td><strong>In-service day</strong></td>
<td>Monday</td>
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<td>19 November 2018</td>
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<td>Christmas</td>
<td>Close on Re-open</td>
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<td>Friday</td>
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<td>21 December 2018</td>
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<td>7 January 2019</td>
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<td><strong>Second Term</strong></td>
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<td>February break</td>
<td>Closed</td>
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<td>Friday</td>
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<td>12 February 2019</td>
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<tr>
<td><strong>In-service day</strong></td>
<td>Wednesday</td>
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<td>13 February 2019</td>
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<tr>
<td>Spring break/Easter</td>
<td>Close on Re-open</td>
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<td>Friday</td>
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<td>29 March 2019</td>
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<td>Monday</td>
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<td>15 April 2019</td>
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<td>Close on Re-open</td>
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<td>Thursday</td>
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<td>18 April 2019</td>
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<td>Tuesday</td>
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<td>23 April 2019</td>
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<td><strong>Third Term</strong></td>
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<td>Local Holiday</td>
<td>Closed</td>
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<td>Monday</td>
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<td>6 May 2019</td>
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<tr>
<td><strong>In-service day</strong></td>
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<td>7 May 2019</td>
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<tr>
<td>Local Holiday</td>
<td>Close on Re-open</td>
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<td>23 May 2019</td>
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<td>Tuesday</td>
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<td>28 May 2019</td>
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<tr>
<td>Summer break</td>
<td>Close on Re-open</td>
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<td>Friday</td>
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<td>28 June 2019</td>
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### Notes
- Good Friday falls on Friday, 19 April 2019
- Schools will close at 2:30pm on the last day of terms 1 and 2 (Friday, 21 December 2018 and Friday 29 March 2019)
- Schools will close at 1pm on the last day of term 3 (Friday 28 June 2019)
*Two in-service days proposed for August 2019 to be confirmed.*
Promoting positive behaviour
It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents of bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe. Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, a guideline (Management of Challenging Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities have been developed for this purpose.

Child Protection
All staff in educational establishments in South Lanarkshire Council are required to receive an annual update and follow the advice and guidance within Education Operating Procedures.

The shared vision for Lanarkshire’s children is: “all children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected.” All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire Council’s are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

For more information, or if you have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

Keeping Safe On-line
The Council has produced an information leaflet – ‘stay safe’ for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.

Copies are available from the school or the web: www.southlanarkshire.gov.uk
Information on emergencies
We make every effort to ensure the school remains open during term-time for pupils. However, on occasion circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, and power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you informed by telephone, text, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council’s website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.

If for any reason, you are unsure if the school is open, please contact the school or Education Resources, Operations Service, Almada Street, Hamilton. (Phone 0303 123 1023) or email us at: education@southlanarkshire.gov.uk or visit the website www.southlanarkshire.gov.uk

Your commitments
We ask that you:

- Support and encourage your child’s learning.
- Respect and adhere to the schools policies and guidance.
- Inform the school of a change to your mobile/telephone number and/or address.
- Enjoy and take part in school activities.
- Accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward its commitment to care for and educate your child.

Data Protection Act 1998
Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its schools. For more information please contact the school.

Disclaimer
Although this information is correct at time of printing, there could be changes before the commencement or during the course of the school year and subsequent years. We will do all we can to keep parents/carers informed about what is happening within our school.

‘Give all you can give’

Together we are Duncanrig