

INSIDE GHS

October 2020



Autumn Issue:



Our Badge Holder Team 2020-21
Kirsty, Charlotte, Ebo, Matthew, Max and Shay

S3 Community Litter Pick



Student Council



Welcome to our Autumn newsletter

Dear Parent / Carer,

Welcome back to Gleniffer High after what has been a truly challenging time across the globe. We were suddenly out of our routines back in March and I can't thank parents and carers enough for their efforts in keeping the young people on track with their learning.

As a school we had to go through a steep learning curve using digital platforms to work with learners and provide support. Our Show My Homework/Satchel package was never more useful and we have been developing our skills with Microsoft Teams and Google Classroom too. I am very lucky to have a staff who have been proactive in their approaches to digital learning, even now uploading work to their class teams at regular intervals to allow pupils who have had to self-isolate or are off for other reasons to keep up to date with the work of the class.

Now we are back to an incredibly busy environment and the young people have adapted really well, with our new S1 pupils settling in to their classes and meeting new friends. They all know how to clean really well now so no excuses at home!

This newsletter will give information about how we have returned, some of the learning taking place and some plans for next term. A lot of our normal school calendar is being reviewed regularly to take account of restrictions. My weekly reflections on the school website will keep you up to date with any major news.

I hope the young people enjoy their October break and I'm looking forward to welcoming them back on 20th October ready for a new term.

Lisa Chalmers

Head Teacher

Learning Today for a Better Tomorrow

Parent Council Update

Please follow us on Facebook to keep up to date with news from the school and the Parent Council.

Our meetings this year take place on Monday nights from 7.30pm-9pm on Zoom. As well as our matters of business we receive reports from the Badge Holders, staff (teaching and non-teaching and the Head Teacher). If you would like to attend to raise a particular matter please contact us via glenifferhighenquiries@renfrewshire.gov.uk.

Scheduled meetings for this session are:

Monday 27th October

Monday 7th December

Monday 18th January

Monday 22nd February

Monday 29th March

Monday 26th April

Monday 14th June

School Calendar Session 2020-21

This year our school calendar must be flexible to accommodate the ever-changing restrictions due to covid-19 and our attempts as a nation to limit transmission and keep ourselves and loved ones safe.

There is an electronic calendar on our school website, which contains details about reports, holidays and other events.

Parents' nights cannot take place in their usual format this session and we are looking at alternative ways to get to you the information usually shared at these events.

Unfortunately our usual fun activities, such as our Halloween discos, cannot go ahead this month, which is something I know the pupils normally look forward to. We are very hopeful that as time goes on we will be able to put some of these activities back on our calendar.

We have delayed the P7 Open Evening until February in the hope that we will be able to open our doors to future pupils and their families.

As decisions are made about our school calendar, the electronic version will be updated.

Staffing News

At the end of last session, a number of staff retired following long service in Gleniffer High School. We wish Mrs McLafferty, Mr Benzie, Miss Campbell and Mrs Conway a long and happy retirement. Mrs MacIntyre has also chosen to retire and finished almost 20 years' service in Gleniffer alone, this week.

We welcomed a number of new staff at the start of this session:

- Miss Downie and Mr Carson in English.
- Mrs Barrett in Mathematics.
- Mr Mostafa, Mr Thomson and Miss Ingledewe in Science.
- Mr Logan in Music.
- Ms Mordaunt in Inclusion.
- Ms Macleod in Pupil Support (formerly our Transition Teacher, shared with the cluster).
- Miss Lambie has now joined Humanities on a permanent basis.
- Mr McGinty in Physical Education.
- Miss Adams in Humanities.

The new staff have settled well into their roles in Gleniffer High School and have been welcomed by pupils.

Mr Madden now fulfils the role of Principal Teacher of Attainment. He will be working with pupils at risk of missing out on academic targets to try and support their progress in National Qualifications.

Mrs Williams is now the Acting Principal Teacher of Inclusion and leads not only our nurture programme, but also supports young people to get additional qualifications through alternative curriculum.

Finally, a big congratulations to Mrs Thomson and Mrs MacDougall, both in PE who have welcomed healthy babies in recent months. We hope they enjoy their maternity leave and will see them soon.

S1 Round Up

Well Done S1!!

I am delighted to report that despite the challenging circumstances of 2020, our new S1 pupils have made a great start to the session. S1 have now thrown away their school guide maps and have become fully-fledged members of the Gleniffer family. We are all adapting to the 'new normal' by wearing masks, following the new one-way system, cleaning desks and sanitising our hands. S1 pupils have settled in and really adapted well to their transition from primary school and are getting to know one another and their teachers, making new friends and gaining confidence in all their classes. In these uncertain times we always encourage our young people to work hard and put in their best efforts and S1 are doing their best. Enjoy the October break, you have earned a wee rest!!

S5 & S6 Round up

S5 & S6 have made an excellent start to the session. Standards of uniform and behaviour have been very high. Pupils are now set into new subjects and coping well in the 'new normal' of the school community. S5 & S6 pupils are providing excellent role modelling for the rest of the school population in terms of all the safety protocols for the school community. They are a positive presence over intervals and lunchtimes in school social areas, engaging with our younger learners. Our thanks to all of these young people for this support and continued efforts as we move through the session.

Tracking Reports were issued this week. These give parents/carers, and the young people themselves, information on progress so far. It has been stressed to learners that all work completed this session should be completed to the best standards possible, as we progress through the session. We continue to encourage all of our learners to do the best that they can at all times.

S6 Pizza Quiz Night

A small number of our S6 pupils and staff enjoyed our annual pizza and quiz event. This was very different this year, with everyone wearing masks, physical distancing and hand and table sanitising rules adhered to. This was organised by our Badgeholders, who did an excellent job. It was good to meet socially in this new format. We have moved into the 21st Century here, as all answers were registered and checked electronically by our quiz comperes. The winning team were Teigan Aitken, Charli Higgins, Sam MacDonald and Rae Graham.



Careers Advisors

Skills
Development
Scotland

Nicola and Catriona are back in working with pupils and offering career advice and post school destination planning. Pupils can arrange an appointment with the careers advisers by contacting them directly as below:

Catriona Makeham (Brodie & Glen House)

catriona.makeham@sds.co.uk

07887 948242

Nicola Keane (Moredun & Thornly House)

nicola.keane@sds.co.uk

07881517828



Pupils and parents are encouraged to follow the GlenifferCareers Advisors on twitter [@GlenifferCaree1](https://twitter.com/GlenifferCaree1) for up to date career planning, UCAS Applications, College, employment, training opportunities and much, much more.



UCAS applications are now underway. Pastoral staff will liaise with applicants. I ask that all young people stick to the deadlines set by Pastoral staff within this process to ensure that applications are completed to a high standard and submitted on time.

UCAS Key Dates 2020

- UCAS Workshops week beginning 29th September 2020
- 15 October (18:00 UK time) – deadline for Oxford or Cambridge, and most courses in medicine, dentistry, or veterinary medicine/science.
- Personal Statement drafts due throughout October
(Pastoral PTs will liaise with individual pupils)
Final draft due to PT Pastoral by 21st October 2020
- Pastoral Interviews, one to one, throughout October/ November
- Deadline for submission of completed online application form by 27th November 2020



Badgeholders

My motivation when applying for Head Girl came from the positive and rewarding experience in my five years at Gleniffer, which has reaped a genuine passion for the school. I enjoy being actively involved in school activities and I believe this is a great opportunity to take this involvement further. I could not think of a more fulfilling way to conclude my time here and I am committed to supporting the school and my year group in every way I can.

Due to the nature of this year, one of my main goals is for the Badgeholders to consistently provide a strong support network to the school, and I believe we have a great team to do this. Planning the usual social events is another priority for the team and we are enjoying brainstorming ideas together, with alterations of course! Personally, I am also intent on anti-racism and inclusivity to the forefront of the school values.

Ebo Anyebe Head Girl

After five years at Gleniffer High, in which I was helped to achieve my best in all of my academics, I felt it was time to give back. This is why I applied for the position of Head Boy, to which I was appointed after a rigorous and engaging selection process and assigned to this year's excellent team of badgeholders.

As a result of the difficulties facing the school this year, my primary goal and the goal of the team as a whole, is to ensure that the 2020-2021 session at Gleniffer High School runs as smoothly and as close to normality as is possible. We strive to make sure that the events that each year looks so forward to, from the charity fundraisers to the sixth-year prom, run as normally as they can so that no-one misses out on our school's fantastic experiences.

Matthew Fairlie Head Boy



House Captains

This year, we as Brodie House are focusing in on raising school spirit and morale as we recognise some pupils will be feeling unnerved by the uncertainty of the coronavirus outbreak. We see House events, charity events and awarding systems of the upmost importance as these can be used to bring everyone together (at two metres distance of course!) and ignite camaraderie within our House as they have done in the past. We also seek to make our school environment more inclusive and hope to encourage a progressive mindset within our peers, we will be doing so through our House captain twitter (@ghshousecaptain) by educating pupils on inequalities within our society and teaching students how to embody our school values.

We developed a survey this year to decide on our House charity as we see it important that our House is involved in the decision making process to raise the profile of Brodie House. Move On Scotland received the most votes and therefore is the charity we will be fundraising for this year. This charity helps vulnerable young people and people affected by homelessness to assist them in unlocking their full potential. Their services enable people to develop life and employability skills, build positive social networks, grow in self-confidence, gain qualifications, and sustain a job.

Gleniffer's House system has played a significant role in our high school experience therefore we see it vital to be role models that the younger school strive to follow. We wanted to give back to the school in our final year at Gleniffer therefore we applied for House Captaincy of Brodie House. The opportunity to assist in decision making within the school, organise events and fundraising schemes and most importantly supporting our fellow pupils to help them achieve was very appealing to us as we have always participated in House events throughout our school career. We are delighted to have been given this opportunity and hope to do our Brodie House proud.

Teigan Aitken and Eve Braes



Brodie House
Eve Braes & Tiegan Aitken

House Captains

Hi, Our names are Charli Higgins and Wuraola Oladunjoye and we are the new Glen house captains for session 2020/2021. We applied for the role of house captain because we would love to give back to the school and we are passionate about being able to contribute and get involved with the great events held around the school.

Our aim this year are to increase house pride around the school, have a successful food bank appeal alongside our fellow house captains, provide a safe space whereby students having any troubles can come speak to us, and overall try to make this year as enjoyable for everyone as possible.

This year Glen house have chosen to fundraise for The Disability Centre charity organisation, this is a charity run by disabled people, for disabled people, they offer a variety of services to help improve the lives of disabled people. Hopefully we are able to carry out fundraising events that will involve all year groups for our house charity. We are delighted to be house captains this year and look forward to working with everyone.

Wuraola Oladunjoye and Charli Higgins



**Glen House
Wuraola Oladunjoye &
Charli Higgins**

House Captains

Hi, we are Sophie McGowan and Ola Zurakowska and we are the Moredun House Captains this year. We are excited to work alongside the other House Captains as well as Ms Cameron, Ms Chalmers as well as the pupils of Moredun. This year, our house charity is RAMH who aim to promote mental health and its importance. We chose this charity due to the hardships and struggles many young people are facing due to current circumstances and we feel that our peers and all pupils can greatly benefit from this. This year, in order to fundraise we will be hosting numerous events to support the causes mentioned above. We will be working throughout the year with Moredun pupils to give them support and any help they may need. We are happy to talk to anyone who has any questions or needs someone to talk to. House identity is very important to us and we are going to do our best to help Moredun win any house competitions including the house cup. After all, Moredun gets more done!

Thank you,

Sophie McGowan and Ola Zurakowska



**Moredun House
Ola Zurakowska & Sophie
McGowan**

House Captains

Hi we're Kate and Fergus and we are this years Thornly house captains. We are working alongside Mrs Harris, Miss Fegans and Miss Chalmers. This year our chosen house charity is Accord hospice who provide palative and end of life care for people living with, or effected by, a life limiting illness.

We chose this charity as they strongly rely on fundraising events they usually hold, but this year due to the coronavirus, they have been limited in the amount of money they could raise.

Therefore Thornly house will be trying to raise as much money as they can this year to help them. We are excited to work with all the Thornly pupils and staff.

Kate Shaw and Fergus Paterson



Thornly House
Fergus Paterson & Kate Shaw

Foodbank



As always, Gleniffer makes a huge success of our Foodbank appeal and this year the House Captains did a fantastic job. Especially considering the difficult circumstances we find ourselves in.

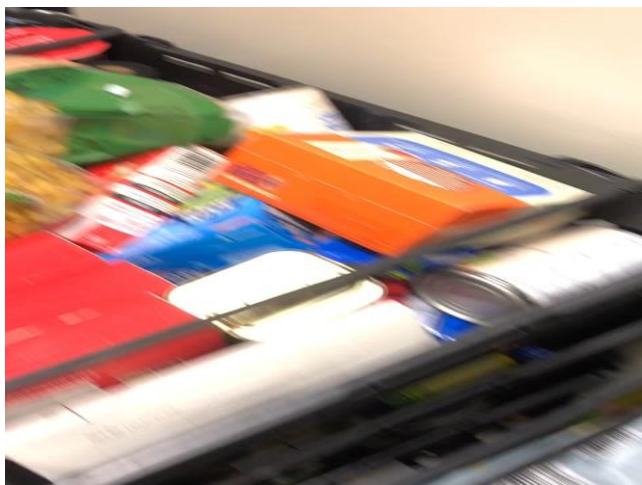
Between the four houses we collected 4056 items for Foodbank with Brodie house being the overall winners.

The difference this collection can make to our community is huge and we are so grateful for the donations made by all.

#Challengepovertyweek



Video of our collection.



Departments in the Spotlight

Art & Design

Business & Computing

The Den

Health and Food Technology

Drama

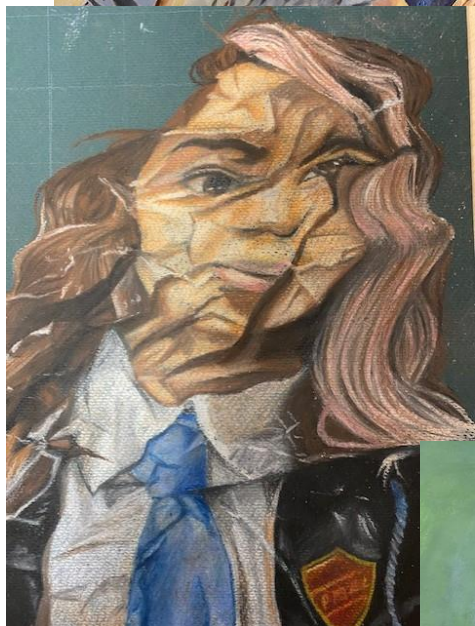
Music

Physical Education

Pupil Support

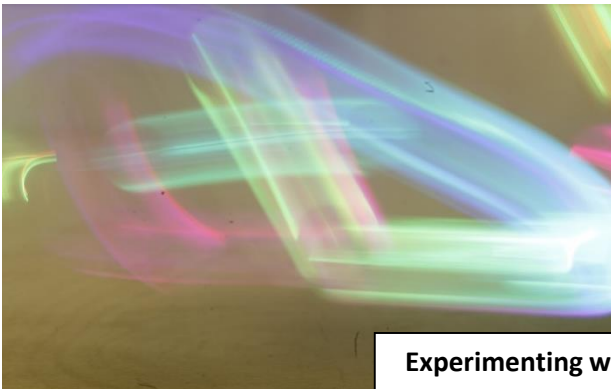
Art & Design - Advanced Higher

Pupils have been very busy and creative with folio work for their Advanced Higher Art & Design. Pupils have specialised in either Design or Expressive folios and have been undertaking a variety of research. Some pupils have produced artworks inspired by their selected artist or designer. Pupils have developed work based upon a variety of themes to include Pollution, Equilibrium, Distortion, Japanese Culture, and Glasgow “Our Dear Green Place” , amongst many others.



Art & Design - Higher Photography

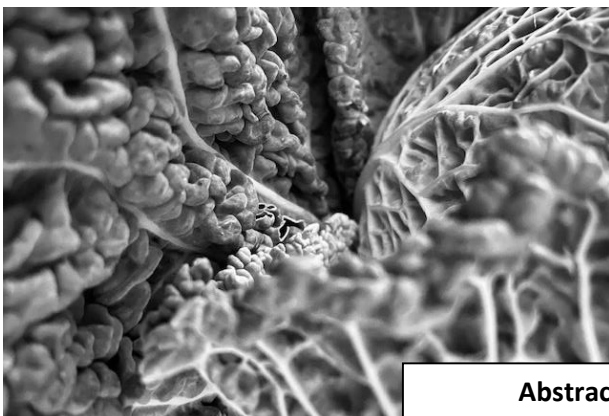
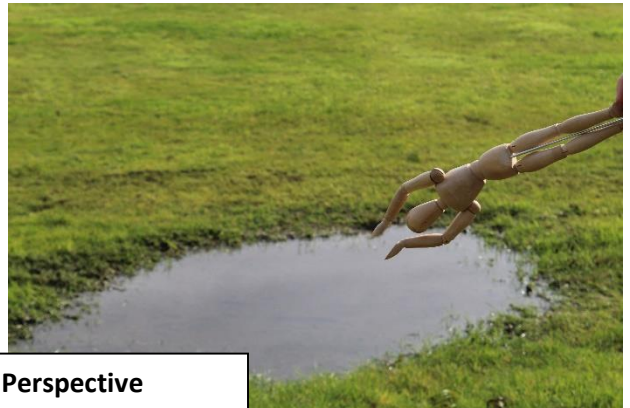
The Higher Photography students have been working hard to develop their technical and creative skills and build their confidence using DSLR cameras. They have been making the most of the dry weather to get out and about the school grounds to practice a variety of new techniques. As you can see they have had great fun and produced some beautiful work.



Experimenting with Shutter Speed



Distorting Perspective



Abstract Style Shoot



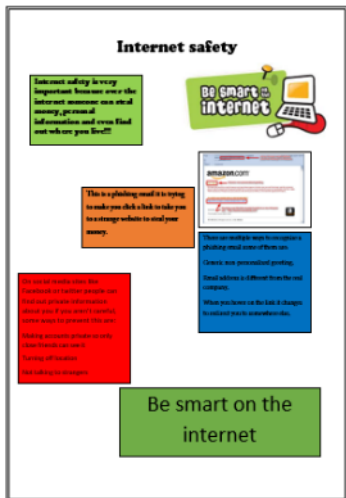
Business & Computing

Our S1 pupils have been learning about how to keep themselves and their devices safe online. They have combined this knowledge with their excellent word processing skills and created Internet Safety posters to share this vital information with other pupils.

Well done S1!



Lucy Boyle



Jamie Hunter



Emma Currie



Internet Safety

How to Stay Safe on the Internet

1. Don't share your personal details to anyone
2. Don't be caught out by phishing e-mails look at small details
3. Don't tell anyone your passwords
4. Put your account on private
5. Don't be tricked
6. Don't post anything you wouldn't want your parents to see
7. Don't tell anyone where you live
8. Tell someone you trust if unsure on the internet



Cara Johnston



Isla Fulton

Business & Computing

S4 Business Management

Some of our S4 Business Management pupils have been exploring how businesses develop effective brands through advertising and packaging. They put the actual products to the test by blind tasting a variety of branded and non-branded items. They found it extremely challenging to identify the branded products when they closed their eyes and could not see the packaging! All items were individually wrapped for each pupil to ensure we were 'Covid safe'.



Skills for Work: Retailing Class

As a class we have got off to a great start. As part of this course we need to work as a team to plan and develop a retail event. Over the past few weeks, we have been developing the idea and manufacturing personalised hand sanitising bottles.

Sales have been booming, however there is plenty more stock available!

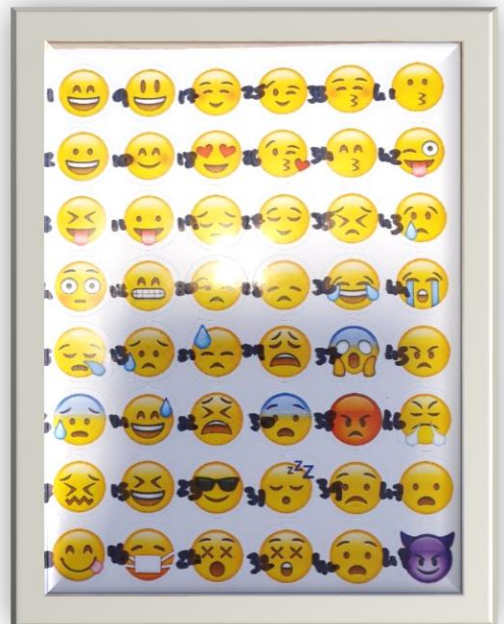
All pupils and staff can order their very own bottle by emailing:

retailclass@glow.sch.uk.

Please include your name, year group, house and number of bottles you would like to order. Bottles come with hand sanitiser for £1. You can also customise it with up to three letters and an emoji for an extra 30p in total. Please include the initials you want and the emoji you would like from the list below in your order.

We hope to be able to deliver more events in the near future. We will keep you updated with our events and sales in the next newsletter 😊!

Emma Cassidy and Jennifer Mains (on behalf of the Retailing class)



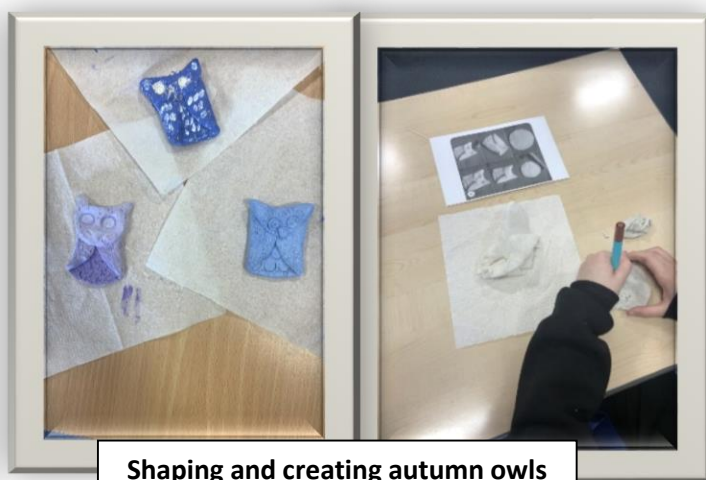
The Den

We are off to a great start in The Den this session. We have successfully secured a very generous donation of £600.00 from Lisa's Gift for our breakfast club. In addition, we are in the process of applying for funding from Kelloggs Grants for Schools – fingers crossed we are successful! Breakfast club is available from 8.30am in FO69 – all food and drink is free of charge for pupils.

The pupils working in our groups have been taking part in lots of activities since the start of session. We have been lucky enough to have staff volunteering from different departments who are enjoying planning and taking part in activities with the young people. Below are some photos of some of the work we have been undertaking this term...



Decorating our new room with some Gleniffer HS bunting!



Shaping and creating autumn owls from clay and painting them...



Mrs McNeil demonstrating how to create our Gleniffer HS bunting!



Our new wall display showing the importance of developing a growth mindset to help us through school.

Health and Food Technology

The S1 HFT pupils have been busy completing a recycling project, where they have made a cushion using an old shirt. Amy Conlon (1B) and Nathan Rooney (1K) both displayed exceptional sewing skills and completed their cushions to a very high standard. Well done!





Drama

It has been fantastic to welcome our young people back to school. In drama, we have been a little more creative in our approach to make sure our pupils develop their interpersonal skills and use their imagination, whilst following Covid guidelines. S1 have been learning about spontaneous and rehearsed improvisation through script work with some hilarious results. They have also been developing their drama skills by responding to stimulus, creating characters, and are moving onto costume design.

Our National 5 class have been busy devising their own drama. They are responsible for script writing, directing, costume design, set design, sound effects and hair and make up. Usually, we would invite an audience of friends and family but this year they will present to their classmates. We cannot wait to see the end product!

Music



The music department is up and running with most of our usual activities done perhaps a little differently this year.

Since August our corridors and classrooms have been filled with the sound of music as we perform with our windows and doors wide open!

First years have been completing their taster courses in keyboard and tuned percussion and second years have been studying music in the media. S3-6 have been working on their chosen instruments, composing, and building their understanding of music.

Our music technology pupils are enjoying working with the programme Mixcraft.

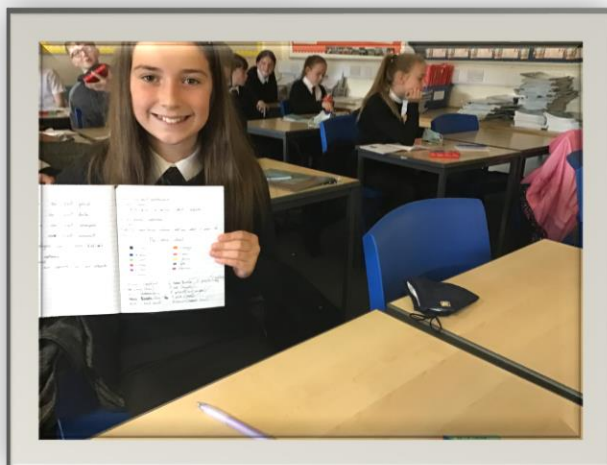
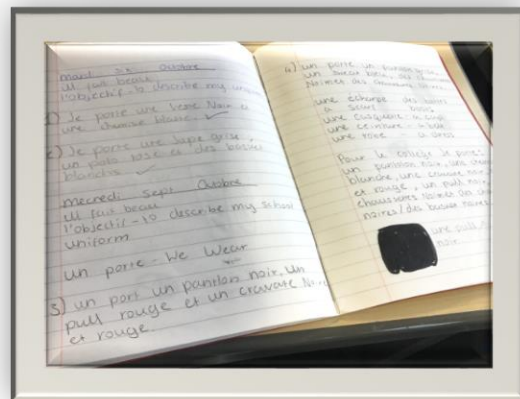
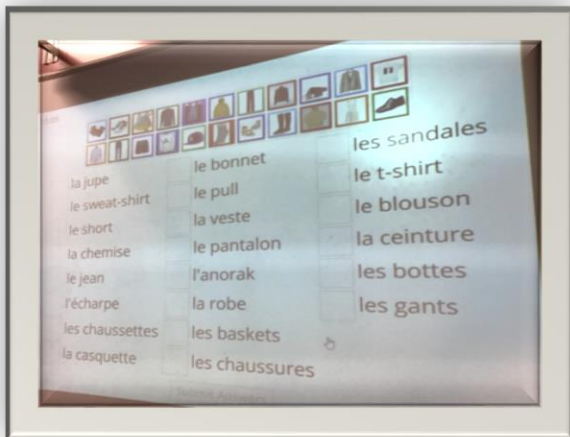
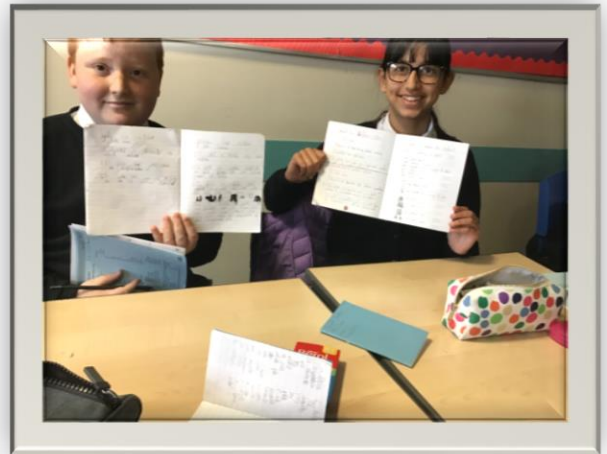
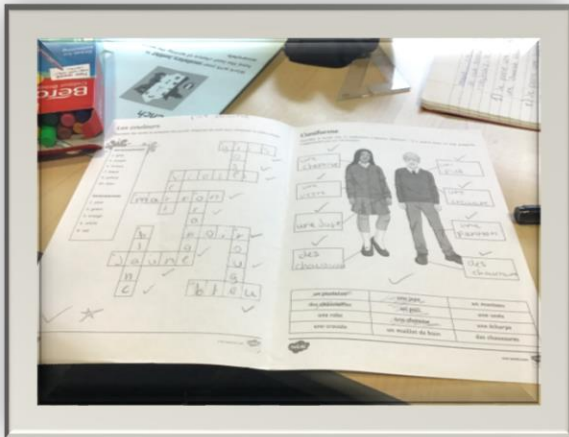
We are now in the process of uploading all the resources needed by all pupils to Microsoft Teams which pupils can access through their Glow Email account. This should make revising at home so simple! Each pupil will be invited to join their class team.

We are happily able to introduce our extra-curricular activities after the October break, some on site and some virtual. Our in school extra- curricular will include a classroom instruments club along with a percussion ensemble. Our virtual activities will include choir and band which will involve pupils recording themselves at home! Keep an eye out on Teams and Show My Homework for more information! Our young people will also be able to help organise and participate in our virtual Christmas event. More to follow on that one soon! You can follow us on our twitter and YouTube channels.

Modern Languages

It is great to be back teaching in school. The staff could not have worked any harder to make school life and learning as normal as possible. Whilst the world is an uncertain place at the moment, the constant that school provides is so good for our pupils. In languages our S4 to S6 pupils are working hard for their National and Higher qualifications. S3 have settled in well to their chosen languages and it has been great to welcome the new S1 pupils who study a block of French, German and Spanish before choosing a language from S2 onwards. The photographs show some S1 pupils currently studying the school topic in French.

Mrs Quinn



Physical Education

It's certainly been a unique experience for both staff and pupils so far this year. With COVID-19 measures demanding all PE is outdoors, pupils have been fantastic at 'rolling up the sleeves' and getting on with it. We switched our athletics block from May (missed due to lockdown) to August/September and we have been recording all our scores for S1 and S2. There have been some great performances amongst all the events: 100m, 200m, 300, 800m, 1500m, Shot Putt, Long Jump and Triple Jump. We even bought in some training javelins to give pupils a shot at a throwing event.

We have also been delighted with the resilience shown by almost all of our young people. In other circumstances, when we have extreme weather, we would double classes in the games hall. This year however, all pupils have been outside no matter what. To help with this, the department have bought in towels, rain jackets, spare socks, a selection of shoes, ponchos and even hair driers! One lucky group got to come in early for some hot chocolate too 😊.

On behalf of the department, I would like to thank all the pupils who have engaged fully, and with smiles on their faces despite the challenging circumstances. The photos below will help illustrate this.

We're not sure when we will be back indoors as this will be guided by the government. Regardless, we will continue to do our best for keep everyone safe, healthy and active.



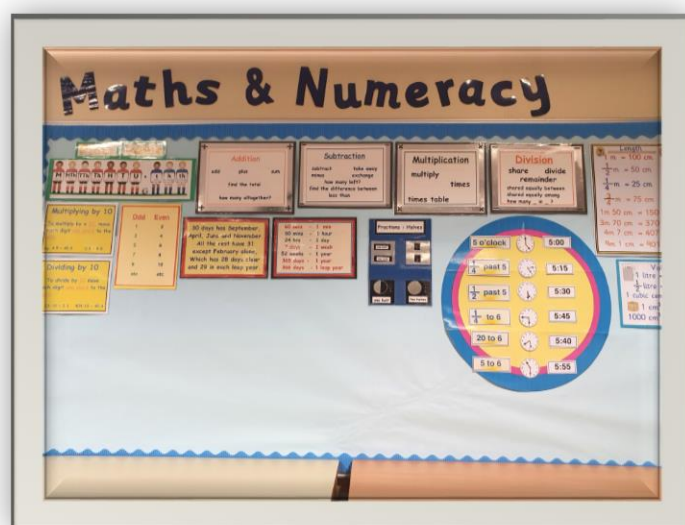
Pupil Support

Our learning hub is undergoing something of a transformation. Ms Macleod who has joined our staff on a permanent basis is now based in our hub.

The main focus of her work is with pupils in the Broad General Education, running individual and group sessions focused on supporting literacy and numeracy.

Ms Macleod has been speaking with the pupils to identify, in their own words, their learning needs and the things that are barriers to their learning. She has also been linking with staff to assess and support the individual needs of pupils.

Our hub is a functioning classroom where pupils are using a range of resources to support their learning in a safe and welcoming environment. Ms Macleod has also been contacting parents and carers to discuss their child's learning needs.



Wider Achievement

A stage with red curtains and a spotlight. The curtains are red with a scalloped top edge. A spotlight shines on the center of the stage floor, creating a bright circular area. The text "Hearty Lives" is written in blue with a white outline, and "John Muir Award" is written in blue with a white outline, both centered on the stage.

Hearty Lives

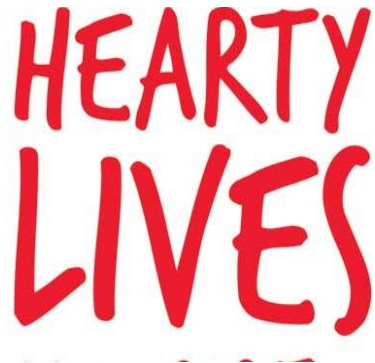
John Muir Award

Hearty Lives

There is a new cohort of Hearty Live peer educators. 13 S3 pupils have taken on the challenge of spreading as much knowledge about mental health and helping to create a positive mental health community within the school.

The pupils are:

Karleigh Cooper
Maddison Coutts
Louisa Croft
Courtney Fairbrother
Lucy Grier
Kassidy McLachlan
Jessica Thouard-Fourneau
Cara Trimble
Hollie Walker
Grace Wheeler
Charley White
Lauren Mooney
Leah Gibson



The group have big plans for this year which include:

- Developing an online resource to support young people who may be in self-isolation (Games, Coping strategies, recipes, positivity pack)
- Sub groups to educate ourselves, the class and then others on based on *“what we wanted to learn in S1 & S2”* Made for pupils by pupils.
 - LGBT
 - Self Confidence
 - Coping Strategies for dealing with MH
 - Body Image
- Provide a safe environment with our HL Hub for a select group of S1 pupils
- Use the Mental Health & Wellbeing SQA Award to educate ourselves so we can create further resources for future

John Muir Award



John Muir has started well so far this year! We have been out practicing on the bikes and out exploring our local community. The boys are beginning to prove themselves as trustworthy and should form to make a brilliant and successful group this year!

We have been developing our responsibility skills which includes helping everyone in the group, being kind to members of the local community and listening to any instructions.

The aim of this group is to develop skills that will enhance their positive social interactions, learn about our community and how to look after it and gain different qualifications. This year, we will hopefully gain our John Muir Discovery Award, Heartstart, Saltire Award and Bikeability Level 2.

This year, we have 2 big changes! Miss Mordaunt has joined Gleniffer and will be helping to run the John Muir Award alongside Miss Crawford. We also have Adam Hayes, S4, helping to lead activities in order to gain his John Muir Explorer Award and 50 hours Saltire Award. Adam completed the John Muir Award when he was in S2 so it will be great to have him help us this year. Adam: "I am looking forward to working with the younger pupils and giving back to the community. I enjoy going on the bikes and completing challenges, so I'm enjoying creating routes and challenges that others can complete."







House Identity

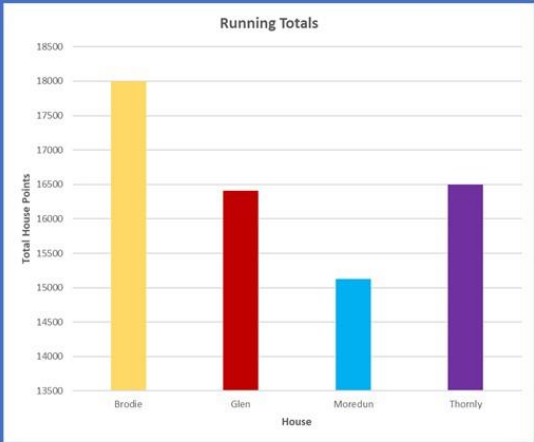
Due to our abrupt end to our time in school last session, we decided to carry over the house points which had been achieved to that point. This session, the house captains will work again alongside me to promote achievement through the use of house tokens, extra-curricular awards and tracking success in department events.

Parents and carers can also get involved by letting me know their child’s achievements using our submit an achievement link on the school website. I check the mailbox monthly and use the information provided to issue extra-curricular awards.

- Bronze – local activities
- Silver – national activities
- Gold – international activities

Extra-curricular awards also get house points!

Leader Board					
Month					Total
	Total Points	Total Points	Total Points	Total Points	
August	0	0	0	0	0
September	0	0	0	0	0
October	18000	16410	15130	16500	66040
November	0	0	0	0	0
December	0	0	0	0	0
January	0	0	0	0	0
February	0	0	0	0	0
March	0	0	0	0	0
April	0	0	0	0	0
May	0	0	0	0	0
June	0	0	0	0	0
Running Totals	18000	16410	15130	16500	66040



These are the house point totals at the end of September 2020. Brodie clearly in the lead (for the moment).

SQA 2020

The following pupils secured 7 A grades at National 5, following their commitment to studies in departments across the school last session.

Abbie	Alemu
Neave	Armstrong
Matthew	Brechin
Ashleigh	Donnelly
Laura	MacGilp
Emma	Macmillan
Bethany-Hope	Parnis
Emma	Reed
Holly	Reid
Eva	Terris



The following pupils secured 5 A grades in Higher, following their commitment to studies in the school last session.

Ebo Anyebe
Sandra Bell
Emilie Ewing
Matthew Fairlie
Kerr Fulton
Erin Gibson
Kirsty Lyle
Abigail MacDonald
Poppy McCusker
Max McGuire
Aela Norris
Shannon Paul
Rebecca Phillips
Kate Salisbury



SQA 2020

School Dux and Proxime Accessit

We have three learners who share the school Dux prize this session, having secured the Highest possible grades in 5 Highers.

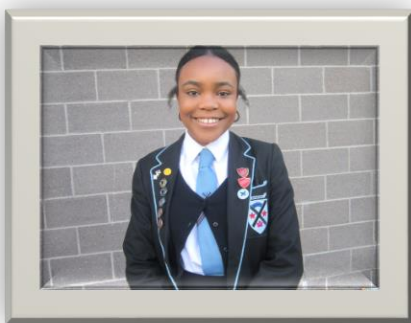
Our Dux medallists are Abigail MacDonald, Ebo Anyebe and Shannon Paul.

Rebecca Phillips is Proxime Accessit this session.

These learners are our top attainers in the year group. A truly magnificent outcome for these young people. Congratulations to all of you!



Abigail MacDonald



Ebo Anyebe



Shannon Paul



Rebecca Phillips

Our extensive SQA supported study timetable is on the school website for session 2020-21.

Supporting Learner Attainment

Self-evaluation of learning

To support individual learner attainment, all learners across the school engage in self-evaluation of their learning following all reporting periods.

Pupils will be supported in this endeavour during PSE lessons. Learners will consider current strengths within the subject and areas for improvement, or where they feel they need additional help. Most importantly, learners will consider strategies for improvement having discussed their learning with class teachers.

We encourage all learners to talk to parents/ carers about their learning - and not just when the reports are issued. We also encourage all learners to take advantage of any additional support offered within school- eg. Supported Study for Senior Phase Learners.



BGE Tracking Record
Learner Self-evaluation of Learning
Pupil Name:
House Class:



Gleniffer High School is committed to providing a high quality education in a caring and welcoming environment. It is our belief that the wellbeing of all young people promotes self-worth, confidence and self-esteem, leading to high quality attainment and achievement.

In Gleniffer High, we will engage with all our stakeholders to promote wellbeing and ensure that our learners have the opportunity to thrive in a stable school environment which will support their progress and prepare them for life beyond school and make our community a great place to live.

My Attendance

Tracking period 1	My Attendance Rate:
	Summary of discussion with PSE teacher:
Reporting period 2	My Attendance Rate:
	Summary of discussion with PSE teacher:

Subject:

Level:

Self- evaluation of learning: write two strengths and two development areas into the table below. Consider your report, class work, homework, teacher comments when deciding on these.

strengths	Development areas

Tracking period 1	During my learning my teacher and I discussed the following strate improvement:
Achieved level: Current working level: Progress Measure:	
Reporting period 2	During my learning my teacher and I discussed the following strate improvement:
Achieved level: Current working level: Progress Measure:	

**When I am working within a level of study in a classroom,
I am progressing at either:**

A 3D rendering of a silver trophy cup with two handles, standing next to a silver ball. A small, stylized figure is positioned between them, appearing to be in motion or celebrating.



The image shows two hand-drawn mind maps on lined paper. The left mind map is titled 'Acceptance' and branches into 'we understand', 'support each other', 'belonging', 'consequences', 'I feel safe', 'friendships', 'I want to share', 'Accepting differences', and 'I'm in!'. The right mind map is titled 'Ambition' and branches into 'Appetite to succeed', 'Dedicated', 'Determined to succeed', 'Achievement', 'Team letters', 'Recognise effort & achievement', 'We support each other to achieve', 'Back for the stars', 'Aspirational Goals', 'We are passionate', and 'You can do this!'. Both mind maps include various drawings like people, stars, and objects.

Learning today for a better tomorrow



Senior Phase Tracking Record
Learner Self-evaluation of Learning

Pupil Name:

House Class:

An extract from the Senior Phase
self-evaluation booklet



Tracking period 1 Date of learning conversation with class teacher: Target Grade: Working Grade:	My teacher and I discussed the following strategies for improvement:
Tracking period 2 Date of learning conversation with class teacher: Target Grade: Working Grade:	My teacher and I discussed the following strategies for improvement:
Tracking period 3 Target Grade: Working Grade: Prelim %: Prelim Grade:	During my learning, my teacher and I discussed the following strategies for improvement:
Tracking period 4 Target Grade: Working Grade:	During my learning, my teacher and I discussed the following strategies for improvement:

School Improvement Priorities

I recently had a meeting with our link Education Manager to review our school priorities for this session and over the next three years. Our school improvement plan can be found on the school website and has been reviewed with staff, pupils and parents.

The key strategic priorities are detailed below.

GHS 3-year Strategic Priorities	2019/20	2020/21 RECOVERY YEAR	2021/22
Improve attainment and achievement through wider accreditation.		Develop SCQF Level 4, 5 and 6 courses which provide wider accreditation opportunities in a range of departments across the school for implementation session 2021-22. Finalise revised curriculum rationale and model for implementation session 2021-22.	Implement wider accreditation opportunities with targeted cohorts of young people in S4, S5 and S6. Implement revised curriculum model, including wider achievement courses for S3 pupils.
Support and improve wellbeing of the school community.	Develop whole school nurturing approaches (PEF). Relaunch restorative practice. Increase use of wellbeing indicators across the whole school. Develop targeted nurture programme (PEF).	Introduce Inclusion Base in GHS to support young people in accessing mainstream educational experiences with a supported alternative curriculum and work experience/volunteering opportunities. (PEF)	Create opportunities for young people to understand their own wellbeing in the context of subjects.
Use of school data to measure and predict progress and identify gaps in learning journeys.	Use whole school tracking data to monitor and predict pupil attainment from BGE to Senior Phase and identify pupils at risk of missing wider curriculum. (SAC)		
Improve outcomes of learners through a planned approach to develop Literacy, Numeracy and Health.	Develop three-year HWB, literacy and numeracy strategies.	Support digital learning by investigating and implementing the use of technology to create purposeful learning experiences both in school and at home.	Implement year 1 of three-year literacy, numeracy and health and wellbeing strategy.
Increase the number of young people entering positive and sustained destinations.	Use 16+ tracking system to identify appropriate support programmes and work experience for cohorts of pupils and individuals.		

Uniform

School uniform promotes a sense of identity and belonging as well as equity and safety. The standard of uniform in Gleniffer High School, is generally very high. At the moment we are allowing pupils to keep jackets on in class to compensate for windows and doors being left open. It is important however, that we maintain our high standards and consider ourselves to be dressed for work. Therefore can I please ask for your support with the following uniform information:

Girls

White shirt and tie

Black skirt

Plain black cardigan or jumper

Black footwear

Boys

White shirt and tie

Black trousers (smart)

Plain black cardigan or jumper

Black footwear

All pupils should have a school bag and suitable jacket for the weather. The following items are not permitted:

- Skinny jeans in any colour
- Leggings
- Branded jumpers

We are trying to promote a sense of equity amongst young people and therefore keeping uniform as standardised as possible is of real help.

PE Kit

The Gleniffer PE shirt can be purchased from school uniform shops. Otherwise pupils are asked to wear a red t shirt with black shorts/tracksuit bottoms. Footwear must be suitable for participating in physical activity. **Pupils unable to take part in PE are still expected to change into kit and can participate in other activities, including score keeping and refereeing.**

Families entitled to a Clothing Grant or Free Meals should apply via

<http://www.renfrewshire.gov.uk/Freeschoolmealsandclothinggrants>

Attendance

All teachers register attendance in class. Attendance is recorded twice a day by Renfrewshire Council, morning and afternoon.

Absence from school is recorded as authorised, approved by the education authority, when a parent/ carer provides an explanation for the absence. If there is no explanation by parent/ carer, the absence is recorded as unauthorised (truancy).

We ask that all parents/ carers let the school know by letter or phone call if your child is likely to be absent for some time. Please give your child a note on his or her return to school, confirming the reason for absence. This will allow us to record an accurate account of pupil attendance.

Contact Us:

Tel: 01505 813 116

E: glenifferhighenquiries@renfrewshire.gov.uk

Post: Amochrie Road, Paisley, PA2 0AG



Something We Need to Know?

Please keep us informed about:

- Absences,
- Reasons for absences
- Appointments
- Issues which may be affecting your child
- Achievements and successes of your child
- Holidays
- Family events



GLENIFFER HIGH SCHOOL
PARENT COUNCIL



@GlenifferHigh

@EmployGleniffer

Pastoral Support

If you have a particular concern, or something you would like to discuss with us in relation to your child, please contact your child's Pastoral Support teacher in the first instance:

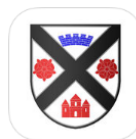
- Brodie House: Mrs Foley
- Glen House: Mrs Denny
- Moredun House: Mrs Williams (Acting)
- Thornly House: Mrs Harris

The Pastoral Support staff have a teaching commitment and are therefore not always available when you call. However, our office staff will take a message and pass it on allowing Pastoral staff to get back to you.



App: Gleniffer-High-School

Find us on the App Store or
Google Play Store



Website:

www.glenifferhigh.renfrewshire.sch.uk