

2019



St Modan's High School

St Modan's High School

'Sapientia et Gratia'

Wisdom and Grace

2019

Head Teacher: Raymond O'Neill



*A Roman Catholic Comprehensive proud to serve families of Stirling,
Clackmannanshire and West Falkirk*

Email: stmodanshs@stirling.gov.uk

Web: www.stmodans.co.uk

Tel: 01786 470962

Twitter : @stmodanshs

Royal Stuart Way

Stirling

FK7 7WS

Chief Education Officer Foreword

Stirling Council

Schools, Learning and Education



Stirling Council is committed to working in partnership with our communities to deliver the best possible services for all who live and work in the Stirling area.

We have a clear focus on achieving the highest standards in our schools and nurseries so that the children, young people and citizens of Stirling benefit from first class services.

Education is key to every child's future and enables us to create a fairer and more inclusive society, where our young people secure positive destinations when they leave school.

We attach great importance to lifelong learning, giving children the best possible start in life from nursery, through school, to life beyond school.

We want all children and young people growing up in Stirling to be: safe and happy; listened to and respected; engaging in a wide range of active learning opportunities; and achieving positive outcomes.

We will realise this ambition by putting children and young people first, promoting inclusion and delivering high quality services. The needs of our children and young people will be best met by working effectively together with parents, carers and a range of partners.

We want parents and carers to be involved in their children's learning. We look forward to working with you, as your child embarks on their transition to a new school.



Kevin Kelman

Chief Education Officer

Stirling Council

November 2018

Welcome

Dear Parent/Guardian,

Firstly, I would like to thank you for showing an interest in St Modan's High School and I hope that this brochure provides you with much of the information you require with regards to courses, facilities and activities which our young people can take advantage of whilst attending this school. The transition to a new school is never an easy one for young people but here at St Modan's staff and pupils are fully committed to making the move as easy and as positive as possible. Pupils settle well here, and very quickly.



St Modan's High School is a truly comprehensive Roman Catholic Secondary school with a unique and proud tradition of providing a high quality education to the young people of 3 local authority areas – Stirling, Clackmannanshire and West Falkirk. St Modan's has an enviable reputation of being a school which achieves excellent academic results whilst providing to our young people an extraordinarily high degree of personal support and an extensive range of opportunities for involvement in music, sport, performance, and many other valuable personal enhancement activities. Staff care passionately about all aspects of our young people's development and with parents and pupils are proud of what we achieve together.

In almost all key measures of attainment, results are consistently better than they are in schools which serve young people with similar needs and backgrounds. Particular strengths of our school are identified as;

- The exceptionally positive school ethos and sense of community
- High levels of attainment and achievement
- High degree of staff commitment and teamwork
- The innovative approaches taken to meet the range of young people's needs

Personal and spiritual values are emphasised in all aspects of our work. Our young people are motivated to do well and enjoy school. Our young people's behaviour is exemplary and they show care and concern for each other. Amongst other things, it is this 'care and concern' which typifies our St Modan's community.

St Modan's High School places values at the centre of the school's aims and character development at the heart of the school's endeavours. Here we expect everyone to try their best, to attend regularly and on time, to wear full school uniform with pride and to participate in the wide range of opportunities that we provide. Together we help our students to develop the knowledge, skills and personal qualities that they need to be successful citizens in a rapidly changing world.

As partners I look forward to working with our parents and families to bring out the best in our young people and know that schools cannot do that task on their own. I know that the parent body of St Modan's shares with our staff the commitment to do so and am confident that, with your support this strong community of faith and learning will continue to grow from strength to strength.

I look forward to welcoming you, your child and your family as members of this wonderful school community of which we are all very proud.

R O'Neill

Our Mission

As a community of faith and learning, we are committed to the education and nurture of our young people in a welcoming, inclusive and Christ-centred environment.

United by our core values, our mission is to develop every young person physically, socially, morally, spiritually and intellectually.

Through the teaching of Gospel values, we strive to ensure that every member of our community grows in wisdom and grace.



Our School Aims

In partnership with our families, parishes and Primary schools St Modan's High School aims to create a community of faith and learning where...

- ❖ *Gospel values sit at the heart of all our policies, actions and interactions*
- ❖ *dignity and respect is accorded to all*
- ❖ *there is a culture of high expectations and praise*
- ❖ *achievements are shared and celebrated*
- ❖ *all are encouraged to grow in wisdom and grace*

and where all young people...

- ❖ *feel included*
- ❖ *are able to access a curriculum which meets their individual needs*
- ❖ *are nurtured, encouraged, supported and challenged to be the best they can be*
- ❖ *make the most of their God-given talents*
- ❖ *are happy*

Our Senior Management Team



Mr R O'Neill- Head Teacher



Mrs A Shandley – DHT
Pupil Support and Development

- Year Head - S1
- Autism Provision/ ASN
- Attendance
- Child Protection
- Pupil Support & Development
- Primary Liaison/Transition
- 16+ Coordinator



Mrs Claire Friel – DHT
Maths, Science and Technology

- Year Head – S2
- Improvement Planning
- Self Evaluation
- Learning and Teaching
- Timetable
- Staffing
- ICT & Website



Mrs Caradh Pert – DHT
Arts, Culture and Health

- Year Head – S3 & S6
- Staff Development and Induction, PRD
- Excursions & Work Experience
- College- External Partner Links
- Broad Curriculum - DYW
- Probationers/ Students



Mr B McGurk –DHT
Language and Society

- Year Head – S4 & S5
- SQA Coordinator
- Special Exam Arrangements
- Assessment and Moderation
- Prelims & Awards
- Tracking and Reporting
- Parents Evenings

Our Teaching Staff

Language & Society

Principal Teacher of Modern Languages

Mr Stephen McGrandles

Modern Languages

Mr Paul Hope
Miss Jacqui McCrimmon
Ms Laura Marshall
Mrs Nadia McGeehan (PT)
Ms Rachel McGivern
Mrs Fiona McGinness

Principal Teacher of English, Literacy & RE

Mrs Amanda Pennock

English

Mrs Lynn Anderson
Mr Norman Brown
Mrs Sinead Daly
Mrs Jacqueline Easson
Mrs Ceilidh Nathaniel
Ms Kirstin Meyer (Temp)
Ms Roberta Congiu
Ms Sarah Fitzsimons

Drama

Mr Mark Paoli (Head of House)

Religious Education

Mrs Karen McArthur
Mrs Roseanne Smith

Principal Teacher of Social Subjects

Mrs Debbie Kirkwood

Business Education

Ms Lesley Kettles (PT)
Ms Joanne Sinclair (PT)
Mr Barry McGurk (DHT)

Geography

Ms Danielle O'Donnell

History/Modern Studies

Ms Gemma Gribben
Mrs Maureen Farrugia
Mrs Caradh Pert (DHT)
Ms Lyndsay Reynolds

Maths, Science & Technology

Principal Teacher of Maths, Numeracy & Technologies

Mr Danny Snedden

Computing

Mrs Claire Friel (DHT)
Mr Frank Dunlop

Maths

Mr Steve Curran
Mrs Claire Foulser
Ms Carol Currie
Mr Jason Reid
Ms Louise Hawthorne
Mrs Ashleigh Carlin

Technical Education

Ms Denise Burns
Mr Ian Hannah
Mr Robert Raphael
Mr David Welsh
Ms Catherine Thomson

Principal Teacher of Science

Mrs Karen Quinn

Biology

Ms Gillian Blair
Dr Laura Guthrie
Mr Dave Paterson

Chemistry

Mrs Anne Marie Kerr
Ms Justine McKerlie
Mrs Pauline Stirling

Physics

Miss Pauline Hogg
Mr Edward Love
Mrs Siobhan Moore

Arts, Culture & Health

Principal Teacher of Arts, Culture & Health

Mr Rob Lewis

Art and Design

Mrs Caroline Brown
Mrs Natalie McCloskey
Mrs Audrey McMenemy

Home Economics

Mrs Victoria Roughead
Mrs Margaret Ramsay

Music

Miss Anna Carr-Gomm
Miss Shona Collin
Ms Charlotte Hunter

Physical Education

Mr Craig Johnstone
Mrs Charlene Mitchell
Ms Kirsty Glen

Pupil Support & Development

Principal Teacher of Additional Support Needs

Mrs Anne Marie McGinlay

Additional Support Needs (ASN)

Mr Andrew Lang
Mrs Alex Murray-Brown
Mr Shane McGuigan
Mr Gerry Savage

Principal Teacher of Autism Provision

Mrs Iona McCroary

Autism Provision

Ms Sarah Ford
Mrs Joanna Halliday
Mr Malcolm McPherson
Mrs Karine Duffy

Heads of House

Ardchattan

Mr Mark Paoli

Kilmodan

Ms Joanne Sinclair

Rosneath

Mrs Nadia McGeehan

Principal Teacher of Developing the Young Workforce

Ms Lesley Kettles

Ms Denise Burns

Our Support Staff

<u>School Chaplain</u>	<u>School Office</u>	<u>School Resource Officer</u>	<u>Support for Learning Assistants</u>
Fr Andrew	Mrs Ara McFarlane (School Administrator)	Mrs Penny Crawford	Mrs Gillian Andrew
<u>Technicians</u>	Mrs Alison Harris	<u>Reprographics</u>	Mrs Pearl Broadfoot
Mr Derek Heron	Mrs Evelyn Genevet	Mrs Lucy Parry	Mrs Donna Hanlon-Gray
Mr Ian Crawford	Mrs Tricia Keeley	Mrs Margaret Gowans	Ms Emma Glencross
Ms Dorothea Hume	Mrs Shirley Richardson	<u>Careers Advisor (SDS)</u>	Mrs Annmarie Marcus
<u>Dining Hall Staff</u>	<u>Library Resource Officer</u>	<u>Active Stirling Coordinator</u>	Mrs Rosemary Howden
Ms Barbara Fotheringham (Supervisor)	Mrs Julie Mathers	Mrs Julia Mitchell	Mrs Arlene McCabe
Ms Jane Dickson	<u>Attendance and Welfare Officer</u>	Grace Roberts	Mrs Margaret McColl
Ms Valerie Elvin	Mrs Debbie Wilson		Mrs Susan McGowan
Ms Patricia McGowan	<u>Family Support Worker</u>		Mrs Yvonne McLachlan
Ms Jillian McLachlan	Ms Fozzia Ali		Mrs Margo McLean
Ms Lynn Simon	<u>FES FM Janitors</u>		Mrs Carole Park
Ms Tracey Waye	Mr Gregor Bryans		Mrs Fiona Pollok
	Mr Robert Boyle (Head Janitor)		Mrs Fiona Settery
	Mr John Anderson		Mrs Alison Wallace
	<u>FES Cleaning Staff</u>		Ms Amanda Jane Ballantine
	Donna Clarkson (Chargehand)		Mr John Henderson
	Neils Hvass		Mrs Roberta Jardine
	Michelle Perrie		Mrs Hilary MacCorquodale
	Diane Perrie		Mrs Kate Stewart
	Danielle Perrie		Mrs Jane Collins
	Suzanne Tully		Mrs Maggie Foster
	Shaunie McAvoy		Mrs Carole Hanson

Parent Teacher Partnership

The Parental Involvement Act, 2006 led to the establishment of a statutory representative body in every Scottish school. St Modan's Parent Teacher Partnership includes representatives from our parents, staff and pupils along with representatives from our church and the three Local Authorities who make up our school community; Stirling, Falkirk and Clackmannanshire. The Parent Teacher Partnership actively contributes to school improvement and is an important voice in our school community. It also plays an important role in cooperative fundraising and promoting the social aspects of school life.

The current Parent Teacher Partnership is as follows:

Chair: Mrs S Welsh

Vice Chair: Mrs T Quinn

Treasurer: Mrs C Malcolm

Elected Representatives

Mrs L Cook

Mrs G Ryan

Mrs D Burns

Mrs E Fitzpatrick

Church Representatives

Mr A Solomon

Staff Representatives:

Mrs A McGinlay, Mrs Victoria Roughead

Advisors:

Mr R O'Neill (Headteacher) & Mrs C Friel (DHT)

Co-opted Members:

Clare McFeat (Head Girl), Cameron Walker (Head Boy)

Parent Teacher Partnership Meetings: We meet every 6 – 8 weeks. The elected parent representatives ensure a minimum level of parental representation but *all parents* are welcome to attend any Parent Teacher Partnership meeting.

School Day and Lunch Arrangements

All pupils S1-S6 must remain within the school grounds at all times. The Senior Management Team and staff make every effort to supervise the dining area, corridors and school grounds at intervals and lunchtimes.

Parents or guardians of pupils with medically prescribed diets or food allergies, should contact Mrs Keeley, Medical Attendant, at the school in the first instance.

We operate a cashless system in the canteen with every pupil being allocated a swipe card which they can 'top up' at units located in the Atrium. Parents can also 'top up' using Parent Pay. Pupils entitled to Free School Meals are issued with the same cards which are automatically 'topped up' every day

Monday Tuesday		Wednesday Thursday Friday	
8.30am	PSD	8.30am	PSD
8.40am	Period 1	8.40am	Period 1
9.30am	Period 2	9.30am	Period 2
10.20am	Interval	10.20am	Interval
10.35am	Period 3	10.35am	Period 3
11.25am	Period 4	11.25am	Period 4
12.15pm	Lunch(35 mins)	12.15pm	Lunch(35 mins)
12.50pm	Period 5	12.50pm	Period 5
1.40pm	Period 6	1.40pm	Period 6
2.30pm	Period 7	2.30pm	School finishes
3.20pm	School finishes		

Methods of Communication

A School Calendar with important dates for the whole session is issued to every parent in August. In addition notices of meetings will normally be sent to parents by email, text, twitter and through our website.

Other news may be communicated through our termly newsletter

The school Twitter account is an increasingly important means of communication. It is regularly updated and is an invaluable source of current information. You can follow us on Twitter @stmodanshs . Our Twitter feed and much more can also be found on our school website at

www.stmodans.co.uk



We now regularly contact parents by text and email. Please ensure we always have up to date mobile numbers and email addresses to ensure you receive all important information timeously.

Moving from Primary to Secondary School

Learning Community- Catchment Area

The school serves a catchment area around Stirling taking pupils from 6 partner primary schools.

- St Mary's, Bannockburn
- Our Lady's, Stirling
- St Mungo's, Alloa
- St Bernadette's, Tullibody
- St Margaret's, Cowie
- St Patrick's, Denny



A substantial number of our pupils now live outside the Stirling Council area. Every effort is made to ensure that their transfer is smooth and trouble free.

With our Learning Community Schools we aim to develop a strong partnership in three main groups:

1. Young People

The move from primary to secondary school is an important event for our pupils. We wish to make this move as positive and as smooth as we can. All young people from Primary 6 and Primary 7, who wish to join St Modan's, take part in our primary transition programme which involves visiting St Modan's for a series of lessons over a three week block in both P6 and again in P7. During this time the pupils get specialist teaching in a variety of subjects like Art, Music, PE and French. Through this three week block primary pupils gain a much better



understanding of how a high school feels. Our staff also take part in a comprehensive programme of regular visits to the Learning Community Primaries to meet the pupils and learn from their Primary colleagues. All this is clear evidence of our Learning Community at work to ensure continuity from Primary to Secondary. P7 pupils will also be given an information booklet about St Modan's. In their last weeks of Primary 7 they will learn which class they will join in St Modan's and may be issued with their S1 timetables. The transition from P7 to S1 is the responsibility of Depute Head Teacher Mrs Aisling Shandley

2. Parents

A special Information Evening for parents and pupils of P6 & P7 is run in St Modan's during the autumn term and parents and young people are warmly invited to attend. In addition, there is an Open Morning in June to view our school 'in action' or at another time by prior appointment. A 'Newsletter' is published about once a term and parents are very much encouraged to become partners with St Modan's in the education of our young people. We expect parents to join our active and successful Parent Teacher Partnership; which has an enthusiastic and supportive membership.

3. Teachers

Headteachers meet regularly as part of the St Modan's Learning Community to discuss the current practice and areas for development for the Learning Community. Teachers exchange details of the courses taught and the materials used, including the attainment levels in Maths and English, in order to smooth the 'change over' from primary to secondary. Information about the strengths and development needs, attainment and skills achieved is also transferred. We thus have a clear picture of pupils' strengths, additional support needs, aptitudes, special talents and so on. In this way we are more likely to help each young person to settle and to provide continuity with the work done in primary school.

Our School Uniform

Our school greatly encourages the wearing of a formal uniform. We see this as a powerful way of developing a positive attitude to school. It is also part of our School Security Policy. This policy is actively supported by 100% of parents, our Parent Teacher Partnership.

School Uniform

- St Modan's maroon school jacket and/or school blazer
- A school sweatshirt/cardigan
- White shirt/blouse
- School tie
- Black formal school trousers/dark school skirt (full length)
- Black formal school shoes

We discourage parents from buying expensive 'designer' footwear for school - accordingly the wearing of trainers (other than for PE) or trainer-type shoes is not permitted. School uniform items may be purchased from our Uniform Supplier. A leaflet explaining the procedure is issued to all pupils (including P7 pupils). Only formal school shirts and blouses (with top buttons) should be purchased for school and should be suitable for a clip-on tie

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 / political slogans / sexual innuendo);
- could cause health & safety difficulties (such as certain types of tracksuits, loose fitting clothing, dangling earrings / body piercings / large items of jewellery);
- are made from flammable material for example shell-suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco;
- could be used to inflict damage on other pupils or be used by others to do so.

Dress for PE is as follows:

Indoor	Outdoor
<ul style="list-style-type: none">• Shorts - WHITE or BLACK (no colours)• T or Polo Shirt - WHITE only• These can be bought from the school uniform supplier.• Trainers - should not be worn outdoors	<ul style="list-style-type: none">• Shorts - WHITE or BLACK (no colours)• T or Polo Shirt - WHITE only• Knee-length socks• Track suit or Sweatshirt• Trainers or Football boots suitable for the Astro-turf

Our uniform policy is regularly under review. Updates are posted on the school website.

Textbooks and Other School Equipment

Pupils should be provided with a suitably strong school bag to carry large books. Books and jotters should always be covered. All pupils will need to be equipped with a pen, pencil and ruler, as a minimum, but in order to make the most of their lessons most children prefer to bring more than this. A pencil case with rubber, colours, protractor etc. is useful, as are a pocket English and French dictionary and calculator. Care of school equipment is the pupil's responsibility and compensation would be required for loss or wilful damage.

Chromebooks

All S1 pupils will be issued with a Chromebook during session 2018-19. These will be used frequently to support classwork, personal study and homework. Pupils should ensure that they are brought to school every day and are responsible for taking adequate care of their Chromebook.

Pupil Support and Development (PSD)

All teachers in St Modan's High School have responsibility for the health and wellbeing of our young people and work hard to ensure that they are all happy, safe and achieving their potential. The role of PSD is central to much of what happens in our school. So essential is its contribution, that it is our policy to involve not only teachers promoted in PSD but all teachers in the school.

- All staff are encouraged to take a close interest in the education and health and wellbeing of the young people they teach.
- All teachers are required to contribute to the programme of curricular and vocational Pupil Support and to the health and wellbeing of their pupils.
- All teachers are urged to contribute to the ethos of the school.
- Those who act as PSD teachers work closely with PTs PSD in monitoring the progress, attendance and timekeeping of their pupils.

The House System

A House system was reintroduced into St Modan's High School at the end of our 2015-16 session. Our young people spent time considering a range of options for House names. They chose to retain three of the Houses that have been historically used in the school – Ardchattan, Rosneath and Kilmodan. In doing so, they have proudly entered into the Houses of their forebears and have shown themselves to be worthy guardians of our school's proud heritage.



Class 2A 1941-42

Our Houses are all places connected to our patron saint, St Modan:

Ardchattan is the name of a priory where St Modan once spent time;

Rosneath is the place where St Modan is buried. The church there is named after him.

Kilmodan is a town named after St Modan. He spent time here as a missionary.

Personalised Support

Our Pupil Support and Development Faculty offers further support to contribute to the universal support provided and, where necessary, through the provision of targeted support. Mrs Aisling Shandley (DHT) has overall responsibility for the Pupil Support and Development Faculty. All our young people are assigned to one of three Houses: Ardchattan; Kilmodan and Rosneath. Family groups are assigned to the same House to allow for effective home/school partnerships.

Each House is headed by a Principal Teacher of Pupil Support and Development (Head of House) who is responsible for having an overview of the young people in their House and will remain with that group of pupils through the school allowing for continuity and coherence.

Ardchattan	Mr Mark Paoli
Rosneath	Mrs Nadia McGeehan
Kilmodan	Ms Joanne Sinclair

The PSD Teacher

Every young person has an assigned PSD teacher; they provide the link in the educational chain between home and the various faculties in the school. Your child will register with their PSD Teacher every morning during the 10 minute PSD slot. This will give them the opportunity to discuss any issues/concerns with their PSD Teacher and the chance to build a trusting relationship with them. Therefore, it is the PSD teacher who has an 'all round' picture of an individual pupil's progress and health and well-being. PSD staff also deliver a structured Pupil Support/Health and Wellbeing programme to help all pupils at every stage of development.

PSD staff are therefore engaged in a number of important tasks in addition to their subject teaching duties

- developing close links with Primary 7 pupils and teachers in the case of new admissions
- monitoring the academic progress of pupils and giving advice on course choice
- checking on attendance and timekeeping
- care of pupils facing difficulties - emotional, physical and in school work
- preparation of reports on pupils - for employers, colleges, universities etc.
- contact with parents/carers of individual pupils - by letter, telephone, interview and meeting
- links with supporting agencies such as the Skills Development Scotland, Social Work, community organisations etc.

Pupil Support and Development (cont'd)

Meeting Learning Needs

At St Modan's, we recognise that pupils may require support with their learning or general health and well-being. We work on a Staged Intervention approach whereby a young person's needs are assessed and, if required, an appropriate plan will be put in place to support that young person. We work under the national agenda of 'Getting it Right for Every Child' and within the National Practice Model. This includes using the well-being indicators to ascertain the support required, assess risk and plan the support needed. In many cases this involves a 'Team Around the Child' meeting chaired by a member of the school staff, the Parents/Carers, any other professionals involved with the child and the young person. All support aims to be child- centred and therefore the young person is also as involved as possible. Further information about GIRFEC is available on www.stirling.gov.uk and www.scotland.gov.uk

Additional Support Needs

St Modan's High School has an enviable reputation for the quality of its support for pupils with additional support needs. Within the PSD Faculty we have the Additional Support Needs Department. Pupils of all abilities may experience learning difficulties at one time or another in their school careers so support for learning is available to all who need it. The expertise is provided in a number of different ways eg. classroom support from an ASN specialist, cooperative teaching by two subject specialists, Support for Learning Assistants, use of ICT, amongst other approaches. Within subject departments our programmes of work are differentiated so that the most able pupils are stretched at all times whilst the least able are supported.

Autism Provision

St Modan's High School Autism Provision is the centre for Stirling Council pupils of Secondary age with Autism Spectrum Disorder (ASD). Criteria for pupil admission to the provision is set by Stirling Council and pupil referrals from Stirling schools must go directly to the authority before admission can be decided. The facility is well resourced and led by the specialist Principal Teacher Mrs Iona McCroary who is joined by specialist teachers, a Family Support worker and a number of Support for Learning Assistants.

Careers Advice

We are fortunate to have the services of a Careers Officer, Mrs Julia Mitchell from Skills Development Scotland, based in the Pupil Support and Development Department (which has a dedicated Careers room).

Mrs Mitchell offers extensive support across the week by leading whole class input, delivering group sessions and 1:1 work.



Developing the Young Workforce

St Modan's High School is committed to ensuring that all our young people enter a positive and sustained post-school destination. We strive to improve outcomes for all by developing self-belief, self-awareness, resilience and confidence as well as key employability skills. We encourage all our young people to plan and prepare for their future and to explore all opportunities and career paths. We seek to develop their knowledge of the labour market, widen their horizons and develop their career management skills. We aim to ensure that all our young people are prepared for the transition to a positive post-school destination and understand the skills and attributes that today's employers seek.

Miss Lesley Kettles and Ms Denise Burns, our Principal Teachers DYW organise a number of initiatives designed to support our young people to further develop skills for life, learning and work. For example:

- S1 Public Service Afternoon
- S2 Literacy and Numeracy WOW Afternoon
- Senior Pupil FAST group (Future Apprentices of St Modan's)
- Career Focus Week
- Work experience

We have developed business links with a number of local employers and are always looking for support from parents to expand our partnerships.



Visiting Our School

Parents are always welcome to contact our school. Please do so by phoning to make an appointment. PSD teachers are also classroom teachers - it is therefore advisable to contact the school office for an appointment if you wish to talk to your child's PSD teacher.

Cause for Concern

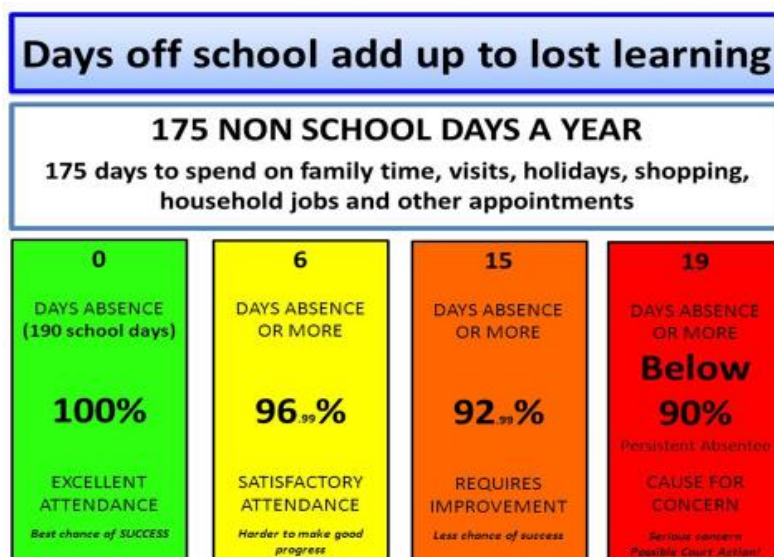
Please do not hesitate to get in touch if there is something causing you concern. Our PSD team meets frequently to review pupils' progress, attendance and timekeeping. They will contact you by telephone, letter, email or text to discuss any concerns or issues that are raised in school about your child.

Absence from School

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded at least twice a day: morning and afternoon. Regulations require each child's absence from school to be recorded in the school register as authorised (approved by the authority), unauthorised (unexplained by the parent/truancy) or temporarily excluded from school. Parents should avoid family holidays during term time as this both disrupts the child's education and reduces learning time – such absences cannot be authorised by the school or local authority unless there are exceptional circumstances i.e. Families where a parent is engaged in the Armed Forces and holidays are dictated by approved leave.

Parents/Carers should phone school if their child is unable to attend and the pupil should return a note to school, signed by the parent, stating the date and reason for absence. An authorised absence is one that is covered by a note from the parent for a reason accepted by the Authority. Unauthorised absences will be pursued by the Authority through its Officers, Children's Panels etc. Parents/Carers are also alerted to a pupil's absence/late coming by a text message sent from the school in the interest of our pupils' health and safety.

EVERY day
counts
attendance matters



Good school attendance is essential to support success in the classroom and other learning opportunities. Please work with us to ensure that your child achieves all they are capable of achieving. Being in school means that your child is here to access all the opportunities on offer

Good attendance is important because:-

- Statistics show a direct link between under-achievement and absence from school below 95%;
- Regular attenders make better progress;
- By attending school regularly, pupils find school routines, school work and friendships easier to manage;
- By attending school regularly, pupils find learning more satisfying;
- Regular attenders are more successful in making transitions between primary school, secondary school, and higher education, employment or training.

What we expect of our young people:-

- Attend school every day unless they are ill or have an authorised absence;
- Arrive in school on time;
- Attend all lessons on time;
- **On the first bell at 8.30 a.m.**, all pupils should make their way to their PSD class so that they arrive on time for the second bell to start PSD;
- If unforeseen circumstances result in late-coming, it is the pupil's responsibility to sign in at the main reception;
- Pupils must take responsibility for signing out at Reception if they are leaving school during school hours. This can only happen if a note or phone call has been received by the school from the parent / carer;
- Pupils should know that frequent late coming will be addressed with parents / carers;
- If pupils miss a timetabled period, a blue TBC card will be filled out by the Teacher and sent to the main office. If pupil cannot be located, a text will be sent to the parent/carers telling them that their child is missing from class and asking them to contact the school alerting them to the period absence. The pupil will be marked on Seemis as UNA (Unexplained absence/truancy);
- All absences from school must be covered by a parent/carers phone call or letter to the school

Positive Behaviour at St Modan's

St Modan's strongly believes in the need for good discipline and trusts that all parents will co-operate with the school to achieve this. Our pupils are required to behave well, to show a proper regard for their own safety and for the safety of others. Only when this has been achieved can we create an environment in which pupils learn and teachers teach. Our policy on discipline includes several important elements:

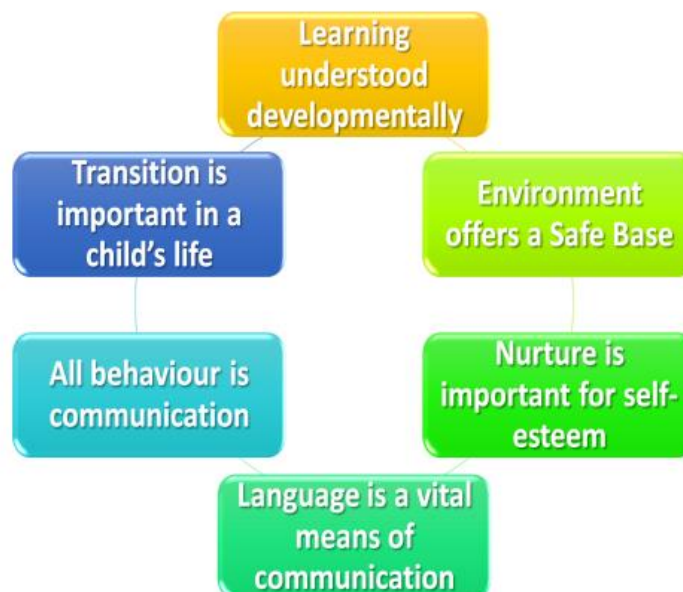
- good teaching and effective class management - pupil-teacher relationships based on mutual respect
- the quality of Pupil Support in the school - the support of our parents
- our effective school rules based on the needs of our school as a community - the use of praise where appropriate
- the clear communication of our expectations to young people, teachers and parents

Positive Behaviour Learning

Promoting Positive Behaviour in St. Modan's High School is a key focus in ensuring that we set the highest standards and promote consistency within the school community. It is the responsibility of ALL staff within our school to ensure that the promotion of positive behaviour is embedded within our 'nurturing culture' to ensure effective learning and teaching can take place. There are three key educational initiatives supporting the development and promotion of positive relationships in establishments – Curriculum for Excellence (CfE), Getting it Right for Every Child (GIRFEC) and the Nurturing School Principles.

Nurturing Approaches Summary

The Six Nurture Principles:



Everyone's responsibility

In order to create and maintain an ethos of positive behaviour whereby mutual respect and dignity are safeguarded (UN Convention on the Rights of the Child, Article 28),

St Modan's High School encourages:

- **PUPILS** to have respect for learning and teaching by following the school's behaviour policy and classroom rules
- **TEACHERS** to visibly display positive behaviour strategies and follow these appropriately. All teachers should use the strategy sheets attached and shared by our Positive Behaviour Group and ensure that they record success using our 'Get Raffled' and other promoting positive behaviour schemes.
- **Faculty Principal Teachers** to ensure consistency of approach within faculties by supporting staff in learning and maintaining the school's positive behaviour learning policy. Faculty PTs should encourage and ensure the sharing of good practice and use of restorative conversations where necessary and should engage with parents as and when required.
- **SMT** to be responsible for promoting whole-school, faculty and self-reflection and ensuring that restorative conversations take place beyond the PT remit. Engaging with parents as and when required.
- **Pupil Support Staff** to share relevant information that may impact upon pupil behaviour and to monitor and support pupil behaviour across the school – contacting parents and external partners if required
- **Parents** to support the school's expectations of positive behaviour and to communicate any information that may impact on a pupil's ability to uphold these

High Expectations

We have high expectations for our young people and work hard to provide an environment which is structured and allows them to thrive. It is important to remember that, in line with the Nurture Principles, all behaviour is communication. All dealings with behaviour should therefore be met with a calm but firm and consistent approach with understanding of the emotion behind the behaviour being displayed.

Low-level Disruption to learning and teaching.

Teachers are responsible for the discipline in their own classrooms and deal with breaches of discipline using the six-stage process below:

Non-Verbal Warning	Using eye contact, standing beside pupil causing disruption, pointing to 5 Golden Rules posters.
Reminder	Expectations of class/rules/details of task reiterated to the whole class to allow pupil causing disruption time to self-regulate behaviour.
Verbal Warning	Pupil causing disruption spoken to directly to flag up negative behaviour.
Time Out with Re-Focus Card	Pupil given time out with a refocus card to reflect on behaviour and engage in a calm, one to one conversation about behaviour and expectations with the class teacher. This allows no drama to unfold in class; incidents are dealt with in a low key fashion.
Detention/Reflective Exercise	If undesirable behaviour continues, class teacher should issue a reflective exercise to pupil to be completed in their own time (interval or lunch). This should be retained by the teacher.
Referral to Principal Teacher	If pupil still continues to display negative behaviour after all other strategies have been exhausted, a referral to the faculty PT is then required.

Ongoing concerns/serious misconduct

If a pattern of misconduct is seen then parents are called to discuss the situation. In certain cases pupils may be requested to make up lost work because of misconduct - this may be during interval or part of a lunch time. It is not our policy to detain pupils at the end of the school day. Serious or persistent breaches of school rules will result in exclusion from our school in accordance with local authority guidelines. This is a very rare occurrence at St Modan's.

Our Principal Teachers monitor the conduct of all of our young people. Teachers may make referrals to Pupil Support staff for information purposes. The Senior Management Team also keep the behaviour of individual pupils, classes and year groups under review and become directly involved in matters of serious or persistent indiscipline. Wherever appropriate we work closely with parents and supporting agencies - Psychological Services, Social Work and Police in order to promote positive behaviour and to support our young people. At St Modan's we have the greatest confidence in the goodness of the young people in our charge, and in their desire to contribute positively to the school.

Expectations

At St Modan's young people are expected to :

- attend school regularly;
- take care of their own health and safety and not jeopardise the health and safety of others;
- show respect for teachers, other members of staff, other pupils & visitors;
- come to school on time;
- help keep the school clean and tidy and take proper care of books, jotters and materials;
- behave reasonably at all times in and around school and on the way to / from school;
- accept the authority of all staff;
- stay in the school grounds at morning interval and lunch breaks;
- walk at all times inside the school building;
- wear the school uniform at all times;
- do their very best at all times.

Consequences

Breaking any of the school rules may have a number of consequences depending on the gravity and / or frequency of the action. Some examples are :

- PBL Process implemented – The Six Steps
- referral to Depute Head Teacher;
- referral to the Headteacher;
- a letter being sent to their parents;
- their parents being invited to the school;
- withdrawal of privileges (e.g. from school teams / trips / shows);
- possible exclusion from school.

The Curriculum

Broad General Education



A Curriculum for Excellence is built on the values of wisdom, justice, compassion and integrity. It is recognised that all children and young people should develop skills for life, skills for learning and skills for work which will prepare them for a world which is evolving at a very fast pace. The curriculum in our school will continue to develop over coming years to ensure that all our children become successful learners, confident individuals, responsible citizens and effective

contributors. Our S1-3 pupils continue on their journey through the Broad General Education and our curriculum is designed to ensure adequate breadth and depth alongside opportunities for inter-disciplinary learning. During S1 and S2 we offer a broad range of courses in 8 curricular areas: Mathematics, Languages (English and Modern Languages), Social Subjects, Science, Technologies, Expressive Arts, Health and Wellbeing and Religious and Moral Education.

The following subjects will be offered:

English	Mathematics	Science	Religious Education
Social Subjects	Art & Design	Music	Physical Education
Home Economics	French/Spanish	Technology	

The emphasis at St Modan's is very much on pupils as individuals - each moving at a suitable pace to master content and skills. Pupils are taught in a combination of mixed ability and ability class groups.

Personalisation & Choice

In S3, greater personalisation and choice is introduced into the curriculum, while breadth and depth of learning is retained. Pupils are encouraged to choose subjects in which they show personal interest or strengths. Pupils will make 5 considered choices from the 8 curricular areas (CfE) in addition to Mathematics, English, Modern Languages, Physical Education and Religious and Moral Education, Health and Wellbeing.

Flexibility

Flexibility is built into the S1-3 curriculum, particularly in S3 to allow a degree of personalisation and choice, ensuring all pupils are motivated and suitably challenged. Subjects provide courses at different levels to ensure that the needs and abilities of all pupils are well catered for.

S4 Courses

Pupils in S4 will study a range of National Qualifications as defined by Curriculum for Excellence. S4 pupils will normally be presented for certification in 7 subjects in S4 and choices made at the end of S3. These courses, in most cases will be offered at National 4 and 5 but National 2 and 3 (or similar alternative qualifications) will be available to those who require them. The progression pathway for your child will be individualised according to their needs in each subject area:

S4	S5	S6
National 3	→ National 4	→ National 5
National 4	→ National 5	→ Higher
National 5	→ Higher	→ Advanced Higher

More information on National courses and qualifications can be found at www.sqa.org.uk



S5 and S6 Courses

The majority of S5 and S6 students will follow courses certificated by the SQA (The Scottish Qualifications Authority).

Higher	Designed to follow on from National 5	Awards at A - D
National 5	Designed to follow on from National 4	Awards at A - D
National 4	Designed to follow on from National 3	Pass/Fail
National 3	Designed to follow on from National 2	Pass/Fail
National 2	Designed to follow on from National 1	Pass/Fail

It is possible to take some courses at 'Higher' and others at National 4 or 5. In some cases, where necessary young people may also be presented at National 2 or 3

For S6 there will also be 'Advanced Highers' in some subject areas depending on demand and availability of staff.

It is possible to take subjects for the first time in S6 at a level appropriate to the candidate's individual aptitude and ability.

This is an important stage in the education of our young people. We therefore make certain that students and parents are kept fully informed of the range of options open to them. Students are encouraged to take responsibility for their own learning. They are urged to organise their study time themselves. Preliminary discussions take place with individual students when they are still in Fourth / Fifth Year. These discussions are finalised after the SQA results are known - usually within the first two weeks in August to enable our students to get straight into vital course work!

Fifth Year students are encouraged to continue their course of study from S4 and take their five best subjects at the next level. In a small number of cases It is also possible for students to start fresh courses in S5, although this would normally be discouraged.

Sixth Year students are able, if they wish, to continue their course of study from S5 and take relevant Advanced Higher courses or additional Higher or National courses. Many S6 students take a mixture of Higher Grade / Advanced Higher or Nationals. Sixth Year students are encouraged to take advantage of the many opportunities that exist for personal development in their last year in St Modan's High School and will be expected to take at least one S6 Choice as part their curriculum.

It is our policy that every S5 and S6 student follows a 'full' timetable - there are no 'free' columns. Pupils are able to make a free choice of 5 subjects and a to select a reserve. If you require more detailed information on this please call the school or check our website.

Please note that not all Nationals can be pursued at Higher level. Environmental Science is a good example of this. As at all other stages in the curriculum all courses are made available to both male and female students. No distinctions are made on the basis of gender. We hope that in this way we can help to remove stereotypes and prejudices.

Additional courses can sometimes be made available through St Modan's links with FE/HE centres and other schools. Please feel free to enquire.

SMART - What does this mean for our school?

SMART Afternoons

St Modan's Alternative Radical Timetable is an important part of our curriculum where timetables are suspended and all pupils engage in a huge range of diverse activities relating to four key themes.

The four main themes of SMART Afternoons are:

- Health & Wellbeing (including use of The Peak Sports Village)
- Personal, Social and Spiritual Education including motivation and study skills
- Creative Activities including rock climbing, curling, Italian cookery and much more
- Cross Curricular Learning e.g. WW1, Social Responsibility, Elizabethan projects

SMART Afternoons provide the opportunity to give all pupils challenges through active learning and lets them embrace vital elements of Curriculum for Excellence. This session there are three SMART Afternoons across the school calendar, one every term and pupils are off normal timetable for an extended afternoon. Some themes will ask pupils to make informed choices with regards to the activity that suits them best. All members of teaching staff are involved in these afternoons and we are very proud to continue our work with a number of partners and specialist providers through this initiative.



The Vocational Training Centre



Since the publication of the Wood Report in 2014, we have been working hard to develop innovative and ambitious initiatives to support our young people to develop the necessary skills for life, learning and work. In response to this, we have built an innovative space to support the delivery of a high quality vocational curriculum. Our Vocational Training Centre opened in August 2017 and we offer a wide range of courses and experiences to our young people including Skills for Work qualifications in Construction, Energy and Early Education and Childcare.



Our aim is to provide the best opportunities for our students to ensure that they gain invaluable practical experience and a platform for career progression. We are working in partnership with Forth Valley College, local businesses and our own staff to deliver a number of courses and experiences to pupils. We also aim to provide a range of experiences to pupils in the Broad General Education through our Technology courses and taster programmes.



Homework and Study

St Modan's High School believes that regular, effective homework is an important part of our school day. We use the online platform 'Show My Homework' to support our young people to manage their homework effectively. Study planners are also available to our young people who do not have access to the internet and/or ICT.

Homework has many advantages:

- it reinforces work done in the class
- it develops good study habits and a sense of personal discipline
- it develops areas of interest which can be followed up in later life and become a leisure pursuit
- it allows parents to see, help and become involved in the young people's work

What to Expect

All pupils, in all classes, across all year groups will receive meaningful homework; however, the length, nature and frequency of formal homework will be dependent on the subject/faculty, class and individual child. The amount of homework will increase as pupils advance through each school year and more demands are made of them in order to complete SQA courses. Strict deadlines must be adhered to which is why pupils should adopt and foster good homework habits from an early stage.

Homework may take a variety of forms including written work, research, watching a TV programme, experimentation or through the studying of the day's work.

It is important to note that formal homework ought to be a beneficial exercise and therefore will not be issued unless advantageous to the young person's learning: the issuing of such homework is therefore at the teacher's discretion.

Self Study

In light of the implementation of A Curriculum for Excellence there is an increasing quantity of informal work to be undertaken by the pupil which enriches the planned curriculum and improves learning and teaching. Young people are encouraged to take responsibility for their own learning and development and should therefore take the initiative to read, review, learn and re-write materials covered in class if 'formal' homework has not been provided: they should do this each day whether or not the teacher directs them.



The Allen McCann Library



Pupils have been re-discovering the joy of reading with the opening of our new modern library in September 2017. We received a generous donation of £50,000 from the family of previous headteacher Allen McCann, the second headteacher of St Modan's between 1953 and 1967.

This money has gone on to create a bright and open space for pupils to come and enjoy spending time in and immerse themselves in the written word. Following an extensive consultation involving pupils, parents and staff our Pupil Council got down to work. They

partnered-Design hard work design. The laptops, a books for Fergus open the school to the for assisting literacy in all of our young people.



up with a local library design company, Concept and, after a great deal of and deliberations agreed on the final library is now home to over 30 wireless 50 inch TV screen, thousands of new borrowing and lots of bean bags! McCann kindly visited the school to library on behalf of the family. The would like to offer their heartfelt thanks McCann family for their generosity and us in our mission to improve reading and

School Activities

In St Modan's a significant number of staff participate in school activities outside the normal teaching day. Here are some of the activities that regularly take place:

Table Tennis	Dancing	Badminton	Basketball	Netball	Football Teams
Rugby	Hockey	Cricket	EAL Club	Debating	IT Club
Orchestra	Junior Choir	Samba Band	Pipe Band	Brass Ensemble	
Mixed Choir	Swing Band	ECO Club	Gardening	Textile Club	
Photography	Doodle Club	Film Club	Science Club	History Club	

Excursions include: Paris London Theatre Trips Battlefields Titanic Museum Dalguise Opera Old Trafford Classical Concerts Scottish Parliament Sherriff Court Auschwitz Kelvingrove Art Gallery Edinburgh Christmas Markets

Religious Education

St Modan's High School is a proud Roman Catholic school. We see religious education in its widest sense as contributing to the health and wellbeing of the child. Our church recognises the responsibility of parents as the first and most important educators of their children. Teachers at St Modan's work in partnership with parents and parishes to help young people grow in faith. We hope this will help enable their faith to develop into a mature and personal response to Christ - to convince them of the value and truth of Christian living. Through the work of our Chaplain Father Andrew Kingham, our RE Teachers, our staff and pupil Chaplaincy teams and our PSD teachers, we aim to meet our responsibility to develop the religious and spiritual aims of the school.

Our School Ethos

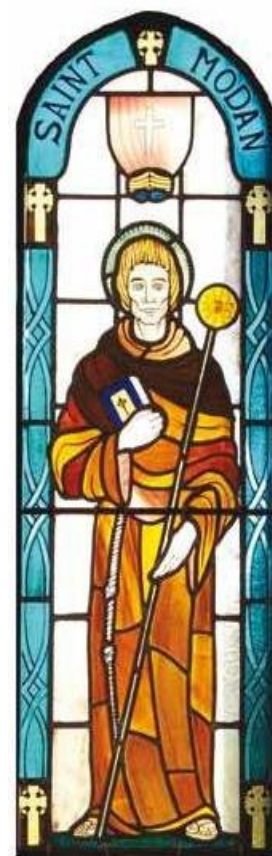
This is established by the Headteacher and Staff who make great efforts to maintain a caring Christian atmosphere in our school. This means we expect the highest standards of personal conduct and courtesy from our young people at all times. At intervals and lunchtimes for example we expect our young people to be mannerly and courteous in their dealings with their fellow pupils, Janitorial, Cleaning and Dining Room staff as well as with their teachers. There are always members of the Senior Management of the school around the corridors and yards at intervals and lunchtimes.

Our RE programme

Every class in the school follows a programme of religious education laid down by the Bishops' Conference. Every RE class receives instruction from a Catholic teacher. In addition, there are year group assemblies in respect of Religious Education and every PSD class participates in a programme of weekly Masses and other faith events led by RE/PSD staff and our Chaplaincy Teams. This year RE provision continues to change to reflect the requirements of 'This Is Our Faith', the new Catholic RE curriculum for Scottish schools.

Our Chaplaincy Team

The Chaplaincy Team is now well established and is chaired by Mrs Pauline Stirling. The Team works closely with Fr Andrew Kingham, School Chaplain, to develop this important aspect of school life. We are also working closely with the Archdiocese Chaplaincy Advisers to develop a team approach to Chaplaincy. Mass is celebrated in the school at 8.20am every Friday. On Holy Days of Obligation, we arrange for the whole school to attend Mass. Every year on our Patronal Feast Day (4th February) there is a special whole-school Mass and during the Church's 'Catholic Education Week' each year, we get together with local clergy to celebrate being part of the Christian community. We have also established a tradition at year group assemblies of prayers being said. Indeed we have a 'St Modan's Morning offering' written by Mr Lafferty, a former member of staff, which is said at the start of every day. Class



Masses, year Masses, Advent and Lenten services, spiritual retreats, seminars, inter-faith events and other such activities all play their part in the sacramental and liturgical life of the school.

Caritas Award

The Pope Benedict XVI CARITAS AWARD was introduced in 2011-12 by the Bishops' Conference of Scotland to recognise and promote the active faith commitment of young people in their final year of secondary school.

Our S6 pupils are given the opportunity to work towards their CARITAS Award as part of our S6 Enhancement Programme and are supported to do so by teaching staff.



Society of Saint Vincent De Paul Society (SSVP)

St Modan's High School has a well-established St. Vincent De Paul Society. This group meets regularly throughout the year and every December the young people involved in the society welcome parishioners into the school for our Senior Citizen Christmas lunch.



School Chapel

The School Chapel contains features from the old chapel in Barnsdale Road including the external mosaic of Celtic saints by former Principal Teacher of Art Sean Byrne, a stained glass window of St Modan and two others commissioned by families associated with St Modan's. Our Stations of the Cross and crib figures were gifted to the school by Mrs Frances McEwan in 1989 and we acquired 18 solid mahogany pews from St John Ogilvie's, Glasgow which closed in January 2008. Our thanks to go to Fr McNulty the last parish priest and to Mr John Fern and Mr Michael Fern (former parents) who cut the pews to size and made the tabernacle shelf. The new tabernacle, brass bookstand, crucifix and candlesticks were all donated to the chapel by members of St Modan's community. A new altar and lectern have been made thanks to Mr Steven Burgess a parent and the internal design was worked on by our Pupil Council.



How Our Young People are Assessed

How We Assess

In recent years assessment has seen major changes in Scottish schools. In the past young people were assessed, then ranked from first to last in their class, given percentage marks, and compared with each other. Today the emphasis is not on comparing young people with each other but on the young person as an individual.

We now assess our young people:

- to find out where their strengths are
- to find out where their weaknesses are, and to take positive action to remedy any weakness
- to find out if our teaching methods and materials are sound
- to provide pupils, parents and teachers with accurate information for decision making e.g. option choices
- to find out if each pupil is making the progress he or she is capable of

In St Modan's we use a range of measures to assess our pupils:

- Formative assessment, including peer and self-assessment
- a series of small summative tests, usually at the end of a unit of work
- assessment of class work - jotters, notebooks, models in Technical
- dishes prepared in Home Economics, line drawings produced in Art and Design etc.
- internal exams in December / January / February
- end of term or year exams
- special assignments, homework exercises
- CEM Baseline Assessments (online assessments carried out by December of S1)
- Scottish National Standardised Assessments in Literacy and Numeracy
- a combination of the above

It goes without saying that excellent attendance is required if pupils are to perform well in assessments.

Our Internal Examinations

Formal practice of the rigour required for SQA Exam success is part of the St Modan's formula for success. Our young people in S4, 5 and 6 follow an exam timetable and sit a diet of internal exams. We feel that this gives our young people experience of exams in a formal setting and an opportunity to pace their work and study. The results of these exams give parents, young people, and teachers an indication of the likelihood of forthcoming SQA success and supports pupils to plan for further improvement.



Reports to Parents

The changes in assessment are obviously reflected in the style and content of our young people's reports. Our reports no longer consist of percentage marks and class averages. Each subject now lists the skills that are being taught and reports on the true extent to which each pupil has mastered the necessary skills. Each report should include clear reference to areas of strength and areas for development for that pupil. At St Modan's we have two types of Parents Meetings: Information Evenings with presentations to parents on the curriculum and other school related matters and Reporting Evenings with individual discussions on pupil progress.

First Year	BGE Tracking Reports September November March	Full Report May Parents' Evening October
Second Year	BGE Tracking Reports September November	Full Report February Parents' Evening February
Third Year	BGE Tracking Reports September November	Full Report January Parents' Evening January
Fourth Year	Interim Report September November January March	Parents' Evenings January March
Fifth/Sixth Year	Interim Report September November February	Parents' Evenings November February

Please note: These timings are provisional at the time of going to print and will be confirmed via parental calendar and school website in due course.

In addition, parents are welcome to arrange an interview with the Pupil Support & Development Teacher, the PT PSD (Head of House) or member of the SMT, if there is any cause for concern.

In all cases the first point of contact for parents is the Pupil Support & Development Teacher (please refer to page 39 for information on our Pupil Support & Development Team). It is advisable, if at all possible, to phone and arrange a mutually acceptable interview time. If a teacher is in class, the time that a parent may have to wait can be considerable. This problem will not arise if the interview is prearranged.

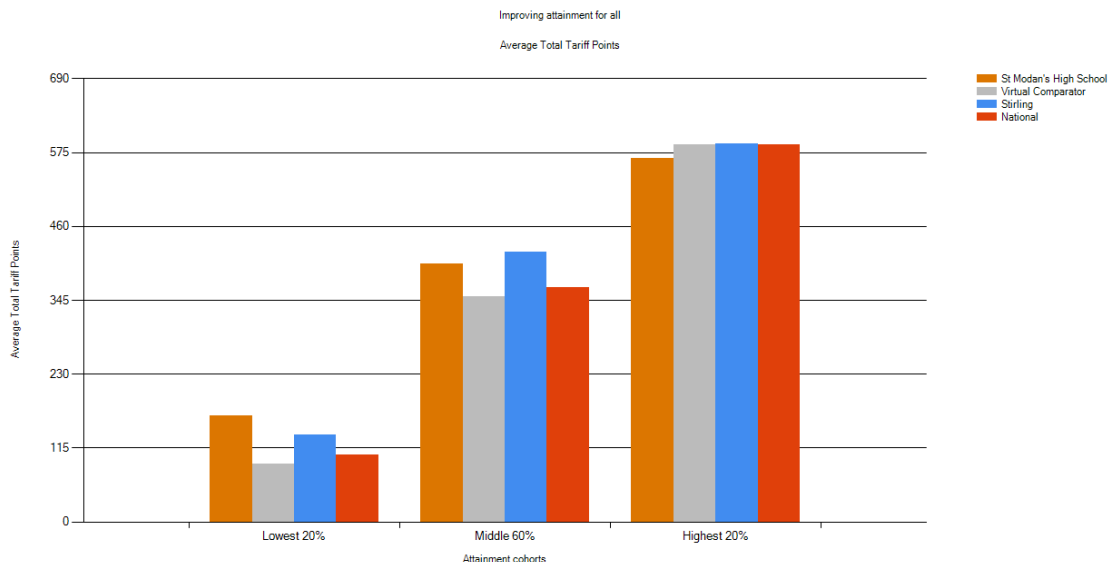
SQA Results: St Modan's

St Modan's continues to perform very well when comparing SQA examination success. It is important to stress that this is a consequence of the school's commitment to developing all skills, abilities and talents in our young people – not just their academic abilities. Young people in the senior phase (S4-6) consistently achieve better examination results than similar schools across the country and at the same time are provided with countless opportunities for personal growth and development.

The charts below are provided to schools by Scottish Government for evaluation purposes. In simple terms a high Average Total Tariff indicates pupils are performing well. St Modan's High School is compared against a 'Virtual Comparator' (determined using large numbers of pupils across the country with a similar academic and socio-economic profile), which indicates our expected performance, in addition to Stirling and National averages. Note that in almost all cohort groups young people in St Modan's are performing above (in some cases well-above) the Virtual Comparator. In all other cases the small differences between St Modan's performance and that of our comparator is not statistically significant, so indicates that our young people are performing in SQA exams, at least as well as expected.

S4 Attainment for All

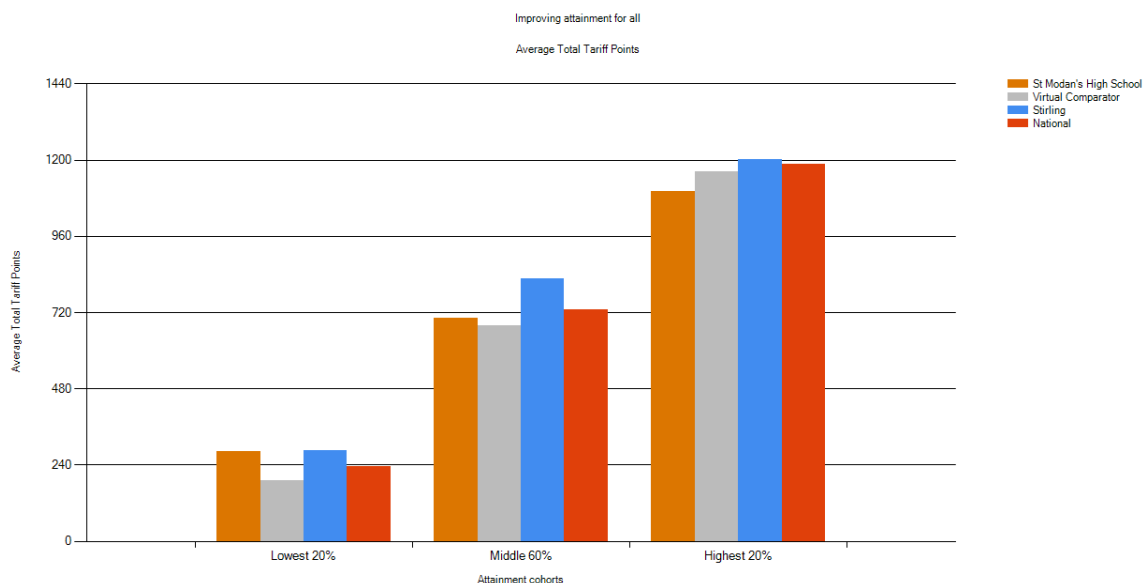
The selected year is 2018



In 2018 S4 academic performance was above the Virtual Comparator in the lowest 20% and middle 60% and very slightly below the Virtual Comparator in the highest 20%.

S5 Attainment for All

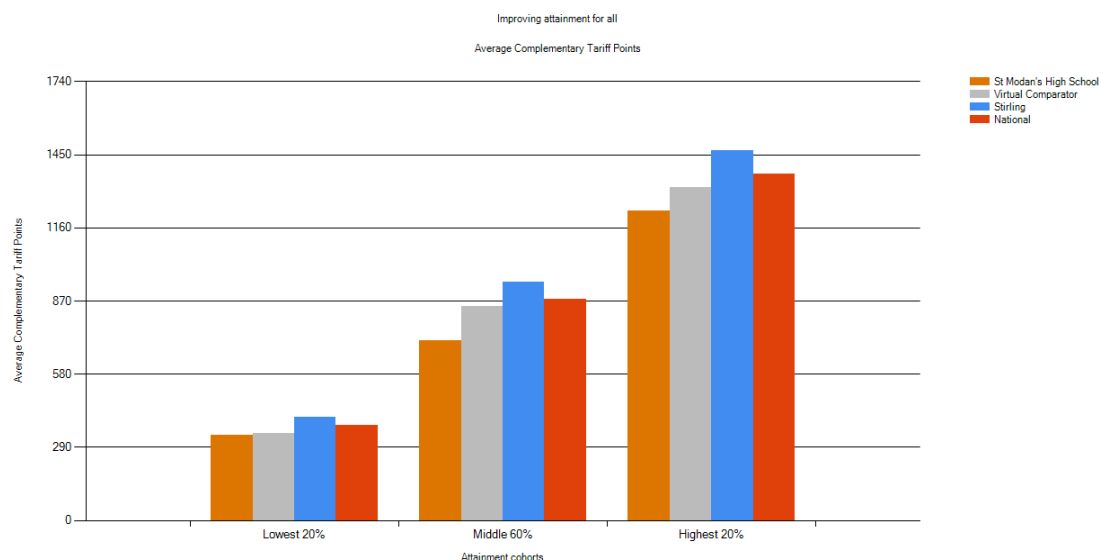
The selected year is 2018



In 2018 S5 performance in 80% of pupils was well above the Virtual Comparator. The Highest 20% was slightly below that of the Virtual Comparator. Although the difference is not significant this remains a key priority area for the school.

S6 Attainment for All

The selected year is 2018



In 2018 the performance of S6 pupils was lower than the previous year. Attainment in the lowest 20% was in line with the Virtual Comparator, attainment of others was below the VC but was not unexpected. Attainment of S6 is expected to return to higher levels next session.

Young People go on to Positive Destinations (2017 data)

The graph below shows a high percentage of our young people are securing a positive destination when they leave school. In 2017 almost 93% of young people secured a positive destination (employment, education or Training) as compared to only 83% in 2013. After almost a full year Scottish government re-measured the destinations of our 2017 leavers to find that our sustained positive destinations had risen to more than 95%.



Home, School and Parish

Contact with Parishes

As the only Catholic secondary school in the Stirling and Clacks authorities (also serving parts of West Falkirk), St Modan's is central to the life of the local Catholic community. As such we are keen to play an active part in the lives of our parishes. This can be done by encouraging our young people to participate in parish life. Staff and pupils may take part in arranged visits to local parishes for example during 'Catholic Education Week' (each February) and 'Vocations Awareness Week'. Some of the other activities which bind home, school and parish together are:

- occasional deanery meetings
- assistance of local clergy at school
- school newsletters / notices sent to parishes to communicate to congregations
- use of parish halls for meetings etc
- regular contact of pupils and family at Sunday Mass in parishes



A Welcoming School

We hope we are a welcoming school and welcome more contact with our community at liturgical events in school and cordially extend an open invitation to any parent or parishioner to attend Feast Day or Year Group Masses (see Parents' Calendar for dates and times) in school as well as to our Annual Memorial Mass for deceased members of our school community held in November. Don't forget to call at the reception for your security badge.



The creation of our School Chapel, a fitting testimony to the community of St Modan's past and present, was the result of the close partnership which exists between our Chaplain Fr Kingham, our parishes, staff, pupils, parents, former staff and former pupils as well as other friends and benefactors of St Modan's. You are most welcome to visit it any time during school hours. Please call at the reception first.

Our Patron Saint

St Modan of Rosneath

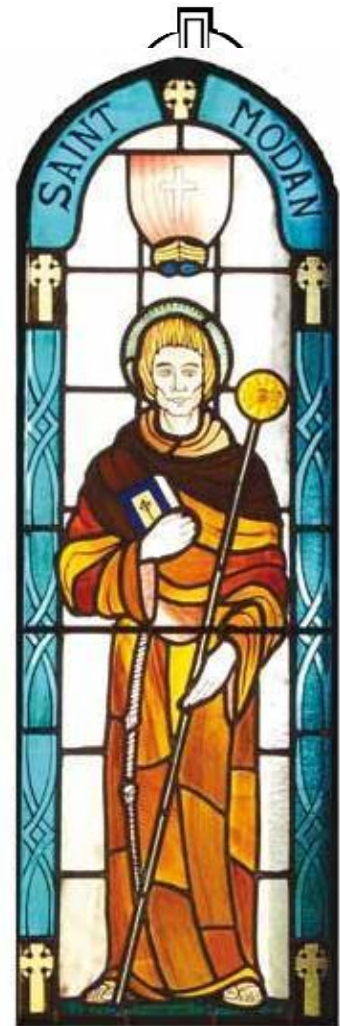
Evidence of who exactly St Modan was is hard to come by. There are several places which have the name 'Modan' in them for example on the site of the old priory of Ardchattan near Loch Etive there is an oratory which bears the name Balmodhan (meaning 'Modan's town') which was the old name for Ardchattan. Above Loch Riddan on the Kyles of Bute there is a place called Kilmodan (meaning church of Modan). The fact that he had a town ('Bal') and not just a church ('Kil') named after him suggests that he must have been wealthy.

There were however, two Modans who were saints: one was St Modan of Fraserburgh in Aberdeen who was a Bishop and whose feast is 14 November. Our St Modan was an Abbot at the time of King Conranus in Scotland and has his feast on 4 February. Both of these saints appear in the Aberdeen Breviary written between 1488-1514. The breviary is the book which contains all the daily prayers of the church and all the saints feast days. The Aberdeen Breviary is the oldest breviary in the Scottish Church.

A later source is Thomas Dempster a scholar, who wrote a book called 'Menologium Scotium' in 1627. In it he refers to St Modan the Bishop and he lists his feast as 4 February - the very date when we celebrate the feast of St Modan the Abbot. It is all quite confusing!

So what are we to make of these two saints? There was a St Modan who came north after the Council of Whitby in 663. It was at the Council of Whitby that the Church in Britain finally recognised the authority of Rome. Until then the Celtic Church in north Britain had run its own affairs without reference to Rome. One of the Teutonic monks who came across to Whitby from Germany and who later travelled north into Scotland full of enthusiasm for the Roman Church was called Modan.

Our St Modan came from an earlier tradition - he was Celtic not Teutonic - a follower of St Columba who came to Iona from Ireland sometime after 563 - one hundred years before the Council of Whitby (663). It was he who had the priory at Ardchattan and who preached as far east as Falkirk and Stirling. Because St Mungo had evangelised the west of Scotland, Modan travelled east and north to do the same. The fact that there is no real depth of knowledge about St Modan seems to confirm that he was indeed originally from Ireland where the names Modan, Muden and Miden were common. The Church of Falkirk and the High Church of Stirling were once dedicated to this St Modan and so is our school. Instrumental Tuition S1 - S6



Previous Success at St Modan's

We are very proud of the distinguished contribution many former pupils of St Modan's are currently making to national life. Here are just some of them:

Lord Hardie: High Court Judge and former Lord Advocate. Lord Hardie visited the school in September 1997 to present awards at the first of our new evening Awards Ceremonies.

Gordon Brewer: BBC Current Affairs Journalist and presenter of BBC 2's 'Newsnight'

Fergus McCann: Former Chief Executive of Celtic FC whose father was a former Rector of St Modan's.

Martin Togneri: Chairman of the Scottish Development Agency

John Colquhoun: Journalist with 'The Herald' - former Celtic, Hearts and Scotland player and ex-chairman of the Professional Footballers' Association. Resigned from the Scottish Sports Council over its decision to award a massive grant to a private school when "schools like my old school are so much in need".

Philip Differ: TV Producer and Director of 'Only an Excuse' and presenter of his own TV series. Mr Differ is an annual visitor to our Awards Ceremony where the 'Philip Differ Award for Humorous Writing' is awarded annually.

Claude Moraes: MEP Member of the European Parliament for London. When first elected in 1999, he was the first Asian and the youngest MEP in the U.K. Re-elected in 2009. Was Deputy Leader of the Socialist Group in the European Parliament.

Frank Boyle: Political cartoonist

Lawrence Donegan: Journalist Saturday Herald and author

Chris Deerin: Executive Editor, The Daily Telegraph

Kate Gamberrucci (nee Lafferty): Opera singer now lecturing in Florence

Billy Bremner: The former captain of Leeds United and Scotland

Simone Lahbib: Actress

George Graham: Former Scottish Rugby Union Internationalist.

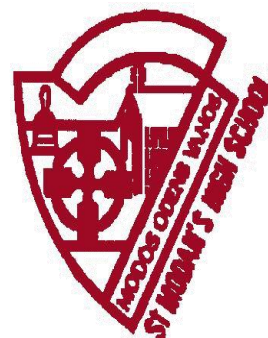
Captain Andy Baillie - Piloted the last Concord farewell flight to Edinburgh Airport on Friday 24th October 2003.

Anne McGuire MP, Denis Canavan MSP, and Margaret Bain MP all worked in St Modan's.

Our School Badges

Our Original School Badge – 1933

The Celtic cross on the old badge represents our patron saint's origins and the chapel represents the priory at Kilmodan where he was Abbot. The inclusion of the bell or 'clag' in the old badge is another interesting story. Though not associated directly with St Modan, it seems to represent the 'Yellow Clag of Balmodhan'. This was a bell which was said to be able to cure the sick: parishioners would borrow it and take it home to ring in front of loved ones who were ill. Afterwards it was said to be able to fly back to the church of its own accord.



Our Current School Badge

Work on our new badge, which was designed by our Art Department based on suggestions from pupils, staff and parents, was begun in 1996 to mark the new era in the school's history as part of the new Stirling Council. Its design is formal in keeping with heraldic conventions.



The saltire represents Scotland and is also featured on Stirling's heraldic Coat of Arms and on the Coat of Arms of Clackmannanshire; the battlements at the top represent Stirling Castle. There are four symbols one for each quadrant of the saltire: a book to represent wisdom and learning; a Celtic Cross (from the old badge) to represent our Catholic and Celtic heritage; a bridge to represent Stirling Bridge and also the bridge on the Denny Coat of Arms and the Wallace Monument visible from the school. At the top is a dove - the traditional symbol of the Holy Spirit (wisdom) but also a symbol of peace. The new school motto 'Sapientia et Gratia' means 'wisdom and grace' and comes from the second chapter of St Luke's gospel. When Mary and Joseph thought they had lost the child Jesus they were relieved to find him in the company of teachers in the temple where he was teaching them! At the end of this story St Luke says Jesus went home with his parents and "grew in wisdom and grace".

Our school badge has been officially registered with the Lord Lyon (2008-09).

St Modan's High School - The Gallery



Health & Safety Matters

The school takes positive steps to help our young people protect themselves through the Health and Wellbeing programme and through regular assemblies. Issues such as Road Safety, Substance Abuse, Bullying, School Security, Smoking, Risks of Abuse and Exploitation are all addressed by the SMT, Pupil Support Teachers and certain subject teachers.

Stirling Council's policies on Pupil Support and Development, Child Protection and Young People and Substance Abuse are firmly endorsed by the school. (Copies of these may be obtained from the school or the education offices).

We do not have a full time nurse but we do have qualified First Aiders. For pupils who are ill during the day, there are understandable restrictions on the first-aid we are allowed to render. In cases of serious illness, arrangements are made to contact the parents as soon as possible and to have the pupil taken to hospital.

In cases where the pupil is so distressed that it is unwise for him/her to remain in school, contact is made with the parents with a view to having the pupil taken home. Fortunately most cases are straightforward, and the issue of a plaster for a cut finger allows pupils to return to class almost immediately. When a pupil is involved in an accident, arrangements are, if necessary, made to have him/her taken, or sent by ambulance, to hospital. Every effort is then made to contact the parents. Any pupil sent home because of illness will be given a permission slip by the appropriate PSD Teacher - or by a senior member of staff. On no account may a pupil leave the school without such written permission during school hours. It is in the interests of pupils that we ask parents to inform us of any medical problem or condition affecting their children. Such information is helpful, for example, to teachers of Physical Education, and enables us to take prompt and appropriate action if a pupil is suddenly taken ill. Details of this nature are of course handled with sensitivity and in confidence. (See Appendices).

Routine medical examinations are carried out from time to time by NHS Public Health Nursing Staff. Parents are informed when these examinations are to take place. School staff are required to report suspicions of abuse to PSD staff and the SMT. Where the Headteacher or Depute Headteacher have reasonable grounds for suspecting that a child might have been abused, this information will be passed immediately to the local Social Work Manager.

Health Care Appointments

Pupils with medical/dental appointments during the school day should bring a note for their PSD Teacher. This ensures the pupil is marked 'present'.

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, disruption to school transport, power failures etc. 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 in touch by using text, twitter, letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio where appropriate. When there is a planned early closure, parents are informed in advance. In cases where the school has to be closed at short notice (e.g. heavy snow or power failure), some staff remain until all pupils have embarked on buses, and pupils are advised to go to a neighbour's house if there is no-one at home. If in doubt, parents should telephone the school. Please also check the school website - www.stmodans.co.uk

Serious Illness & Bereavement

There may be times in the course of the session when members of our school community are affected by serious illness or bereavement. We would hope that at times such as these the whole community of St Modan's would rally round to do what we could to support the family concerned. We would hope that an initial contact would be made (directly or indirectly) by the family with the school. After such an initial contact, the senior staff, Pupil Support staff and our School Chaplain Fr Kingham will be informed. Thereafter, depending on the wishes of the family, it may be possible to offer support through home / hospital visits by Senior Staff / PSD Staff, provision of homework material, home / hospital visits by our Chaplain (perhaps with pupils from peer group if appropriate).

We would like to think that at such times St Modan's would come to be seen as a source of strength and support both materially and through prayer for all concerned.

Seasons for Growth Programme (Bereavement / Loss support)

This Church-based programme is offered to targeted pupils. The programme offers support to those who have experienced loss through bereavement or family break-up through separation or divorce. Participation is entirely voluntary and only by parental request. Parents receive a letter asking if they would like their son/daughter to participate. Any parent interested in enquiring further about this should contact their child's PSD Teacher.

Transport to and from Our School

Our pupils travel to school from three local authority areas - Stirling, Falkirk and Clackmannanshire. These education authorities may differ in their transport policies. Stirling Council will provide free transport to pupils who meet certain criteria for travelling by the recognised shortest walking route from their school. Parents who consider they are eligible should obtain an application form from the school or local authority office. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate educational officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking 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 limits (see above paragraph). It is the parents' responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your pupils losing the right to free transport.

Bus Rules

Our Pupil Councils drew up a list of Bus Rules which are aimed at making the journey to and from St Modan's as safe and as pleasant as possible. There are also now in place local authority guidelines which empower schools to take action against pupils who disrupt journeys by poor behaviour.

Placing Requests

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

Clothing & Footwear Grants

Although it has to be stated that under no circumstances will pupils be deprived of an education as a result of not wearing uniform, our Parent Council, PTA and 100% of our parents support the wearing of school uniform. Parents receiving income support, family credit, housing benefit or council tax rebates will normally be entitled to monetary grants for footwear and clothing for their children. This should always be claimed. If you are unsure please submit a form in any case. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Director of Education Services. Information and application forms may be obtained from schools and from area education offices

Parents are asked to ensure that valuable and unnecessarily expensive items are not brought to school. Jewellery and such like should not be worn to school. Parents 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.

Out of School/Medical/Substance Abuse – Procedures

1. PERMISSION FOR PUPILS TO LEAVE SCHOOL

Pupils who require time off school for any reason e.g. dental/doctor's appointments, family reasons, interviews or family holidays should bring a note from their parents/ guardians for their Form Teachers.

Form Teachers or on occasion Pupil Support Teachers or SMT will issue a permission slip to the pupil.

Pupils who are given permission to leave school for part of the school day should sign the Out of School log book in the reception desk in main foyer.

On returning to school pupils should sign back in using the Out of School log book.

While out of school, pupils should retain their permission slips in case any proof is required to show they have permission to be out of school. On certain occasions Pupil Support Teachers may expect the slips to be returned to them.

2. THE ISSUING OF MEDICATION IN SCHOOL

Prescribed medication and pain relief medication may be given to pupils by First Aiders in accordance with Stirling Council guidelines.

Procedures

Medication is supplied by a parent to the school. It should be delivered by the parent but if it is brought by the pupil the parent will be contacted and advised of the local authority guidelines i.e. the school requires written permission with the medication - special form (MED 1) must be completed by the parent/guardian.

- Containers must be clearly marked on the label with the pupil's name and the dosage, frequency and duration of the medication. A Record Card will then be issued for the pupil concerned. This card will be completed each time the medication is issued. The person issuing medication will complete and sign the card.
- All medication is kept in locked storage in the medical room. It is easily accessible and clearly labelled in alphabetical order.
- Any unused medication should be collected by the parent. If any medication remains uncollected it will be disposed of by means recommended by the Community Health Department.
- If any aspect of existing medication is changed, another form is required.
- Where any difficulty arises in the course of any of these procedures the matter should be referred to a P T Pupil Support/SMT.

3. SUBSTANCE ABUSE

- All instances of suspected substance abuse should be reported immediately to a member of the SMT
- Pupils who are on school premises will be interviewed by a member of the SMT and if possible their Pupil Support Teacher
- If necessary the First Aider will ascertain whether the pupil requires medical attention or not. If so procedures governing pupils who take ill at school will be followed.
- Parents will be contacted as soon as possible and invited to come to the school to meet with SMT and Pupil Support.
- Other agencies will be alerted as required i.e. Police, Social Work, and Psychological Services.

- In serious instances of substance abuse the Authority will be informed and advice sought according to the individual circumstances.
- Pupils will be offered continuing support by the appropriate Pupil Support staff.
- The welfare of other pupils will be taken into account at all stages with support provided as required.
- The above procedures will also apply to incidents of substance abuse outwith the school which may impact on pupils within the school.

Pupils who Become ill at School

Procedures

- Pupils who complain of feeling unwell during class time should be given a note permission slip and sent to the medical room. The First Aider, Mrs P Keeley will decide on appropriate action.
 - the pupil should be accommodated in the medical room until able to return to class
 - the pupil should receive first aid.
 - the pupil should be sent home.
 - the pupil needs medical attention and should be taken to hospital
- In most cases there will be no need for an escort to accompany a sick pupil to the medical room but where an escort is required, the escort should be instructed to return to class once the sick pupil has been delivered to the Medical Room. This pupil's name should also be included on the permission slip/note.
- If a pupil arrives at the medical room to find that the First Aider is unavailable the pupil should report to the school office. A Pupil Support teacher or a member of the SMT will decide upon which action to take.
- Any pupil who becomes ill outwith class time should report to the medical room or school office. If the pupil is too ill to do this he/she should go to the nearest teacher or in the case of younger pupils to a senior pupil, who will contact the first aider or office.
- When a child needs to be sent home the following steps will be taken:
 - the first aider will contact the parent or emergency contact. She will also contact the child's Pupil Support Teacher and ask him/her to sign the permission slip (the pupil may be sent to do this if able to do so)
 - if the child's Pupil Support Teacher is not readily available, the first aider should contact the appropriate PT Pupil Support.
 - if a PT Pupil Support is not available a member of the SMT should be contacted.
 - the first aider will complete the "Pupil out of School" form and place in the appropriate Teacher's tray. If someone other than the pupil's own Pupil Support Teacher gives permission for the pupil to be sent home the first aider will complete an additional "Pupil out of School" form and place it in the Pupil Support Teacher's tray.
 - the pupil or the first aider should sign out the pupil in the "Permission to Leave School" log book in the Pupil Support Corridor.

No child will be sent home unless the parent or emergency contact has agreed that the child should travel.

If a child has to be taken to hospital he/she will be accompanied by a First Aider or a member of staff. A parent or emergency contact will be informed as soon as possible.

It is essential that both the Form Teacher and the Pupil Support Teacher know that a child has been sent home.

- Medication required by certain pupils will be kept in the medical room and an arrangement made for the pupil to take the medication at an appropriate time.

- g) In dealing with cuts, abrasions etc gloves must be worn and proper safety procedures observed.
- h) Parents/guardians of pupils who have asthma will receive a copy of the school's asthma policy.

Asthma Policy

The school receives medical information on pupils from the Health Board at the beginning of their first year. This medical list is up-dated by the Pupil Support Dept. at the beginning of every subsequent school session.

Pupils who have asthma are seen individually by the First Aider early in their first year. The following procedures are explained to them.

Pupils should carry their own inhalers around with them while in school Pupils may bring a spare inhaler to school which can be stored in the medical room until required.

The inhalers which are held in the medical room are stored on the top shelf of a cupboard. They are labelled with the pupil's name and class and arranged in alphabetical order.

The inhalers are checked regularly to ensure they are within the expiry date. Pupils are told when inhalers are due to be renewed. If a new inhaler is not provided the parent/guardian is telephoned and reminded that the inhaler is due for renewal.

If a child needs an inhaler during the school day and he/she has forgotten to bring one to school, the spare inhaler will be given to the pupil. The pupil can report to the medical room or office if he/she needs the inhaler during interval or lunchtime. If a pupil needs an inhaler while in class the class teacher will normally telephone the First Aider in the medical room

If the First Aider is not available in the medical room the pupil/teacher should contact the office.

If a pupil does not respond to medication within 5 minutes and is giving cause for concern an ambulance will be called to take the pupil to hospital. Parents or the child's emergency contact will be telephoned and asked to meet the child and First Aider/Teacher at the hospital.

While facilities are available for the storage of spare inhalers in the medical room, the decision to supply the school with a spare inhaler remains the responsibility of the individual parent/guardian.

Driving your children to school

Parents should drop pupils off at the Forthbank Stadium car park, located to the west of the main school car park. Pupils may then walk along the pathway at the side of the bus bays without having to cut across the main school car park.

Drop-offs and Pick-ups on Royal Stuart Way should be near the roundabout at the start of Royal Stuart Way and not at the entrance to the school Visitors' car park, which is causing some congestion.

Drivers should park only where it is safe and legal to do so.

Notes:

Parking is not permitted on cycle lanes at either side of the approach to the School on Royal Stuart Way.



The car park at Enterprise House is private and should not be used for parking, as a drive through or for reversing.

Parents must not drop off / pick up pupils in or around the area of the Bus Bays.

Thank you for your cooperation and for your help in making our school safe for all our children.

The school recognises that the current parking arrangements around the school are limited and is working with Stirling Council to make drop-offs and pick-ups easier and safer. Watch this space.

Comments and Suggestions

We would greatly welcome any comments and / or suggestions from parents on the layout and content of this brochure. Please pass your comments - written or oral - to a member of the Senior Management Team or leave them at the school office.

'Drop in' Invitation

If you happen to be passing the school, why not 'drop in' and see us! No appointment is necessary after 3pm - there is usually a member of the Senior Management available from then until 5pm. We would greatly welcome such informal contacts with parents and prospective parents!



Notes from Stirling Council Education Services

School Holidays

2018-2019 School Term Dates

Autumn Term Starts	Friday 17 August 2018 Monday 20 August 2018	Teachers return Pupils return
Ends	Friday 12 October 2018	
October Holiday Starts	Monday 15 October 2018	
Ends	Friday 19 October 2018	
Winter Term Starts	Monday 22 October 2018	
Staff Development Day Staff Development Day	Thursday, 29 November 2018 Friday 30 November 2018	
Winter Term Ends	Friday 21 December 2018	
Christmas Holiday Starts	Monday 24 December 2018	
Ends	Friday 4 January 2019	
Spring Term Starts	Monday 7 January 2019	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 11 February 2019 Tuesday 12 February 2019 Wednesday 13 February 2019 Thursday 14 February 2019 Friday 15 February 2019	
Spring Term Ends	Friday 29th March 2019	
Spring Holiday Starts	Monday 1 April 2019	
Ends	Friday 12 April 2019	
Summer Term Starts	Monday 15 April 2019	
Good Friday Easter Monday	Friday 19 April Monday 22 April	
Local Holiday	Monday 6 May 2019	
Summer Term Ends	Friday 28 June 2019	
Summer Holiday Starts	Monday 1 July 2019	
Ends	Friday 16 August 2019	
	Monday 19 August 2019 * Tuesday 20 August 2019 *	Teachers return Pupils return

* To be confirmed

Enrolment Arrangements: Primary & Secondary School Education in 2019

The 2019/2020 school year starts on 20 August 2019. This is the **only** date for beginning school education for that year.

All children who are five years old on or before 20 August 2019 are of school age and **must** start their primary school education on 20 August 2019, children who are five years old between 20 August 2019 and 29 February 2020 **may** start their primary school education on 20 August 2019.

If your child is starting their primary school education in August 2019 you **must** enrol him/her at their catchment school **by 25 January 2019**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website www.stirling.gov.uk or by contacting us on 01786 233185. As part of the enrolment process we check the residency of all parents wishing to enrol their child at their catchment school, please bring your child's birth certificate, child benefit book/award letter, tax credit award letter, two recent household utility bills and a recent council tax bill with you when you enrol your child.

The list of dates when schools are enrolling pupils will be available on our website www.stirling.gov.uk from 3 December 2018.

Gaelic Medium Provision

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 474128 email: rvsdeps@stirling.gov.uk . Any parent wishing to enrol their child in our gaelic medium provision should contact the school for further information.

Notice to Parents and Guardians of Children due to Transfer from Primary to Secondary School

Children currently in P7 will transfer from primary to secondary education in August 2019. You will receive notification of transfer arrangements through your primary school and your child will be automatically enrolled in their catchment secondary school. Should you wish your child to attend a secondary school that is not their catchment school a placing request must be submitted.

Placing Requests for Session 2019/2020

In accordance with the Education (Scotland) Act 1980 as amended, Stirling Council hereby informs parents or guardians who wish to make a placing request for the school session 2019-2020, to do so in writing **by no later than 15 March 2019**. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. You can apply online at <http://my.stirling.gov.uk/cakeforms/view/placingrequestapplicationform> or, alternatively, application forms and guidelines are available from Schools, Learning and Education, Wolfcraig, Dumbarton Road, Stirling on 01786 233185.

It is essential that you enrol your child at the school that serves your local area even if you are making a placing request for another school.

Please note that if your placing request is successful school transport will not be provided for your child.

Schools Information

Information on local authority schools in Stirling Council is available on our website www.stirling.gov.uk or by contacting us on 01786 233185.

Parents wishing to apply for enrolment to Our Lady's RC Primary School, St Mary's RC Primary School, St Margaret's RC Primary School, St Mary's Episcopal Primary School and St Modan's High School should contact the school to discuss enrolment policy. Details are also available on the Council website www.stirling.gov.uk

Stirling Council

Schools, Learning and Education

October 2018

Getting it Right for Every Child

This is the national approach to supporting and working with all children and young people in Scotland. It puts the rights and wellbeing of children and young people at the heart of the services that support them. *Staged Intervention approach is in line with the principles of GIRFEC.*



Key elements of GIRFEC are:

- Wellbeing
- Child's Plan
- Named Person

Wellbeing

To help with a common understanding of what wellbeing means, it is broken into 8 wellbeing indicators:

Every child and young person should be SAFE, HEALTHY, ACTIVE, NURTURED, ACHIEVING, RESPECTED, RESPONSIBLE, INCLUDED.

Named Person

Most children get all the help they need from their families and communities but for some, they may need extra help at times. Children from birth to 18 or their parents, will have access to a named person to help them get the support they need. The named person will be a clear point of contact for families that wasn't help and support for worries they have. For school age children, the named person will be a promoted member of staff. More information is available on the [Scottish Government website](#).

Child's Plan

The Children and Young People (Scotland) Act 2014 ensures a single planning framework, Child's Plan, will be available for children who require extra support that is not generally available to address a child or young person's needs and improve their wellbeing.

The Child's Plan is part of the GIRFEC approach to promote, support and safeguard the wellbeing of children and young people. The Scottish Government is working with Parliament to agree a timetable to enable commencement in 2018.

Stirling educational establishments have long established staged intervention procedures which provide appropriate and proportionate assessment, planning and review to ensure children and young people have their individualised needs met. Further information is detailed in [Staged Intervention Guidance](#).

INCLUSION

Additional Support Needs

All children get help with their learning.

A child is said to have 'additional support needs' if they need more, or different, support from what is normally provided in schools or nurseries for children of the same age.

The Education (Additional support for Learning) (Scotland) Act 2004 (as amended 2009) created the term **additional support needs** and explains the duties on education authorities to support children and young people's learning.

A child or young person may have additional support needs for lots of reasons including:

- A physical disability
- Being a young carer
- Changing school a lot
- Being bullied
- Having a communication difficulty
- Being looked after by the local authority
- Having a long term illness

Staged Intervention is the process used to identify, assess and plan to meet a child's needs. Every school and nursery has a *Pupil Support Co-ordinator* with responsibility for ensuring appropriate support for children with additional support needs. For most children the support they require is provided from school, for example, differentiated materials, additional time, movement programmes, and support groups. Some pupils with more complex needs may be referred to ASN Outreach or other partner agencies to provide more enhanced interventions. Agreed actions will be recorded and reviewed during staged intervention meetings in collaboration with the child, family and staff. Where there are more than one agency supporting a child and this is significant and long lasting, a Coordinated Support Plan may be developed.

If you have concerns about your child, in the first instance, contact your school.

More information is available on the website or by contacting ASN and Wellbeing Team.

Independent Advice

Enquire are a Scottish advice service providing help and information. All advice given is independent and impartial. Contact the Enquire Helpline on 0345 123 2303.

Enquire also has two websites, one for [parents, carers and professionals](#) and one for [children and young people](#).

[Let's Talk](#) helps parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. The service can be used by anyone who has a right to make a reference to the Additional Support Needs Tribunals for Scotland.

[My Rights, My Say](#) is a children's service which provides advice and information, advocacy support, legal representation and a service to seek children's views independently about their support.

CHILD PROTECTION AND SAFEGUARDING

All children in Scotland have the right to be protected from abuse or neglect.

Schools and nurseries play an important role in the prevention of abuse and neglect through creating and maintaining safe learning environments and teaching children and young people about staying safe from harm and how to speak up if they have worries or concerns.

Schools and nurseries have identified child protection coordinators with a remit to promote safeguarding and a responsibility to act when aware of a child protection concern.

If you are concerned a child or young person is at risk of abuse or neglect, you can contact school, police or phone children's services on 01786 471177.

ATTENDANCE

It is important that the school and parents work together to achieve good attendance as there is a strong link between good attendance and achievement. The school aims to encourage attendance by creating a welcoming and supporting ethos. If there are difficulties with your child's attendance, the school will contact you to discuss ways of resolving this.

If your child is unable to attend school due to illness or for any other reason, we ask that parents should notify the school as early as possible in the school day.

Parents should also give careful consideration to the impact on a child's education of taking holidays during term time. All schools are required to record attendance and absence of pupils and report on these figures to parents, the Council and the Scottish Government.

The Scottish Government's guidance – Included, Engaged and Involved: Attendance in Scottish Schools - issued to all local authorities in December 2007 provides guidance on how attendance and absence at school is recorded. This document clarifies that the majority of family holidays taken during term time will be categorised as unauthorised absence and that schools may only authorise a family holiday during term time under very exceptional circumstances.

Regular attendance scans are undertaken by the management team. When a child's attendance drops below 90%, parents will be notified by letter and asked to come in to talk to the headteacher about how best to support your child's progress.

Persistent latecoming also causes regular interruptions for some classes. It disrupts learning and teaching not only for the latecomer but for the whole class.

At no time during the school day should a child be removed by a parent from the school without informing the staff of the school. This includes lunchtime "disappearances". If a child is reported missing we will try to contact the parents or we will ask for help from the emergency contact or neighbours. If we fail to locate the child the Police will be informed. Please help us to keep your child safe. Poor attendance falls into the Council's Staged Intervention Framework and action will be taken to address patterns of poor attendance.

CLOTHING GRANTS

Some families may be eligible for clothing grants. Application forms can be obtained from Stirling Council, telephone 01786 233210 or downloaded from the Council website at <https://my.stirling.gov.uk/services/education-and-learning/schools/school-grants>

Please take your completed application form, along with the documents requested, to your nearest local office, or Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling, FK7 7QA.

Complaints

You can complain in person, by phone, email or by letter. We regard a complaint as any expression or dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

Who can complain?

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf. For example, a child's grandparent who is not the legal guardian needs authority from the child's parent or guardian. This would normally mean a note to show that the person responsible for the child has agreed.

What can't I complain about?

Here are some things we can't deal with through our complaints procedure:

- A routine first-time request for a service or action – e.g. informing the school that your child told you she is being bullied and asking them to resolve this.
- Requests for compensation from the Council.
- Things that are covered by a right of appeal, e.g. exclusion from school which has its own statutory process. In these cases we will give you information and advice to help you.

You have 6 months to make a complaint after the event that you want to complain about takes place. If you first learn of the issue about which you want to complain after this point, you have a further 6 months to complain. In exceptional circumstances the Service may investigate matters more than a year old, but it is not obliged to do so.

We have 2 stage complaints procedure.

Stage One – frontline resolution

In the first instance, please complain to your child's school or nursery, telling them as much as you can about the complaint, what has gone wrong and what you want them to do to resolve the matter. A senior member of staff, either the headteacher or depute head, will be responsible for looking into complaints. Heads are senior managers with a high level of responsibility for your child's learning and welfare and are able to look into most matters. However, the headteacher may refer the Stage One complaint to Schools, Learning and Education centrally, e.g. if it is about the conduct of the headteacher or too complex to be dealt with at front-line service level.

The school or nursery will give you our decision at Stage One within 5 working days or fewer unless there are exceptional circumstances. If we need further time, we will ask you to agree an extension of up to 5 further days. If the Stage One complaint has been referred to Schools, Learning and Education centrally your response will come from there.

Stage Two – investigation

If you are dissatisfied with your Stage One response you can move to Stage Two. Stage Two deals with 2 types of complaints: those not resolved at Stage One and those not appropriate for Stage One, for example the conduct of a headteacher or those too complex for a headteacher to deal with.

To move to Stage Two, you should email info@stirling.gov.uk, or you can ask the headteacher of the school or nursery to move the complaint to Stage Two on your behalf.

When using Stage Two:

- We will acknowledge your complaint within 3 working days.
- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g. your complaint has been made in writing and is clear, there may be no need to meet. It is helpful if you present any evidence that you can offer in support of your complaint, e.g. contact details for witnesses, reports from other professionals, etc. if appropriate.
- We will write to you confirming the details of your complaint, what you want to achieve, and what the investigation can cover.
- We will give you a full, written response to the complaint as soon as possible and within 20 working days. If our investigation takes longer than 20 working days we will agree revised time limits with you and keep you updated on progress.

After we have fully investigated your Stage Two complaint, if you are still dissatisfied with our decision or the way we dealt with your complaint you can ask the [Scottish Public Services Ombudsman](#) (SPSO) to look at it.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure.
- Events that happened or you became aware of, more than a year ago.

Equalities

Everyone deserves to be treated equally, fairly and without prejudice.

Educational establishments create inclusive cultures by working in partnership with the wider community to agree positive values, by promoting and celebrating diversity and through delivering appropriate learning opportunities within their curriculum.

Schools and nurseries operate within Stirling Council's duty under the Equality Act (2010) to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people by removing or minimising disadvantage, meeting the needs of particular groups which are different from the needs of others and encouraging participation in public life.
- Foster good relations by tackling prejudice and promoting understanding.

The Equality Act 2010 identifies 9 protected characteristics from discrimination, harassment or victimisation:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Schools and nurseries have a duty to report prejudice based incidents.

Anti-bullying and Positive Relationships

Approaches to anti bullying reflect *Getting it Right for Every Child* and recognise that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.

All education establishments operate within Stirling's Approach to Respect for All: Preventing and Challenging Bullying Behaviours and will, in consultation with wider communities, create establishment specific anti bullying policy.

Insurance Information

Public Liability

Stirling Council has Public Liability Insurance in respect of claims against the Council for bodily injury to any person or for loss or damage to any person's property for which the Council is legally liable. Negligence or failure to fulfil a statutory obligation on the part of the Council or its employees resulting in injury, loss or damage to property must be established.

Pupils' Property

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school. Parents should be aware of the following points:

- a. Parents' house contents policy may give some measure of cover for personal effects of family members.
- b. It is suggested that parents may wish to consider taking out additional individual personal cover.
- c. Pupils should be encouraged not to bring valuables to school.

The general rule is that pupils bring property to school at their own risk. There may be situations where the school accepts responsibility for pupils' property, but otherwise the Council is not responsible if property is lost, damaged or stolen in school.

Personal Accident/Travel Cover – Educational Excursions

The Council has arranged insurance cover for Educational Excursions organised by the Council.

A brief summary of the cover is as follows:

Persons Covered: Organisers, participants, members, employees and others on excursions or trips organised by or under the auspices of the Council.

When Covered: While participating in any activity organised by or on behalf of the Council beyond the limit of the school grounds.

If you require further information please contact the Council's Insurance Team on 01786. 233437.

School Health Service

The Forth Valley NHS has a statutory obligation to provide a health service for all school-age children in the Stirling Council area. The aim of the service is to make sure that all children are in the best possible health to benefit from their education and to provide the education service with advice and support about the spread of infections and the promotion of good health.

Parents/carers will be given the opportunity to meet the named nurse for the school when their child starts school in Primary 1. This will involve parents completing a health questionnaire for their child. The nurse may make contact with parents/carers based on the information provided by them. Teachers and parents/carers are encouraged to report any concern about hearing, especially in primary one pupils. Hearing is no longer part of the routine checks done in school.

If you have any concerns with your child's health which may affect their education, an appointment can be arranged with your named nurse (contact details below). School staff, with parents' permission, can request an appointment with the named nurse at any time. The named nurse will also liaise closely with the Team Leader who has overall responsibility for primary school children.

The community paediatric doctor will see children at their clinic who have additional support needs or who have any significant ongoing medical or developmental conditions affecting their education.

School staff and parents can contact the named nurse if they have any health concerns regarding children which may affect their educational needs. The nurse will then offer a Health assessment in school or in the child's home.

All children within P1 will receive a toothbrush, toothpaste and leaflet- "Make your smile count". A dentist from the Salaried Dental Service will carry out a dental inspection of your child in P1 and again in P7. Dental treatment can be offered to those children unable to register with a general dental practitioner through the Salaried Dental Service.

The School Health Service can be contacted at:

Area Community Child Health Department

Stirling Royal Infirmary

Livilands

Stirling FK8 2AU

Telephone: 01786 434150

Infectious Diseases

Colds, flu and gastro-enteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea. Children who have had diarrhoea should stay off school for 48hrs after the last episode of diarrhoea. It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from your named school nurse or staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps please consult your GP or School Nurse.

Head Lice

Head lice are spread through head to head contact. This can happen at home, in the community, or in school. Regular combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, you need to get the correct lotion from your doctor, health visitor or pharmacist. The instructions need to be followed carefully. If this is not done then re-infection is likely.

If lice are found, all family members and close friends of your child should be checked. Treatment should only be applied if live lice are found. Products used for treating head lice must be ones that can be left in the hair for 12 hrs, this treatment requires to be repeated after 7 days. You should advise others of this possible problem in the same way as you would tell family and friends about other infections which might affect them.

Further advice can be obtained from the Health Board. A head lice leaflet is available in all schools and health centres.

School Meals

Lunches are provided every day for children and young people in all schools. All food and drink provided meets national requirements for nutritional standards as well as guidance aimed at encouraging uptake and removing the stigma attached to free school meals.

Meals are provided by the Council's catering service. Menus are seasonal and are changed twice a year, spring/summer and autumn/winter. All recipes are analysed to make sure that they provide a healthy and well-balanced meal. The catering service tries to suit the majority of tastes by offering choices which include a daily vegetarian option as well as a range of packed lunches. Children having packed lunches are supervised. We encourage parents to ensure home packed lunches are healthy and do not contain fizzy drinks, sweets and nuts.

Pupils and their parents have opportunities to provide feedback and have a say about the content of future menus and the catering service is committed to introducing new products and to promoting healthy food choices.

Stirling Council achieved the Silver Food for Life Catering Mark in March 2014. This guarantees that all menus are prepared using non GM ingredients, are 75% freshly prepared, use only free range eggs, avoid additives and trans fats with meat and poultry sourced in a way that ensures animal welfare is taken care of. All milk provided to the children to drink or within their meals is organic. More information about the standard can be found at <http://www.sacert.org/catering>.

Menus and current prices can be viewed on the Council's website at <http://my.stirling.gov.uk/services/education-and-learning/schools/schools-catering>.

Medically prescribed diets can be catered for and parents should contact the head teacher to discuss any special dietary requirements.

The Catering Service can also provide a healthy packed lunch for school trips.

Some families may be eligible for free school meals. An application form is available from the school or can be printed from the Council's website at:

<https://my.stirling.gov.uk/services/education-and-learning/schools/school-grants>.

This form should be completed and returned to Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling FK7 7QA.

Transport

Stirling Council provides free transport to children who live more than two miles from their catchment school, or where there is no safe walking route available.

Further information is available on the Stirling Council website at:

<https://my.stirling.gov.uk/services/education-and-learning/schools/schools-travel-and-trips>.

Unexpected Closures

While schools have contingency planning in place to cope with a number of circumstances, sometimes it is necessary to close schools or amend the normal school day. e.g., storm damage, power cut.

In the event of this happening, we have to ensure school record of parents' place of employment and childcare arrangements are up to date. Please make sure we have an emergency contact telephone number and address. We will issue an annual update form to check the accuracy of contact details and other information held by the school.


Please make sure your child knows who to go to if you are not at home.

Parentzone

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.


Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.




**Information and advice on education
and learning for parents in Scotland**

Be at the heart of your child's learning . . .

 **Parentzone**
SCOTLAND

Sign up to receive our Parents and Carers e-bulletins for the latest developments in Scottish education.
edscot.org.uk/p/LQE-39I/subscribe
Email: enquiries@educationscotland.gsi.gov.uk
education.gov.scot/parentzone



Digital Learning

Digital Tools for Learning and Teaching

In Stirling Council schools and nurseries, we use a variety of digital tools for learning and teaching, to share information about the life of the school, communicate with parents and carers, and to celebrate success. Use of many of these tools requires sharing some personal data about your child with the providers of the services. This may include, for example, children's names, classes and photographs. For some services, we will need your consent to share personal data.

Core Digital Services

Across Stirling Council, we use Glow and Google's G Suite for Education for learning and teaching. Data is shared with these services under the legal basis of public task - use of these services is deemed essential for learning and teaching, and we have legal agreements in place with both Education Scotland and Google to ensure that personal data is kept safe (see our Privacy Notices for our use of these services).

Likewise, Seemis is used to securely manage children and young people's personal data, including sensitive category data (such as information about their health). This data sharing is also done under the legal basis of public task, and appropriate agreements are in place to ensure the data is securely managed.

Digital Services Requiring Consent

For other processes involving digital tools, we will seek consent of parents/carers and the young people themselves when they are aged 12 and over

.

Privacy Notice for the Use of G Suite for Digital Learning and Teaching

What is personal data?

In schools and nurseries, we handle various kinds of **personal data**. "Personal data" relates to any information relating to an identifiable person. The processing of personal data is governed by the General Data Protection Regulation (GDPR) and the Data Protection Act (2018).

Who is the data controller?

Stirling Council is the data controller. This means that it is responsible for the safe and legal processing of your data.

Why are we processing your personal data?

Stirling Council complies with its obligations by keeping your personal data up to date; by storing and destroying it securely; by not collecting or retaining excessive amounts of data; by protecting personal data from loss, misuse, unauthorised access and disclosure and by ensuring that appropriate technical measures are in place to protect personal data.

We will collect the following data:

Names, Year group, School/Nursery, Email addresses, Information based on use of service, e.g. type of device and cookies.

We will use your personal data for the following purposes:

Enabling the use of digital learning and teaching tools.

What is the legal basis for processing your personal data?

Public Task

Sharing your personal data

Your personal data will be treated as strictly confidential. In order to fulfil the purpose of G Suite for learning and teaching, we may need to share your personal data with Google G Suite.

Google may share data with third parties with users' or parent/carers' consent, or to meet legal requirements (as set out in their privacy policy:

https://gsuite.google.com/terms/education_privacy.html).

How long do we keep your personal data?

Your data will be deleted after 1 year after the account is deactivated.

Your rights regarding your personal data

You have various rights with respect to your personal data, including:

- The right to be informed about how we will use your personal data.
- The right to access a copy of any personal data we hold about you.
- The right to have personal data rectified if it is inaccurate or incomplete.
- The right to request the deletion or removal of personal data.
- The rights to restrict and object to processing of personal data.
- The right to obtain and reuse your personal data for your own purposes.
- Rights in relation to automated decision making and profiling.
- The right to withdraw your consent for the processing of your personal data.
- The right to lodge a complaint with the school/nursery, Stirling Council, and/or the Information Commissioner's Office.

Further processing

If we wish to use your personal data for a new purpose that is not covered by this Privacy Notice, we will issue a new notice explaining this new use. Where necessary, we will seek your prior consent to the new processing.

Contact details

Stirling Council: Schools, Learning and Education

Stirling Council Data Protection Officer: Kevin O'Kane - dataprotection@stirling.gov.uk

Information Commissioner's Office

Helpline - 0303 123 1113

Email - casework@ico.org.uk

Website (including contact form and live chat) - <https://ico.org.uk/global/contact-us/>

Privacy Notice for the Use of Services within Glow for Digital Learning and Teaching

What is personal data?

In schools and nurseries, we handle various kinds of **personal data**. "Personal data" relates to any information relating to an identifiable person. The processing of personal data is governed by the General Data Protection Regulation (GDPR) and the Data Protection Act (2018).

Who is the data controller?

Stirling Council is the data controller. This means that it is responsible for the safe and legal processing of your data.

Why are we processing your personal data?

Stirling Council complies with its obligations by keeping your personal data up to date; by storing and destroying it securely; by not collecting or retaining excessive amounts of data; by protecting personal data from loss, misuse, unauthorised access and disclosure and by ensuring that appropriate technical measures are in place to protect personal data.

We will collect the following data:

Names, Date of birth, Year group, School/Nursery, Email addresses, MIS identifier, pupil/teacher identifiers.

We will use your personal data for the following purposes:

To provide interactive, accessible and collaborative learning experiences for children and young people; to support teachers to work innovatively and collaboratively.

What is the legal basis for processing your personal data?

Public Tasks

Sharing your personal data

Your personal data will be treated as strictly confidential. Other Glow users will be able to see some data (not including home email addresses, dates of birth or MIS identifiers). Education Scotland will have access to all of the data provided.

How long do we keep your personal data?

Your data will be deleted after 9 months after the account is deactivated.

Your rights regarding your personal data

You have various rights with respect to your personal data, including:

- The right to be informed about how we will use your personal data.
- The right to access a copy of any personal data we hold about you.
- The right to have personal data rectified if it is inaccurate or incomplete.
- The right to request the deletion or removal of personal data.
- The rights to restrict and object to processing of personal data.
- The right to obtain and reuse your personal data for your own purposes.
- Rights in relation to automated decision making and profiling.
- The right to withdraw your consent for the processing of your personal data.
- The right to lodge a complaint with the school/nursery, Stirling Council, and/or the Information Commissioner's Office.

Further processing

If we wish to use your personal data for a new purpose that is not covered by this Privacy Notice, we will issue a new notice explaining this new use. Where necessary, we will seek your prior consent to the new processing.

Contact details

Stirling Council: Schools, Learning and Education

Stirling Council Data Protection Officer: Kevin O'Kane - dataprotection@stirling.gov.uk

Information Commissioner's Office

Helpline - 0303 123 1113

Email - casework@ico.org.uk

Website (including contact form and live chat) - <https://ico.org.uk/global/contact-us/>