

The image shows the exterior of Gleniffer High School. The building is a long, two-story structure with a mix of white, tan brick, and dark grey accents. A central entrance is marked with a sign that reads "STAFF & VISITOR". To the right, another part of the building has a sign that says "GLENIFFER HIGH SCHOOL". In front of the building is a paved courtyard area with several young trees and benches. The foreground is a large green lawn. The sky is overcast with grey clouds.

WELCOME TO
GLENIFFER HIGH SCHOOL
SCHOOL HANDBOOK 2022-23

Although this information is correct at time of publication, there could be changes affecting any of the contents before or during the course of the school year or in future school years.



Welcome from the head teacher

Dear Parents and Carers

Welcome to the Gleniffer High School Handbook which I hope you will find both informative and inspiring.

The main aim of the school is to provide a high-quality education which will allow all pupils to fulfil their academic, social and creative potential as learners and individuals. In doing this we will help to develop our pupils into self-disciplined and responsible young adults who have an understanding and compassion for others; pupils who will be ready to face the challenges of life outside of school in further education or in employment. We will also strive to ensure that the school communicates openly with parents and carers and that our place in the community is valued at all times.

Lisa Chalmers

As you take time to read through the handbook you will quickly learn that Gleniffer High School is a complex organisation that requires the support of many people working together in close partnership and it is here that we are fortunate to have an excellent teaching staff and support staff, hardworking pupils, supportive parents and community partners who contribute collectively to the progress and success of the school.

In addition to our handbook, we have worked exceptionally hard at developing our lines of communication through Education Scotland questionnaires, end of term newsletters, Twitter and our excellent school website, which I trust you will visit on many occasions throughout the course of the session. We have a separate information booklet on our school website which details how we will communicate with you and how you can communicate with us. We also have an additional information document, which gives more detail for parents and carers on some matters.

I hope that you will welcome and share the optimism and enthusiasm I have for taking Gleniffer High School forward and I look forward to meeting and working with you in the years to come.

If there are any matters which you wish to discuss with me, or any member of my staff, please do not hesitate to contact the school on 0300 300 1313 or at glenifferhighenquiries@renfrewshire.gov.uk

Yours sincerely

Lisa Chalmers
Head Teacher

Equalities

Renfrewshire Council is committed to ensuring that all employees, customers and partners are treated fairly and with respect at all times. We are committed to promoting equality and tackling discrimination through the way services are planned, delivered and purchased. The council promotes and encourages a culture whereby equality of opportunity exists across all the protected characteristics of age, disability, race, gender reassignment, pregnancy and maternity, religion and belief, marriage and civil partnership, sex and sexual orientation.

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. The Equality Act 2010 introduced a new public sector general equality duty which requires Scottish public authorities to pay 'due regard' to the need to:

- Eliminate discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010
- Advance equality of opportunity between people who share a characteristic and those who do not and;
- Foster good relations between people who share a relevant protected characteristic and those who do not

The council supports the right of each citizen to a quality of life which is free from violence, discrimination and harassment. The council will take steps to ensure that all citizens, regardless of race, ethnic or national origin, religion, social background, marital status, gender, disability, age or sexuality have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

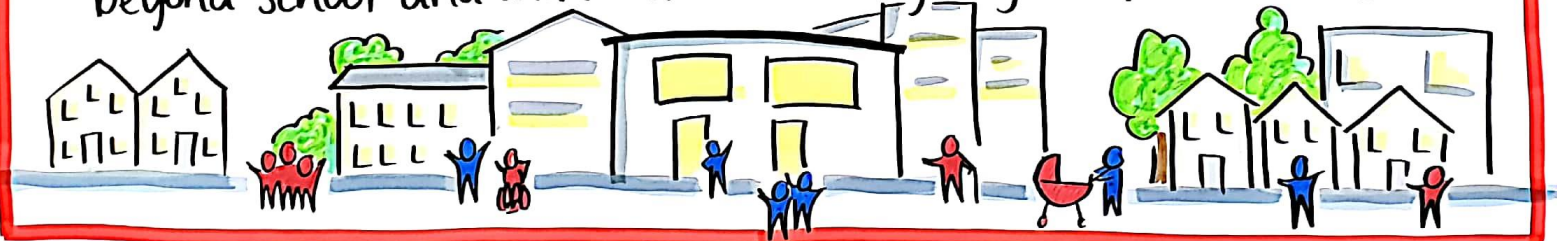
Parents can help to monitor our success in promoting equality of opportunity for all by providing equalities related information when asked.

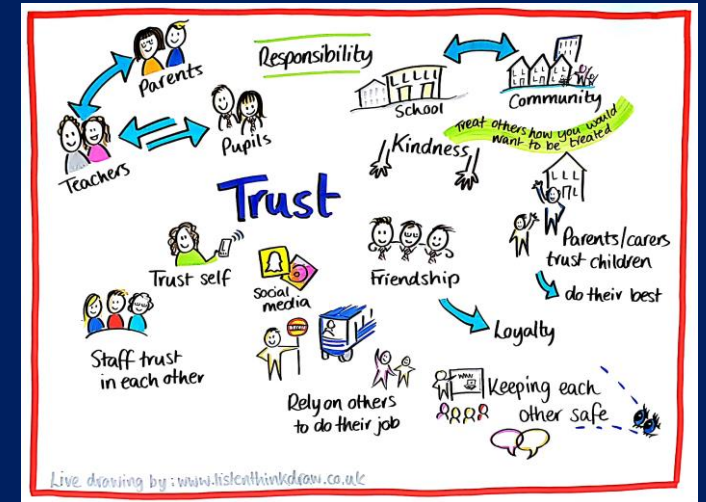


Our Vision, Values and Aims

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.





EXPECTATIONS

What we expect from each other is very important as it gives a clear understanding of what the other person's view is and what they want from the Gleniffer High School community.

The expectations are divided into pupils, parents/carers and staff.

Pupil expectations:

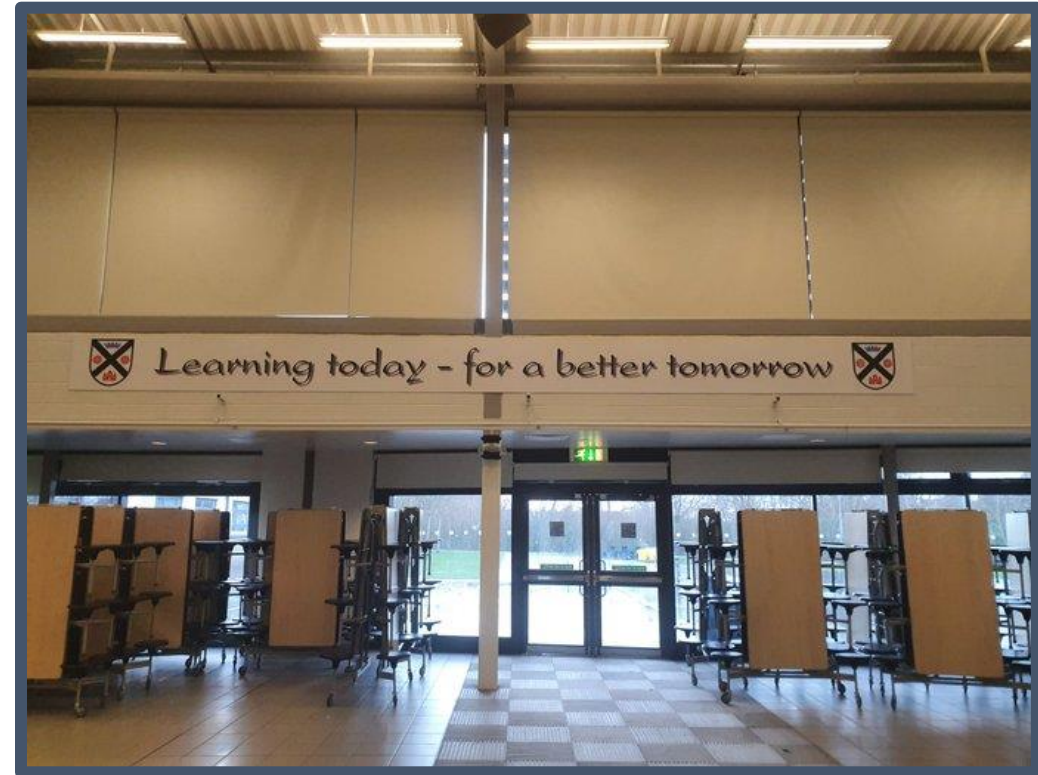
- To have a clean and welcoming school
- To be safe in school
- To be treated fairly and consistently
- To enjoy classes and be well taught
- To have achievements rewarded

Parent/Carer expectations:

- To have a safe, secure, clean and welcoming environment
- To have an education of the highest quality
- To have well behaved pupils willing to participate in the life of the school
- To have friendly and approachable staff
- To have pupil/teacher relationships based on mutual trust
- To have good communications between school and home
- To have pupil achievements recognised and rewarded

Staff expectations:

- Pupils should arrive on time for school and classes
- Pupils should accept responsibility and work to the best of their ability
- Pupils should come to school with all the necessary equipment for learning
- Pupils should respect teachers, other pupils and the school community
- Pupils should be well behaved, well mannered and self disciplined
- Pupils should participate fully in the life of the school



Service Pledges – Standards and Expectations

We will:

- offer all children and young people in our catchment area a free school place;
- provide school premises which meet health and safety standards;
- provide information on your child's progress;
- provide religious and moral education for your child;
- give support and encouragement for parents to be involved in school life;
- provide information on school activities;
- provide 27.5 hours of class contact time for pupils in each normal school week; and
- help pupils prepare for vocational, further and higher education.

You can also expect us to:

- provide a formal written report on your child's progress;
- provide an annual report on progress within the school improvement plan;
- give you an opportunity to have a formal meeting with your child's class teacher or teachers;
- strive to meet your child's needs; and

Service Pledges – Standards and Expectations

Pupils will have opportunities for:

- personal and social development;
- music, cultural activities and creativity;
- access to healthier lifestyles and sports activities; and
- community involvement.



How can you help?

- By law, you must make sure your child receives education.
- As a parent, you can help your child by:
- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework/home study given;
- working in partnership with your child's school;
- Encouraging your child to respect the school and the whole school community.



LEARNING TODAY FOR A BETTER TOMORROW



Senior Leadership Team

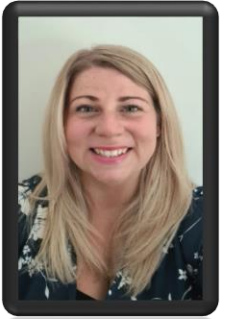
Miss Chalmers Head Teacher

- Strategic Leadership of Gleniffer High School
- Staffing
- Budget
- Cluster
- Community
- Recruitment
- Maximising Attendance
- School Calendar
- Communication & School Promotion
- Parental Engagement
- School Improvement Planning
- Standards & Quality
- Quality Improvement Framework
- S3 Events



Miss McGillivray Depute Head Teacher

- Leadership of Moredun House
- Attainment and Discipline for caseload.
- Additional Support Needs
- Child Protection Coordinator
- Pupil Support Coordinator
- Care Experienced Children & Young People
- Nurture
- Inclusion
- Primary Transition Programme
- Liaison with Renfrewshire Council (GIRFEC)
- S1 Events



Mrs Martin

Depute Head Teacher

- Leadership of Brodie House
- Attainment and Discipline for caseload.
- Curriculum
- 16+ Coordinator
- Employability
- Options Management
- Post-16 Destinations
- Timetable
- UCAS
- Work experience
- S4 Events



Mr Gray

Depute Head Teacher

- Leadership of Thornly House
- Attainment and Discipline for caseload.
- Teaching & Learning
- CLPL
- Family Learning
- NQTs
- Quality Improvement (Departments)
- Parents' nights
- PRD & PU
- Student Teachers
- S2 Events

Mr Gould

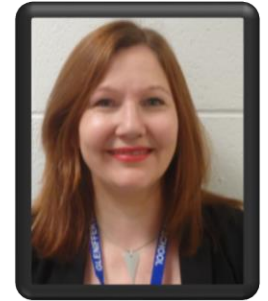
Depute Head Teacher

- Leadership of Glen House
- Attainment and Discipline for caseload.
- BGE & Senior Phase Attainment
- AAA (arrangements and planning)
- Prelim timetable
- Qualifications Management
- SQA Coordinator
- SNSA & Standardised assessment
- Tracking & Reporting
- Wider accreditation
- S5/6 events

Mrs Brooks

Education Support Manager

- SQA Admin
- Financial Management
- Staff Reconciliation
- School Fund
- Recruitment Administration
- Employment Disclosures
- Manage Statistical Returns
- Skills for Work Support
- ICT Administration
- Health & Safety
- Technicians/ISO
- Facilities Management





Pastoral Support Team

Mrs Foley Principal Teacher Pastoral Support

- Responsibility for Brodie House



Miss Cameron Principal Teacher Pastoral Support

- Responsibility for Moredun House



Miss Bowie & Mrs Collins Acting Principal Teachers Pastoral Support

- Responsibility for Glen House

Mrs Harris Principal Teacher Pastoral Support

- Responsibility for Thornly House



Mrs Denny
Acting Principal Teacher for
the care of vulnerable young
people



Getting it Right for Every Child (GIRFEC)

- Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parents to work in partnership with the services that can help them.
- All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here: <https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>

Care and Welfare

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents to make sure that your child is safe, happy and able to benefit from the educational opportunities we offer.

Child protection

All children have a right to be protected from harm, abuse and neglect. The vision of the Renfrewshire Child Protection Committee is that "it's everyone's job to make sure that children in Renfrewshire are safe."

Renfrewshire Council has a child protection policy and guidelines in place of which all staff are made aware. Our staff work closely with other agencies to protect children and keep them safe. All school staff receive training every year and must report to the child protection co-ordinator, any concerns they have about the welfare of any child. In every situation, the welfare of the child overrides other considerations.

Medical and health care

Parents should notify the school of any medical requirements or allergies that their child may have. Wherever possible, where a child requires medication, it is better if this is provided outside of school hours. In cases where it is necessary that the child receives medication during school hours, parents should contact the school to make appropriate arrangements. School staff are under no obligation to give medicines to pupils and staff will advise parents of local arrangements. Where appropriate, schools will support parents in helping children and young people learn the life skills which allow them to manage their own healthcare needs.

Minor accidents are dealt with by the school's qualified first aider(s). If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents. It is very important that the school has contact details for all parents and an additional contact person in case parents cannot be contacted. This information should be kept up to date. The school will not send younger pupils home from school unaccompanied.

In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents will be notified immediately.

Religious Observance

Gleniffer High School has a close relationship with our Chaplaincy Team who provide support via the delivery of Remembrance Assemblies and learning events.

Parents have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents from religions other than Christianity may request that their child is permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered.

Attendance and Absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy). Please let the school know by letter/email or phone if your child is likely to be absent for some time and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

If your child is in S4-6 and an absence from school means that they will be missing an SQA examination, it is vitally important that you **inform the school on the day of the examination**. This is to ensure that the school can access the Exceptional Circumstances Consideration Service which supports pupils who have been unable to attend an examination for personal circumstances e.g. illness.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extraordinary situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher can also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Head teacher on this basis is regarded as authorised.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

Attendance and Absence

Arrangements for absence notes, leave of absence during the school day

Electronic registration is taken in every class. Notes explaining absence should be handed in to the school office before 8.50 am on the morning of your child's return to school. Please ensure that notes include:

- a) the dates of absence
- b) the pupil's full name
- c) the signature of parent/guardian

Pupils requiring leave of absence during the school day for dental appointments etc, should bring either the appointment card or a letter of request to the school office before 8.50 am on the day before the appointment.

Attendance procedures

Regular attendance at school is crucial to your child achieving their potential. Your child's attendance at school is closely monitored by their pastoral support teacher. Where attendance is causing concern, letters will be sent to you or phone calls will be made to discuss those concerns. This also applies to punctuality. Parents may also be asked to attend an interview at the school with your child's pastoral support teacher or Depute Head Teacher to discuss concerns. Non-attendance at school may result from circumstances beyond the control of pupils and their families and as such, is recognised as an additional support need. The school, through the Extended Support Team, will work with pupils and parents to support attendance.

Bullying

Renfrewshire Council has an anti-bullying policy which was developed in consultation with pupils, parents and staff. The policy provides guidance on the prevention, identification and management of bullying – both the bullying behaviour and the impact it has.

Our school also has its own anti-bullying policy which sets out our local approach to tackling bullying. This is available on the school website. You can request a copy of the Council's policy and/or the school's policy from the school office or access them online at www.renfrewshire.gov.uk www.renfrewshire.gov.uk/article/3469/Anti-bullying.

If you have a specific concern about bullying, please report this to the school so that we can investigate and take any action that might be needed.

Respectme, Scotland's national anti-bullying organisation, provided a very favourable assessment of the authority-wide policy Tackling Bullying in Renfrewshire, stating;

'Overall this is an excellent example of a thorough policy and strategy to combat bullying in Renfrewshire Schools and the guidance is head and shoulders above other local authority guidance that has been reviewed to date.'

Bullying is an unacceptable form of behaviour through which an individual or groups of individuals feel threatened, abused or undermined by another individual. The school has a zero tolerance approach to this behaviour. Bullying is behaviour which can be defined as a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others.

Bullying

Key Principles

In order that pupils can give of their best and achieve their full potential they must feel safe and secure at all times.

No one should be hurt or threatened by any other person.

The school will do everything it can to provide a secure environment through the whole school, both internally and externally.

Ethos

Through a number of strategies the school will establish a caring ethos where pupils feel respected and protected.

This ethos will emphasise that:

- Bullying, in any form, will not be tolerated.
- Anyone being bullied, or anyone seeing someone being bullied, should report it immediately.
- People reporting such incidents can be confident that there will be no repercussions and that the bullying will stop.

- **Sanctions**
- Initially, identified bullies will be counselled along with their parents.
- If they repeat any bullying offence they risk class or school exclusion and/or referral to the Police.

- **Awareness**
- Every member of staff, every parent and every pupil will be made fully aware of the above at the start of every session.

Pastoral Support System

The Pastoral Support system within Gleniffer High School provides every pupil and their parents/carers with a point of contact in the school - the Pastoral Support teacher. The Pastoral Support specialist will endeavour to know and be known by every person in her House group.

Pastoral Support staff during the session will:

- Monitor pupil attendance and punctuality.
- Be known to and be accessible to all pupils in their house, offering guidance on personal, social, health and educational matters;
- Ensure each pupil benefits from an appropriate personal and social education programme related to their age and stage;
- Support pupils at key transition time's e.g. primary transition, options, careers, UCAS;
- Ensure each pupil gets the support they need to make the most of their education. This will involve communication with parents, and where appropriate, liaison with appropriate support partners such as health or social work;
- Support pupils with behaviour and;
- Monitor pupil attainment and progress by supporting Tracking.
- Parents wishing to enquire about the progress of their son/daughter or any problem relating to school should initially contact the school office and ask to speak to their child's Pastoral Support teacher.

Mrs McBride Principal Teacher Pupil Support

- Responsibility for Pupil Support – Additional Support Needs



Mrs Williams Principal Teacher Inclusion

- Responsibility for Nurture “The Den” and our Inclusion Programme.



Additional Support for Learning

Inclusion

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of a community, boosting their emotional wellbeing and aiding the development of social skills. This approach is based on the core inclusive value of providing education for children within their own community as much as possible. The child's wellbeing plan is the core planning framework for individual support for each child and young person.

Support

All children and young people need support to help them learn and develop. The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

Additional Support for Learning

Universal support

Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners and partners. An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning potential. Personal learning planning is at the heart of supporting learning. The conversations about learning, reviewing progress and planning next steps are central to this process. Planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced also contribute to the universal aspect of support. In addition, all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This key member of staff has the holistic overview of the child or young person's learning and personal development.

Targeted support

Children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any points of their learning journey or throughout the journey. Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues. Targeted support also encompasses children and young people requiring more choices and more chances to achieve positive, sustained post-school destinations. This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise. In a secondary school, this support may be coordinated by guidance/pastoral care/pupil support staff through a staged intervention process.

In Gleniffer High School, we have a Pupil Support Hub where young people may be targeted for individual or group work, with a focus on literacy and numeracy. We also operate an Inclusion base, which is run by Mrs Williams and gives support to young people who may be struggling with the transition to secondary school or need more support with the mainstream curriculum or environment. This also incorporates a Nurture Programme and young people may also achieve additional awards.

Additional Support for Learning

- Independent sources of information and advice nationally include -
- **Enquire** – the Scottish advice service for additional support for learning
- Telephone – 0845 123 2303
- E mail – info@enquire.org.uk
- **Scottish Independent Advocacy Alliance Ltd** - a national organisation which promotes and supports advocacy
- Telephone – 0131 524 1975
- E mail – enquiry@siaa.org.uk

Additional Support for Learning

Educational Psychology Service

Educational Psychologists (EPs) support equity, inclusion and attainment and deliver evidence-based intervention to support pupils' wellbeing in Renfrewshire's schools, nurseries and other learning centres.

EPs work with teachers, parents and support staff to help children and young people make the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through the Renfrewshire Nurturing Relationships Approach, Mental Health in Schools, Attunement Coaching and Language and Communication-Friendly Environments.

Our school has a system in place for monitoring and reviewing the progress of all our young people and we have a link educational psychologist who visits on a regular basis and is part of the extended support team. When concerns are raised about a child or young person, the school's takes action to address these concerns and may involve a link EP. Parental permission will always be obtained before we request to involve the link EP.

Additional Support for Learning

Specialist Support Service – teachers teaching in more than one school

The specialist peripatetic service provides support to children and young people who have a range of additional support needs. The service comprises 6 teams of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the peripatetic service work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties engaging with school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the Extended New Directions provision; and
- nursery aged children who have been identified as having significant support needs.

Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for positive mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children and young people
- and, for some, perform at high levels in sport or prepare for careers within the health and leisure industries.

Health and Wellbeing in schools covers:

- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education, physical activity and sport
- food and health
- substance misuse
- relationships, sexual health and parenthood.

Effective health and wellbeing education requires exchange of information, mutual support and collaboration with community partners, schools and parents.

Home school links

The Home Link Service is one of the services that supports children and families in Renfrewshire. They are a multi disciplinary team based in different areas across Renfrewshire and linked to school clusters.

The main aim of the service is to increase the educational attainment of children and young people. This is achieved by developing links between home and school to ensure pupils identified through the school's Extended Support Framework as facing issues at home or in school that are barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are fully involved with an initial home visit to discuss the referral and updates on progress reviewed and evaluated on a regular basis.

Support is also offered to pupils who are identified as anxious during times of change, such as moving from nursery to primary, primary to secondary and secondary to further education or employment. These can be stressful times for both pupils and parents and a Home Link Worker can support parents and the school to work together to ensure a smooth transition, and help children and young people learn how to cope with change.

Home Link is a non statutory service and staff work in partnership with parents, school staff and other agencies including counselling and support services, health, social work and community learning and development, and other identified local voluntary and government agencies.



Staff List 2022-23

SENIOR LEADERSHIP TEAM

- Miss L Chalmers (HT)
- Mrs A Brooks (ESM)
- Mrs D Martin (DHT)
- Mr S Gould (DHT)
- Miss E McGillivray (DHT)
- Mr L Gray (DHT)

ART & DESIGN

- Mrs L McNeil
- Mrs L Hunter
- Mrs L MacSwan
- Mr J Slicer

DESIGN & TECHNICAL

- Mr D Ramsay
- Mr A Allely
- Mr B Jagger
- Mrs S Niven

BUSINESS & COMPUTING FACULTY

- Mr G Thompson (Faculty Head)
- Ms L Cameron PT PS
- Mrs E Dhami
- Miss A Dowd
- Mr D Locke
- Miss P McGinty
- Mrs F Smith
- Mrs H Urquhart
- Mr S Wrath

HEALTH, FOOD & TECHNOLOGY

- Mrs F Montgomery PT
- Mrs J Crawford
- Mrs L Gourlay
- Ms R Martin
- Ms C Wilkie

ENGLISH & DRAMA

- Ms A Flett (PT)
- Ms E Anderson
- Mr G Baynham

ENGLISH & DRAMA

- Miss E Dunlop
- Dr J Finnigan
- Mr G Forrest
- Mrs K Hall
- Mrs H Keay
- Ms E Smith

MATHEMATICS

- Ms M Walker (PT)
- Mrs C Allan
- Ms R Barrett
- Miss J Coulshed
- Mr D Madden (PT Attainment)
- Mrs A McCarroll
- Mrs L Robertson
- Mrs S Vass
- Mr G Wilson

SCIENCE

- Mrs J Gillen (Faculty Head)
- Mrs H Collins
- Mrs G Denny PT PS
- Mr I Downie
- Ms H Duthie
- Mrs M Foley PT PS
- Miss M Ingledewe
- Miss H Irish
- Mr S Marshallsay (PT Employability)
- Miss E McGillivray (DHT)
- Dr R Winter

MUSIC

- Mrs L Gibb (PT)
- Ms A Allan (Acting PT)
- Miss R Butchart
- Mr L Logan

HUMANITIES FACULTY

- Mrs A Moore (Faculty Head)
- Mrs C Graham (Faculty Head)
- Mr G Bilsland
- Miss L Bowie
- Mr K Chandrarajah
- Miss C Dagleish
- Miss J MacDonald
- Mrs V Williams (PT Inclusion)

RELIGIOUS EDUCATION

- Mr S McKinlay
- Mrs C Stewart

MODERN LANGUAGES

- Mrs B Anderson (PT)
- Mrs A Bryan
- Miss D Doherty
- Miss E McCullagh
- Mrs N McQuade

PHYSICAL EDUCATION

- Mr C Giles PT
- Mr A Bleach
- Mrs L Harris PT PS
- Mr K Lochhead
- Mrs J MacDougall
- Miss L Robb
- Mr D Tollan

PUPIL SUPPORT

- Mrs L McBride PT
- Mrs C Allan
- Ms C MacLeod
- Ms D Doherty
- Mrs S Niven
- Miss E McGillivray (DHT)

PUPIL SUPPORT (PASTORAL) STAFF

- Ms L Cameron
- Mrs H Collins & Miss L Bowie
- Mrs M Foley
- Mrs L Harris

HOME SCHOOL LINK

- Mrs L Bell
- Mrs H Orr

CLASSROOM ASSISTANTS

- Mr E Dock
- Ms C Pillar
- Vacancy
- Mr J Ballantyne (ASN)
- Ms D Coulter (ASN)
- Vacancy

TECHNICIANS

- Mr P Gorman
- Mr C McCafferty
- Mr I Mitchell (Technical)

INCLUSION SUPPORT OFFICER

- Ms K Mordaunt
- Miss E MacDonald

CLERICAL

- Miss C McNeill (Team Leader)
- Mrs G Cassidy (Term Time Admin Asst)
- Mrs P Cameron
- Ms D Martin
- Mrs A Miller
- Mrs E Shaw
- Mrs K Walker

PASTORAL CLERICAL ASSISTANT

- Mrs L Dougherty

JANITORIAL STAFF

- Mr J Clews
- Mr J McKenna

CATERING MANAGER

- Ms P Andrews

LIBRARIAN

- Mr K Naismith



Our School

LEARNING TODAY FOR A BETTER TOMORROW



LEARNING TODAY FOR A BETTER TOMORROW

Associated Primaries

Brediland Primary School

Mrs Temple

Achray Drive

Paisley

0300 300 1442

Bushes Primary School

Mr McCrorie

Grampian Avenue

Paisley

0300 300 0149

Heriot Primary School

Miss Paterson

Heriot Avenue

Paisley

0300 300 0158

Langcraigs Primary School

Mr Maclean

Glenfield Road

Paisley

0300 300 0166

Lochfield Primary School

Mrs MacGregor-Duncan

Quarry Road

Paisley

0300 300 0168

The School Day

Period 1	8.50	-	9.40	Period 1	8.50	-	9.40
Period 2	9.40	-	10.30	Period 2	9.40	-	10.30
Interval	10.30	-	10.45	Interval	10.30	-	10.45
Period 3	10.45	-	11.35	Period 3	10.45	-	11.35
Period 4	11.35	-	12.25	Period 4	11.35	-	12.25
Period 5	12.25	-	1.15	Lunch	12.25	-	1.10
Lunch	1.15	-	2.00	Period 5	1.10	-	2.00
Period 6	2.00	-	2.50	Period 6	2.00	-	2.50
Period 7	2.50	-	3.40				

Car parking

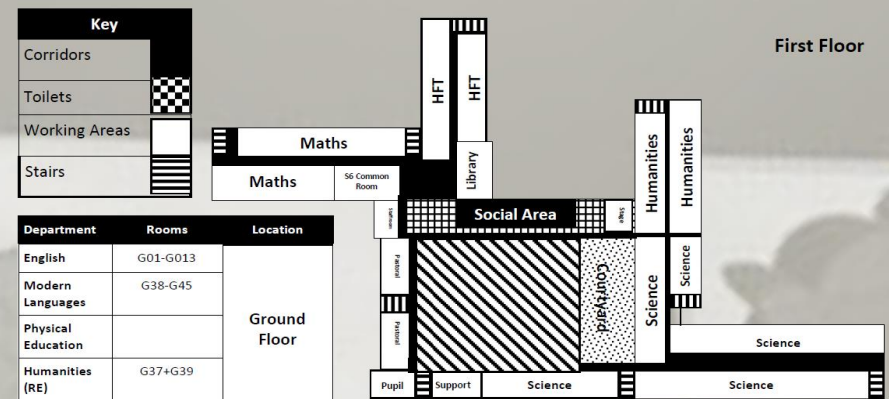
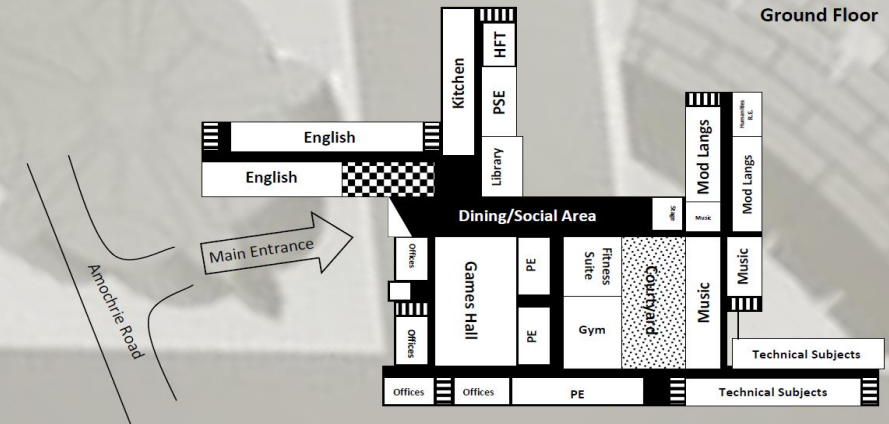
Parents are requested to use the bus bay or "loop" road in front of the all-weather pitch when dropping off or picking up their children. Please do not drop off or pick up inside school grounds at the start or end of day, unless a specific arrangement has been made with the Head Teacher. Parking in the school is limited and a constant stream of cars coming in and out of the main gate poses a Health & Safety risk.

The school gates are closed between 8.45am and 9.00am daily.

Please note that there will be limited parking available in the school grounds at parents' nights.

The school has (a) visitor parking spaces and (b) disabled parking space(s) available for visitors with disabilities.

Gleniffer High School Floor Plan



Department	Rooms	Location
English	G01-G013	Ground Floor
Modern Languages	G38-G45	
Physical Education		
Humanities (RE)	G37+G39	
Music	G54-G58	
Technical	G65-G72	
PSE	G28	
HFT	F27-F31	First Floor
Maths	F01-F15	
Science	F49-F68	
Pupil Support	F70-F81	
Humanities	F33-F41	Second Floor
Art and Design	S02-S006	
Business and Computing	S11-S27	



School Year 2022-23

First Term	Return date for Teachers	Friday 12 th August 2022 (IS)
	In-service Day	Monday 15 th August 2022
	Return of Pupils	Tuesday 16 th August 2022
	September weekend	23 rd & 26 th September 2022
	Schools re-open	27 th September 2022
	Schools closed	14 th October 2022
	Return date for Teachers	24 th October 2022
	Schools re-open	25 th October 2022
	St Andrew's Day	30 th November 2022
	Schools re-open	1 st December 2022
	Christmas / New Year Schools closed	21 st December 2022
Second Term	Schools re-open	5 th January 2023
	Mid Term break	13 th & 14 th February 2023
	Return date for Teachers	15 th February 2023
	Schools re-open	16 th February 2023
	Spring Holiday Schools closed	31 st March 2023 3 rd April 2023
Third Term	Schools re-open	17 th April 2023
	May Day	1 st May 2023
	May holiday	26 th & 29 th May 2023
	In-service Day	30 th May 2023
	Schools re-open	31 st May 2023
	Last day of session	27 th June 2023

School dress

Renfrewshire Council encourages each school to adopt a dress code and for any proposed changes to be discussed with parents, pupils and the parent council. The council supports an agreed dress code because of the benefits it brings, including improvements in safety, security, discipline, ethos, community spirit and a decrease in bullying and expense for parents.

Some types of clothing will not be allowed in school for reasons of safety, decency or indiscipline. Types of clothing which will not be allowed include:

- clothes which are a health or safety risk;
- clothes which may damage the school building;
- clothes which may provoke other pupils;
- clothes which are offensive or indecent; and
- clothes which encourage the use of alcohol or tobacco.

Pupils will not be deprived of education, any benefit or access to examinations because of not wearing school uniform.

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities.

Gleniffer High School parents and the Parent Council have expressed their wish to see school uniform worn and we do believe that it helps pupils to identify with the school and to feel part of our community. The uniform consists of:

- black or dark coloured warm and waterproof jacket;
- white blouse or shirt and school tie;
- black trousers and black shoes (boys);
- black skirt or tailored trousers and black shoes (girls);
- Gleniffer High School pullover or plain black pullover;

PE kit is available for purchase from local suppliers.





- **School dress**

- Grants for footwear and clothing for children are available to parents receiving certain benefits. Please see the council's website:

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

- Information and application forms for free school meals are available from schools, registration offices and customer service centres or download a form from the council's website:

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

- Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. The council has no insurance to cover the loss of valuable items.

School Meals

The school operates a cashless card canteen/cafeteria under the branded name of RELOAD which is managed and serviced by our facility managers, AMEY. A wide variety of attractive and nourishing hot and cold dishes are on offer daily. Main meals, burgers, pizza, salads, baked potatoes with various fillings, sandwiches, wraps, baguettes, paninis and home made soups together with a variety of soft drinks, fresh fruit juices and milk drinks are always available. A wide selection of yoghurts, fruit and drinks complement healthy eating. Fresh chilled water is also freely available. Special diets can be catered for by request. A social area is available for pupils who take packed lunches.

Children of parents receiving certain benefits are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or by downloading from the council's website:
<http://www.renfrewshire.gov.uk/article/2303/School-meals>

Pupils leaving school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take and includes taking reasonable care of pupils' safety during intervals and lunchtimes.

Renfrewshire Council recommends that pupils should not leave school grounds at intervals. Parents should encourage their children to follow these rules in the interest of safety.

We ask that S1 pupils remain on school grounds during lunch.



SECONDARY SCHOOL MENU PRICE LIST		FROM AUGUST 2018		Renfrewshire Council	
BREAKFAST		HOT FOOD		COLD FOOD	
3 Slice Toast & Fruit Juice Cuplet	£0.70	Soup	£0.70	Wraps, Baguettes & Sandwiches	(All items with choice)
Assorted Cereal	£0.70	Panini/ Baked Potato with filling		Cheese	£1.45
Pancake x2	£0.70	Cheese	£1.45	Cheese & Ham	£1.45
Muesli With Yoghurt	£0.70	Cheese & Ham	£1.65	Tuna	£1.45
MORNING BREAK		Tuna Melt	£1.65	Chicken Tikka	£1.65
Toast x2	£0.45	Hot Filled Rolls		Salad Bowls	
Sausage	£0.90	Hot Filled Rolls		Cheese	£1.45
Bacon	£0.95	Daily Special	£1.75	Tuna	£1.45
Omelette	£0.90	Hot Pasta Pot	£1.45	Chicken Tikka	£1.65
Potato Scone	£0.75	Pizza (1/2)	£1.20	Ham Salad	£1.45
Sandwiches		Burger	£1.60	Pasta Salad Bowls	
Cheese	£1.45	Hot Dog	£1.60	Cheese	£1.45
Ham	£1.45	HOT DRINKS		Tuna	£1.45
Tuna	£1.45	Tea	£0.70	Chicken Tikka	£1.65
Home Baking		Coffee	£1.10	Sweet Chilli Chicken	£1.65
Muffin	£0.40	Hot Chocolate	£0.80	MEAL DEALS £2.60	
Empire Biscuit	£0.70	FRESH FRUIT AVAILABLE ALL DAY		MEAL DEAL 1	
Flapjack	£0.70	1 PIECE WHOLE FRUIT	£0.35	SOUP	
Pancake x 2	£0.70	SMALL FRUIT POT	£0.65	DAILY SPECIAL	
		LARGE FRUIT POT	£1.10	MILK / WATER	
		YOGHURT POT	£0.45	MEAL DEAL 2	
				DAILY SPECIAL	
				YOGHURT / FRUIT POT	
				MILK / WATER	
				MEAL DEAL 3	
				SOUP	
				SANDWICH / WRAP / BAGUETTE	
				OR	
				FILLED BAKED POTATO	
				MILK / WATER	
				MEAL DEAL 4	
				SANDWICH / WRAP / BAGUETTE	
				OR	
				FILLED BAKED POTATO	
				FRUIT POT / HOME BAKING	
				MILK / WATER	

Behaviour and Discipline

Promoting positive behaviour

Any institution must have an agreed set of rules to ensure its smooth functioning: schools are no exception. Behaviour Management in schools, however, is not a topic which can be treated separately from other aspects of school life. How a pupil feels about their school is much more likely to influence their behaviour within it than an arbitrary list of rules. Pupils who have respect for and are respected by their teachers, pupils who are involved in and committed to the work they are doing and who are given genuine responsibility within the school are much more likely to have positive attitudes towards the school.

In Gleniffer High School we achieve good behaviour management by establishing good relationships between staff and pupils and among the pupils themselves. Good relationships are achieved by insisting on basic manners and courtesy. Basic courtesies like respecting others, respecting the school and the community, being tolerant of others' views and opinions, keeping quiet when others are speaking, saying please and thank you and holding doors for those coming behind, help in the establishment of positive relationships. Pupils are at school to learn and self discipline is something that Gleniffer High School will try to cultivate within all pupils.

As young adults they will be encouraged to take responsibility for their own lives and to live with the consequences of their actions.

Should your son or daughter persistently misbehave they will meet the school's behaviour sanctions which can range from a behaviour demerit in the categories of Ready, Respectful or Safe to a formal exclusion.

Staff within Gleniffer High School will do everything to be supportive of pupils, however we will not allow the actions of a few to jeopardise the education of others.

As a parent you have a responsibility to ensure that your child behaves and the school asks for your co-operation and support to ensure that good behaviour can be maintained within the school.



Rules

Any system of rules must be based on common sense and natural justice and we spend time explaining to pupils why rules are necessary in a large secondary school like Gleniffer High School. We believe that a small number of rules clearly understood and consistently enforced are more likely to be respected than a large number of minor regulations.

School Rules

Remember that the school is used by hundreds of people every day; the school rules are aimed to make the school a more pleasant and safe place for everyone and you must follow the rules at all times.

Punctuality and Attendance

- Be ready to enter the school building at 8.45am (for a 8.50am start) and the end of lunchtime.
- You must not leave the school building during the normal school day without permission.
- If you have been absent you must bring a note explaining your absence on the day you return.

Classroom

- Listen carefully to your teacher's instructions and always follow all safety rules.
- Coats and outdoor clothes should be taken off in the classroom.
- Look after all books and equipment which you are given.
- Eating and drinking are not allowed in classrooms or in corridors.

Yourself

- Always wear clothes which are suitable for school; you are encouraged to wear school uniform at all times.
- Football scarves, tops etc. should not be brought to school.
- Be courteous to each other and to members of staff at all times.
- Show consideration for others in corridors and stairways.
- Be helpful to all visitors to the school.

The School

- Look after the school building and take care not to damage furniture or other fittings.
- Do not drop any litter in the playground or inside the building. Litter bins are provided in classrooms and elsewhere.
- At intervals and lunchtimes you should only be in certain parts of the school if you are attending a club or activity.

Smoking

- Smoking is not permitted within the school precinct.
- Pupils should not bring cigarettes, matches, lighters or e-cigarettes/vapes to school.

Mobile Phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can be brought into schools however the following limitations will apply in Renfrewshire schools and education establishments:

- All phones should be turned off and kept out of sight during the school day within the school campus, unless class teachers are allowing them to support and engage in the learning process.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones must be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones must be deleted from phones on their return.
- Children's Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy, there will be consequences in line with the school's positive relationships policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyberbullying, grooming and access to inappropriate material. Parents are encouraged to read the anti-bullying policy for further guidance.
- Staff should not delete photographs or recordings from confiscated mobile phones.
- When staff confiscate mobile phones or other devices, they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

Legal Aspects

- There are a number of aspects of the law which may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing in character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.
- In situations which are so serious that a school might contact the police, it is for the police, and not the school, to consider what, if any, criminal offence may apply.
- These restrictions on use apply equally during any school activity that takes place off campus.
- Pupils breaking the rules will be disciplined in line with the school's positive behaviour or discipline policy.

House Identity

Gleniffer High School has four Houses:

Brodie



Glen



Moredun



Thornly



Brodie



Glen



Moredun



Thornly



Mrs Foley

**Miss Bowie & Mrs
Collins**

Miss Cameron

Mrs Harris

Mrs Martin

Mr Gould

Miss McGillivray

Mr Gray

Miss Doherty

Ms MacLeod

Mrs McBride

Mrs Allan

Pupils are allocated to Houses when they enter their first year in the school and have the support of one Principal Teacher of Pastoral Support, one Depute Head Teacher and one Pupil Support Teacher throughout their secondary school career.

House Identity

All staff, teaching and non-teaching are allocated to houses. Pupils have badges to show which house they are in and staff have photo ID lanyards to match their house.

Each House also has two House Captains who are in their sixth year of secondary school. Principal Teachers of Pastoral Support lead the recruitment process for House Captains through an interview process. They work closely with House Captains to support their role within the school. House Captains **promote achievement forms, count house points, update the achievement/house boards** and organise events, which raise funds for house charities.

House Captains promote the use of the Pupil Achievement Recognition Forms to ensure all pupils have the opportunity to have their achievements recognised and celebrated through the extra-curricular awards programme.



House Captains Session 2022-23

Foodbank Collection
October 2022



Student Council

The Student Council work alongside the Head Teacher to make improvements to our school. They are responsible for linking with other pupils and staff.

Pupils join the Student Council at the start of the school year and attend regular meetings to discuss strategies and organise activities.

Pupils from any year group can join Student Council.



School Curriculum

- Curriculum for Excellence (CfE) - Scotland's approach to learning and teaching - has been a very positive development in our schools. Scotland's children and young people are now much more confident, resilient and motivated to learn.
- The National Improvement Framework, updated in 2018, sets out activity the Scottish Government and partners will take to drive improvement for children and young people.
- Crucially, it sets out a clear **vision** for Scottish Education:
- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.
- Moving forward schools will provide a more coherent, flexible and child-focused curriculum which ensures high-quality, interesting and engaging learning, to raise attainment, close the gap, and give all our young people the best chance of success in life.

Curriculum for Excellence

The curriculum follows two phases – the broad general education (BGE) and the senior phase.

Broad General Education

- One of the key entitlements of CfE is that all children should receive a rounded education, known as the broad general education (BGE), from early years to the end of S3, before moving to a senior phase in S4 to S6 which will include studying for qualifications. This BGE should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continue to change.
- The BGE phase of CfE is closely connected to the senior phase with the learning undertaken until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability and interests.
- The curricular areas which will be followed within the BGE are:
- Literacy, numeracy and health and well-being – responsibility of all; and
- English, mathematics, modern languages, sciences, social studies, technologies, expressive arts and religious and moral education.

The Learners' Journey

Our curriculum structure is being reviewed this session. Consultation is taking place with staff, pupils, parents and partners, it is hoped that our new structure will be agreed and in place for session 2023-2024.

Currently In S1 all pupils follow a common course which covers the eight curricular areas. In addition, S1 pupils have a literacy period which promotes literacy skills relevant to all areas of the curriculum. During the literacy period, pupils also have the opportunity to study Drama. Within subjects, there are opportunities to experience Inter Disciplinary Learning (IDL) and an element of choice within topics and assessments.

In S2 pupils continue to follow a common course across all eight curricular areas, with opportunities to build depth of knowledge and to extend skills. Towards the end of S2, there is the opportunity for pupils to personalise their curriculum, by allowing an element of choice within the curricular areas.

Subjects

In **S1 and S2**, pupils study a range of subjects within each curricular area:

- Language English, French/German/Spanish (in rotation)
- Mathematics Mathematics
- Sciences Science
- Social Subjects Geography/History/Modern Studies in rotation
- Technologies
Technology Business and Computing, Technical, Health & Food
- Expressive Arts Art & Design, Music, Drama (S1 only)
- R.M.E Religious & Moral Education
- Health & Wellbeing Physical Education, PSE

In **S3**, pupils continue their study of English and Maths but can also make choices to allow them to personalise their curriculum e.g.

- Language French, German or Spanish
- Social Studies Geography, History or Modern Studies
- Sciences Biology, Chemistry or Physics
- Technologies Graphic Communication, Design and Manufacture, Practical Woodworking, Computing Science, Business, Administration IT, Home Economics, Hospitality or Care
- Expressive Arts Art & Design, Dance, Music or PE, Drama and Dance.



LEARNING TODAY FOR A BETTER TOMORROW

Literacy, Numeracy and Health and Well- being

It is every teacher's responsibility to help develop literacy, numeracy and health and wellbeing skills in all of our pupils. Each department's strategic plan shows the literacy, numeracy and health and wellbeing outcomes covered within their courses. In addition, the school has collegiate groups, led by Principal Teachers, to monitor, evaluate and moderate the delivery of these outcomes, not just within Gleniffer High School, but also to work with our associated primaries to recognise prior learning and build on the work done in the primary schools.

PSE – Personal Social Education

A formal PSE programme is taught from S1-S5. The course is taught in S1-S4 by Pastoral Support staff and in S5 by a mixture of Pastoral Support staff and class teachers.

In S1-S3 we follow the Curriculum for Excellence Health and Wellbeing programme. The work is covered in four strands:

- Relationships and Sexual Health;
- Substance Misuse;
- Planning for Choices and Changes;
- Mental, Emotional and Social Wellbeing.

These areas are also studied in S4 with the additional unit on Work Experience. In S5 the pupils still follow the above strands plus with additional support from Skills Development Scotland. S6 have a specially tailored programme with outside speakers, Career Planning, UCAS, all working towards a positive destination. At each stage the programme is supplemented by a range of outside speakers.

An integral part of the PSE period for S1-S3 pupils is the completion of the “contact” sheet which allows pupils another confidential way of reporting any concerns to Pastoral Support staff.

An overview of our PSE programmes is available on the school website.

Our approach to relationships, sexual health and parenthood education

This area within Health and Wellbeing looks at pupils developing an understanding of how to maintain positive relationships with peers, staff and others within our community. The pupils explore and are made aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. It also looks at the pupils developing their understanding of the complex roles and responsibilities of being a parent or carer.

The outcomes for this are covered within our Personal and Social Education classes one period a week in S1, S2 and S3. This area of education continues on into the Senior Phase of the school in Personal and Social Education and Religious Education classes.

Homework

- Homework is an integral part of learning and teaching. It provides children and young people with the opportunity to develop self reliance, self discipline, self confidence and be responsible for their own learning. It also strengthens the link between home and school by supporting parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied, meaningful and interesting.
- Gleniffer High School has a homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.
- [To achieve their full potential all pupils must develop good study skills. Homework does much to develop these essential skills in addition to being an important element in the monitoring of progress and understanding.
- Pupils will receive regular homework and will also be encouraged to read, revise and learn the work covered during that day. I would ask you to support your child and by encouraging them in their school work and by monitoring homework.
- Satchel One is our online homework tool designed to help our young people manage their homework tasks efficiently. Personal log in details are issued to every pupil to allow access to tasks set. Parents are also issued with personal log in details to allow them to help their child with learning at home.
- Parents can further help by ensuring that books and jotters are kept in a safe place at home and brought to school when required. Each pupil should have a quiet place to go on a regular basis to do homework. If school work is missed through unavoidable absence, it is important that attempts should be made to "catch up" with work missed as soon as possible.

Extra- curricular

Extra-curricular activities are a great way to get involved in the life of the school, improve health and wellbeing and make new friends.

Gleniffer High School offers a wide range of opportunities to take part in sport, fitness, drama, music, art, technology and lots more.

At the start of the school session, the programme of activities is pulled together and advertised. Some of the clubs will be after school and others at lunchtime. Pupils taking part in any fitness or sport activities must be sure to bring the appropriate kit.

Class Organisation

Courses followed in first year

- Each teaching class in S1 is formed from the list of names received from the associated primary schools together with the names of those pupils joining the school from elsewhere. Information from the primaries is used when classes are formed and teaching classes contain pupils with a wide variety of abilities. Consequently, teaching materials have been designed so that realistic but challenging targets are set for every pupil in each subject. Wherever possible, pupils will be in a class with some others from their Primary school. All classes follow the same courses. The aim of S1 is to build on the achievements of the Primary School, to allow pupils to settle down to the new demands and challenge of the secondary school and to encourage pupils to enjoy their learning in a secure and friendly environment. A firm basis of good working habits and a sense of achievement from work well done will provide a good grounding for further progress in future years.

The allocation of teaching periods in S1 is as follows:

<u>Curriculum Areas</u>	<u>Present Subjects</u>	<u>Period allocation for</u>
Languages	English	4
	Modern Languages	3
Mathematics	Mathematics	4
Social Studies	Social Subjects	3
Sciences	Science	3
Expressive Arts	Art	2
	Music	2
Technologies	ICT	2
	Technical	2
Health & Wellbeing	Health & Food Technology	2
	Personal & Social Education	1
	Physical Education	3
	Mental wellbeing	1
Religious and Moral Education	Religious Education	1



S4 - National Qualifications

Currently all pupils in S3 now make option choices for certificated courses in S4. Pupils in S4 study 7 subjects at National 3, National 4 or National 5 level. A full option programme will run at the end of S3 to ensure pupils opt for the most appropriate subjects for their future. The most recent option choices are shown. Parents are reminded that if uptake for a particular subject or course is not high enough then the course will not run. National 3 (N3) and National 4 (N4) courses have unit assessments which pupils must pass in order to receive a course award. N3 and N4 awards are internally assessed, with assessments being moderated by the SQA. National 5 awards are externally assessed.

More information on national qualifications can be found on the SQA website www.sqa.org.uk



S5&6 National Qualifications

Pupils in S5 &S6 will be offered a wide range of courses leading to SQA Scottish Certificate of Education awards at Advanced Higher, Higher, National 5 or National 4 awards as well as a number of vocational courses. This will depend on their progress and results from S4 and S5.

Provision for the post 16 group is now organised on an area basis and a number of Gleniffer High School students travel to other schools or West College Scotland for one or more subjects. In the same way, students from other schools come to Gleniffer High School to study part of their course with our students. The arrangements for transportation and their cost is the responsibility of the authority.

University and College entrance is generally expressed in terms of a number of successful Highers and National awards. The requirements change annually depending on demand but students can obtain up-to-date information from the school's careers library or from the Careers Adviser who regularly visit the school.

Examinations

Schools, in consultation with pupils and parents, usually decide which exams pupils sit. If no agreement is reached, the school will respect the parent's wishes and respond accordingly.

Gleniffer High School aims to ensure that pupils develop their talents to the full and acquire the necessary skills and qualifications to allow them to become independent, caring members of Society. In the present economic climate it is vitally important that pupils accumulate as many SQA awards as possible in order to guarantee themselves access to either the world of work, Further or Higher Education on leaving school.

Examinations

Within Gleniffer High School we are fortunate in having a teaching staff of the highest quality: a staff who value every pupil as an individual and who appreciate that every pupil is different, with different strengths and weaknesses. In addition to providing expert tuition in their specialist subject, each member of staff makes a point of trying to enthuse, encourage and motivate pupils to give of their best. However in stressing the crucial role of the teacher it is also important to emphasise that a pupil's success or failure is not determined solely by the teacher. The pupils' parents and the pupils themselves have a major part to play in determining future success.

The supportive role played by caring parents cannot be overstated. By taking a daily interest in their children's schooling and by encouraging their children to do regular homework and private study, parents demonstrate that they value education. Research has shown that if these conditions prevail within the home pupil performance often improves dramatically.

Examinations

National 3, National 4, National 5, Higher and Advanced Higher Grade assessment schemes rely heavily on continuous assessment. The work completed by pupils throughout the session, whether as "folio work" or as "investigation work" now has a considerable bearing on the final grade awarded to a pupil. Failure to attempt this work, or submission of incomplete or second rate work, will result in pupils receiving either no overall award or a low grade irrespective of how well they do in the written examination held in May/June.

It is vital therefore that pupils attend regularly, keep up to date with the work of the class and work steadily throughout the year to ensure that their internal assessment grades are as high as possible. Parents can play a major role in ensuring regular attendance and in monitoring the progress of their sons/daughters.

Examinations

While teachers and parents can do everything in their power to provide maximum support and guidance, in the final analysis it is up to pupils to decide how much effort and commitment they are prepared to devote to their studies. Pupils should always remember that the certificates they receive have their name on it, not the name of their teachers or parents; consequently any work they do is for their own benefit.

Examinations

Generally when a pupil and his/her parents or carers have chosen an appropriate curriculum for S4 or for S5 and S6 the courses will lead to presentation for National, Higher or Advanced Higher Grade examinations. If the level of such examination subjects is chosen with regard to the individual pupil's ability and he/she progresses as anticipated, he/she will sit the appropriate examinations at the end of S4, S5 or S6. Schools in consultation with parents/pupils normally decide on the level of presentation for examinations. However, in the final analysis, the school will accede to the wishes of the parents.



Scottish National Qualifications

The Scottish Qualification Authority (SQA) is the national body which make awards.

National 5, Higher and Advanced Higher courses are assessed through Course assessment. The Course assessment consists of a question paper (exam) or coursework (assignments, portfolios, practical activities etc), or both.

Unit assessments are marked internally by the teacher or lecturer and assessed as pass or fail. For the Course assessment, we will externally mark all question papers and the majority of coursework, however; in some subjects, coursework will be marked internally by the school or college as it is in the existing National Courses.

Courses at National 5, Higher and Advanced Higher are graded A to D or 'No Award'. Grades A, B and C are considered a "pass". Performances which just fails to achieve "pass" standards is designated as a D. To achieve the qualification, learners need to pass all Unit assessments plus the Course assessment.



Scottish National Qualifications

For fourth year SQA results the "percentage of pupils achieving" under any heading is calculated by expressing the number of pupils achieving as a percentage of the S4 roll in September. The percentage shown under the fifth and sixth year headings is calculated by expressing the number of pupils achieving in S5 and S6 as a percentage of the original S4 roll.

For SQA modules the "percentage of pupils achieving" under any heading is calculated by expressing the number of pupils achieving as a percentage of either the combined S3/4 roll or the combined S5/6 roll, as appropriate, at September.

The S4 to S5 staying on rate is calculated by expressing the S5 roll at the start of the second term, January, as a percentage of the roll of the same group of pupils when they were in S4 at September of the previous school year.

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



Careers

Skills Development Scotland (SDS) works with key personnel within the school, in particular the Pastoral Support team, to provide career advice. Career advisers also work closely with school staff to identify and support pupils who may need additional coaching in career management to ensure a sustained, positive destination.

S2, S3, S4, S5 and S6 pupils will all receive a presentation about how to use the SDS website '**My World of Work**' and how to develop career management skills. The careers advisers also offer '**drop-in**' clinics during lunchtimes in the upper library. This is available to any pupil who would like advice or alternatively pupils can request an individual interview by contacting their Pastoral Support teacher.

Skills Development Scotland also carry out a destination survey on behalf of the Scottish Government. Every school leaver is contacted to find out their next step e.g. college, university, employment or training, or if they are unemployed so they can offer further assistance. This survey is crucial to enable the Scottish Government to identify regions which need further support or funding and also provides an opportunity for schools to identify pupil destinations. Partnership working is necessary between Skills Development Scotland, individual schools, parents and pupils in order to successfully complete this survey.

Careers advisers can be contacted at

Skills Development Scotland Centre,

The Russell Institute,

30 Causeyside Street,

PAISLEY

PA1 1UN

Tel: 0141 849 0942 :- <http://www.skillsdevelopmentscotland.co.uk>



Developing the Young Workforce

- Developing the Young Workforce is the national strategy to develop employability skills in our young people.
- It lies at the centre of curriculum for excellence and promotes a wide range of opportunities, for our children and young people aged 3-18 to become successful learners, confident individuals, responsible citizens and effective contributors.
- The four main areas are:
- Enterprising learning and teaching;
- Entrepreneurial learning;
- Work based vocational learning; and
- Careers education.

The themes are built around the main areas:

- Supporting the development of skills for life and skills for work;
- Engaging employers;
- Broadening the reach of the programme;
- Embedding enterprise in the curriculum;
- Building capacity; and
- Enhancing our international profile.
- Enterprising activities will be organised to reflect the age and interests of our pupils.
- The range of activities can include:
- Links and partnerships with businesses, colleges, and schools abroad;
- Fundraising events organised and run by pupils;
- Fairtrade activities;
- Joint school and community initiatives; and
- Work experience placements and speakers.

In Gleniffer High School, Mr Marshallsay leads our employability programme, supported by Miss Morris and Miss Coulshed and supports young people seeking employment or training opportunities.

Level	Stage
Early	Pre school and P1 or later for some
First	To end of P4 but earlier for some
Second	To the end of P7 but earlier or later for some
Third and Fourth	S1 to S3 but earlier for some. Fourth level broadly equates to SSCQF level 4
Senior	S4-S6 and college or other means of study

Assessment and Reporting

Assessment

Assessment is an integral part of learning and teaching. It helps provide a picture of the learner's progress and achievements, and identifies the next steps in learning.

Assessment includes supporting learning, learner engagement and ensuring appropriate support.

Tracking learners' progress

Information on learners' progress is gathered through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps in learning and inform reporting on progress and achievement.

Reports to parents

Regular reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations.

- In senior phase (S4-S6) parents/carers will receive four tracking reports per session.
- In BGE (S1-S3) parents/carers will receive one tracking report and one full report.
- Please note that the examples given in the following pages are the styles of reports currently being used by staff to inform parents of their child's progress from the current S1 onwards.
- Assessment will be graded against the 6 levels from 'A Curriculum for Excellence' as detailed.

Parental Involvement

By law schools have a duty to promote parents' involvement in their children's education and our school encourages parents to:

- be involved with their child's education and learning;
- welcomed as active participants in the life of the school; and
- encouraged to express their views on school education generally and work in partnership with their child's schools.

Every parent who has a child attending our school is automatically a member of the Parent Forum. As a member of the Parent Forum, each parent can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way you can.

Parental Involvement

The Parent Forum elects a smaller group of parents to form the Parent Council. Parent Councillors may be involved in:

- supporting the work of the school;
- gathering and representing parents' views to the head teacher, education authority and Education Scotland;
- promoting contact between the school, parents, pupils, and the local community;
- fundraising;
- organising events ;
- reporting to the parent forum;
- being involved in the appointment of senior promoted staff; and
- providing a representative to the National Parent Forum of Scotland.

Parent council chairs can attend the Parent Council Liaison Group, which gives parent councils an opportunity to speak with elected members and senior managers from the Council about issues relating to education in Renfrewshire. These meetings take place four times a year and details are sent to Parent council chairs at the start of each new academic year.

- [For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at:](#)
- <https://education.gov.scot/parentzone>
- <https://www.npfs.org.uk/>

Parental Involvement

Parent Council Office Bearers:

Mrs J Kydd (Chair)

(Vice-Chair)

(Secretary)

Co-opted members:

Student Leaders

Head Teacher

Staff Members: Depute Head Teachers regularly attend.

The Head Teacher acts as professional adviser to the Council. The Head Teacher and local councillors may attend all meetings of the Parent Council and have the right to speak, although not being members of the Council, no right to vote.

Parental Involvement

Gleniffer High School is fortunate to have a very enthusiastic group of parents/carers who give so much to the school. In the last few sessions, through fundraising, the PTA have donated money which has allowed us to refurbish our school library, set up The Den and buy ICT resources for Pupil Support as well as contribute towards PE kit, support awards ceremonies and our S6 Prom.

Keeping Informed

For regular updates and information on what is happening in education, you can subscribe to the Scottish Government Schools e-bulletin by visiting the website below

<http://register.scotland.gov.uk/>

Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://education.gov.scot/education-scotland/inspection-reports/> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot/parentzone/find-a-school> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.renfrewshire.gov.uk/> - contains information for parents and information on Renfrewshire schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.



Community Links

The school is actively involved with the community in a number of different ways. The Music department arranges for groups of our pupils to entertain senior citizens in nursing homes throughout the year. Members of the Elderly Forum visit the school each year. We also support the community by raising funds for local charities. Renfrewshire Council Youth Services offer their support to Senior pupils by helping them to achieve their Youth Achievement Awards. Our facilities are used by a wide range of different groups in the evenings and at weekends e.g. football teams, jogging group, netball training, youth club, music tuition, brass band etc.

During the school day, where there are spaces, it is possible for adults to join senior school classes to study for SQA qualifications. Enquiries should be directed to the Depute Head Teacher for the Senior School.

Our school newsletter is delivered to the local Library for interested members of the public to read. Members of the local community are encouraged to visit any exhibitions which take place in the school e.g. School Open Evening, by publicising such events in the Library and local Post Office.

Articles appear regularly in the local press and help keep the wider community informed of the activities and outstanding achievements in the school.

We also have a Primary 7 Open Evening where we invite Parents from Primary 7 from our Associated Primaries and members of the local community to visit our departments at work.

We litter pick in our local community on a monthly basis.

