



St. Augustine's RC High School



School Handbook

A GUIDE FOR PARENTS

Session 2017 – 2018



Welcome from the Head Teacher

Dear Parents

On behalf of the staff and students of St Augustine's RC High School, I extend a very warm welcome to our school.

St Augustine's is a school that has a good reputation in the community for its positive and welcoming ethos, its support for pupils and for attainment in SQA examinations.

As an RC school we convey a strong moral code which values good relationships and good behaviour, operating with a spiritual core and respect for all.

What really matters to us is the quality of relationships that are fostered within the school community. The positive ethos of the school is something that we cherish and which we work hard to maintain.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact the school.

M McGee
Head Teacher

A History Lesson

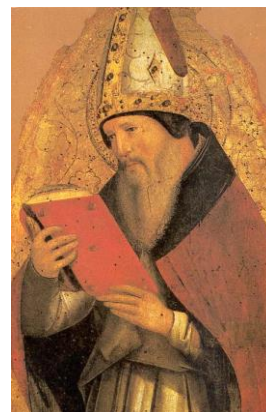
St Augustine's RC High School was founded in August 1969. It was a merger of two existing Catholic Schools. One was Holy Cross Academy which was established in 1907. The other was St Andrew's Junior Secondary which opened in 1962.

St Augustine's moved to the west of the city in October 1969, and the new St Augustine's High School opened in January 2010, on the present campus.

Augustine was born in Thagaste in North Africa in 354AD. The goodness of his mother, Monica, was recognised when she was canonised a saint. However, in his teens and twenties Monica's son was no saint. Augustine was only interested in pursuing his own pleasures.

In 386AD, in his early thirties, Augustine moved to Milan. There he met Bishop Ambrose who offered him friendship and whose preaching impressed him greatly. His mother also never stopped praying for her son. During the Easter Vigil of 387AD Augustine was baptised into the church.

Augustine returned to North Africa. He was made Bishop of Hippo ten years later. Augustine committed himself to looking after his people. He did this with great care and devotion until his death in 430AD.




Augustine was given the title 'Doctor' in recognition of the great quality of his teaching. As the business of this school is teaching it is very apt that St Augustine was chosen as our patron.

We pray that our students have the same positive support from their teachers and parents as St Augustine had from his!

General Information

Contact Details

| | |
|-------------------------|----------------------------------------------------------------------------------------------|
| Name of School | St Augustine's RC High School |
| Address | 208 Broomhouse Road, Edinburgh EH12 9AD |
| Telephone Number | 0131 334 6801 |
| Website | www.st-augustines.edin.sch.uk |
| Email Address | admin@st-augustines.edin.sch.uk |
| Twitter |  @stahsnews |

About the school

| | |
|--------------------------------------------|-----------------------|
| Stages of Education provided for | S1-6 |
| Present Roll | 685 |
| Denominational Status of the School | Roman Catholic |

Organisation of the School Day

| | Period 1 | Period 2 | Break | Period 3 | Period 4 | Period 5 | Lunch | Period 6 | Tutor | Period 7 |
|-----------|-----------------|-----------------|--------------|-----------------|-----------------|-----------------|--------------|-----------------|--------------|-----------------|
| Monday | 0840 - 0930 | 0930 - 1020 | 1020 - 1035 | 1035 - 1125 | 1125 - 1215 | 1215 - 1305 | 1305 - 1345 | 1345 - 1435 | 1435 - 1500 | 1500 - 1550 |
| Tuesday | 0840 - 0930 | 0930 - 1020 | 1020 - 1035 | 1035 - 1125 | 1125 - 1215 | 1215 - 1305 | 1305 - 1345 | Period 6 | | Period 7 |
| | | | | | | | | 1345 - 1435 | | 1435 - 1525 |
| Wednesday | 0840 - 0930 | 0930 - 1020 | 1020 - 1035 | 1035 - 1125 | 1125 - 1215 | 1215 - 1305 | 1305 - 1345 | 1345 - 1435 | Tutor | |
| | | | | | | | | | 1435 - 1500 | |
| Thursday | 0840 - 0930 | 0930 - 1020 | 1020 - 1035 | 1035 - 1125 | 1125 - 1215 | 1215 - 1305 | 1305 - 1345 | Period 6 | | Period 7 |
| | | | | | | | | 1345 - 1435 | | 1435 - 1525 |
| Friday | 0840 - 0930 | 0930 - 1020 | 1020 - 1035 | 1035 - 1125 | 1125 - 1215 | | | | | |

A Foreword from Children and Families

Session 2017 - 2018

Dear Parents

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision making process and in performance monitoring are now, more than ever, an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2017/18 and hope that it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

City of Edinburgh Council

Department of Children and Families

Vision Statement

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.

Agreed Term Dates for Session 2017-2018

Autumn term

- Monday 14 August 2017 - Staff resume
- Tuesday 15 August 2017 - Staff only
- Wednesday 16 August 2017 - Pupils return
- Schools closed Monday 18 September 2017 - Autumn Holiday
- Tuesday 19 September 2017 - All resume
- Friday 13 October 2017 - Mid-term, All break
- Monday 23 October 2017 - Staff resume
- Tuesday 24 October 2017 - Pupils resume
- Friday 22 December 2017 - Term ends

Spring term

- Monday 8 January 2018 - Staff resume
- Tuesday 9 January 2018 - Pupils resume
- Friday 9 February 2018 - Mid-term, All break
- Monday 19 February 2018 - All resume
- Thursday 29 March 2018 - Term ends

The Easter break incorporates the following holidays:

- Friday 30 March 2018 - Good Friday
- Monday 2 April 2018 - Easter Monday

Summer term

- Tuesday 17 April 2018 - All resume
- Monday 7 May 2018 - May Day, schools closed
- Tuesday 8 May 2018 – Staff resume
- Wednesday 9 May 2018 - All resume
- Monday 21 May 2018 – Victoria Day, schools closed
- Tuesday 22 May 2018 – All resume
- Friday 29 June 2018 - Term ends

P7/S1 Transition Days - Tuesday 19 June, Wednesday 20 June and Thursday 21 June 2018

The start date for session 2018/2019 for pupils has been provisionally identified as

Wednesday 15 August 2018

To make our handbook easy to use, the information has been divided into five different sections:-

- Section One – Practical Information about the School
- Section Two – Parental Involvement in the School
- Section Three – School Curriculum
- Section Four – Support for Pupils
- Section Five – School Improvement

Section One – Practical Information about the School

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

Communicating with the School

This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

Registration and enrolment

The date for registration of new school entrants is advertised in the local press and on the council's website www.edinburgh.gov.uk.

Registration for First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Absence from school can be categorised and recorded as *authorised*, that is approved by the Children and Families department, or as *unauthorised*, that is unexplained by the parent (truancy). Please let the school know by letter 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 absent and we don't know why, we will contact you by text using our automated system. We will also alert you using this system if your child is late to school. We operate under the premise that you will want to know if your child is not at school!



Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. The school can approve absence:-

- **where the family holiday is important to the wellbeing of the family.**
- **where evidence is provided by an employer that leave cannot be accommodated during school holidays without significant consequences.**

Absence approved on this basis is regarded as authorised absence. Any requests for extended absence over two weeks will be referred to the Senior Education Manager: Inclusion who will decide if it will be recorded as authorised or unauthorised leave.

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 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 children and families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

School Uniform

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

*St Augustine's is very proud of its school uniform. We work hard to ensure that all pupils wear uniform and we really appreciate the support we receive from parents
We believe that it:-*

- *emphasises that the school is a place of work*
- *shows that pupils belong to a community*
- *shows that St Augustine's is committed to high standards*

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

The school uniform comprises:-

- *Black tailored trousers or skirts of a suitable length*
- *White school shirt*
- *School tie*
- *Black v-neck cardigan or v-neck jumper (no logos or brand names)*
- *Sensible black school shoes (no boots, including ankle boots)*
- *S5/6 School Blazer with school badge*

Ties can be purchased from the School Office.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly blazers, ties, and PE equipment which are often lost.

Jeans, joggers, leggings, jeggings, trainers, and designer tops, caps and boots (including ankle boots) are not appropriate school wear

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

If you have any queries regarding the school's dress code, please contact the school office.

Clothing Grants and Free School Meals

Clothing grants and free school meals for children may be available to parents receiving:
(as of 6 April 2017 and may be subject to change)

1. Income Support
2. Income based Jobseeker's Allowance
3. Employment and Support Allowance (any income related element)
4. Support under Part IV of the Immigration & Asylum Act 1999
5. Child Tax Credit ONLY with no Working Tax Credit and an annual income of under £16,105
6. Both maximum Child Tax Credit and maximum Working Tax Credit with an annual income of under £6,420. *If you receive this benefit you will ONLY QUALIFY FOR FREE SCHOOL MEALS*
7. Universal Credit

Application forms are available from the school office. The forms have to be completed by the parent/guardian along with supporting documentation as detailed on the form. **A new application is required for every school session.** Free meal entitlement is one of the indicators that the Scottish Government use to decide on extra funding each school will receive. **Please help St Augustine's and yourself obtain the appropriate funding by applying.**

Information on free school meals and clothing grants is available on the website:-
www.edinburgh.gov.uk/schoolgrants

Applications for free school meals and clothing grants can also be made by contacting:-

The City of Edinburgh Council
School Grants, Transactions – Assessment & Finance
Level 3.1, Waverley Court,
4 East Market Street,
Edinburgh, EH8 8BG

Health & Well Being – Healthy Eating

School menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies can usually be accommodated subject to consultation with parent/guardian and catering services.

At St Augustine's we have one large dining room with two serveries; one for hot dinners and the other for hot and cold snacks.

A high proportion of pupils choose to bring packed lunches and they too use the dining room.

The Young Scot Card is part of the National Entitlement Card scheme, designed for young people aged 11 to 25 years old. It is a valuable card for young people, giving them discount in shops and entertainment venues, **allowing them access to cashless catering in schools** and offering transport discounts for young people aged 16-18 inclusive. Application forms are issued by the primary schools towards the end of Primary 7 and cards are normally sent direct to new S1 pupils by the start of the new term. Application forms are also available from the school office and local libraries. Pupils who do not have a Young Scot Card will be given an application form and a pin number which can be used for the cashless catering system until their card is issued. Pupils are responsible for ensuring that they have sufficient funds to use their cards. Coins that can be used to add credit to the cards are:-

£2, £1, 50p, 20p, 10p

Please note: The School Office is not able to issue change

Travel to and from School

School Buses

As the catchment area of St Augustine's is so wide, some students are entitled to free travel. The Council issues free bus passes to catchment pupils who live **three miles** or more from the school. Drivers will only allow pupils on the school buses if they can show their current bus pass.

A new application must be made for each new school session.

Bus Routes

Crewe Toll

| | |
|----------------------------------------------|-------|
| Blue pass – AAA Coaches | |
| Morrison's Supermarket | 07 55 |
| Ferry Road/Crew Road bus stop | 08 00 |
| Ferry Road/East Drylaw bus stop | 08 03 |
| Yellow pass – LA Travel | |
| Ferry Road/East Drylaw bus stop | 07 55 |
| Ferry Road/Outside shops/East Drylaw | 08 01 |
| Green pass – Harry Ferguson | |
| Ferry Road/Bus stop before Silverknowes Neuk | 08 02 |
| St Augustine's RC HS | 08 30 |

Kirkliston and South Queensferry

| | |
|--------------------------|-------|
| Near to St Margaret's PS | 07 45 |
| Echline Corner | 07 50 |
| Builyeon Road | 08 00 |
| St Augustine's RC HS | 08 30 |



Safety on the buses

The bus driver has the responsibility for bringing our pupils to and from school safely. Pupils should behave responsibly. They must:-

- **Stay seated at all times**
- **Wear seat belts provided**
- **Leave the driver in peace and not distract him/her**
- **Do what the driver says**

At the end of the day, school buses leave from the bus lane in the school grounds adjacent to South Gyle Access at the rear of the school.

Safety in General

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible. While in school, pupils should exercise good behaviour.

School Security

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office at Reception. The school staff then can make the necessary arrangements for the visit.



Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure, a range of communications channels are used to let parents know.

The school will attempt to text parents.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account:-

www.twitter.com/Edinburgh_CC

and Facebook page:-

www.facebook.com/edinburghcouncil

If many schools are affected, or the situation is likely to be prolonged, then the Council's website will also be used:-

www.edinburgh.gov.uk

The benefits of the pupils having *mobile phones* in such circumstances are recognised. However, mobile phones should never be used inappropriately in school and should be switched off and in school bags during lessons, unless otherwise directed by staff.

Planned closures

Advance notice of these is given to parents:-

- In school Calendar
- In the School Newsletters and other letters from the Head Teacher
- In the arrangements given for exam leave

Emergencies at home

Of course, family emergencies can occur outwith school. You may feel you want to get word to your child before the end of the school day.

We do try to help as best we can. It helps us if you contact us early in the day, however, it can be time consuming tracing a pupil in a large school like St Augustine's:-

- Students travel around the school regularly to different classes
- Special events can make it more difficult to find a pupil
- Teachers cannot leave their classes to answer a telephone
- At certain times, the School Office staff is reduced to a minimum and it will be difficult to go looking for a pupil
- Promoted staff may have other commitments and so may not be immediately available to deal with your enquiries

Emergency Contact Number & Email Address

It is essential that you provide us with a telephone number where we can contact you in the event of an emergency affecting your child. This may be your home phone number and/or your mobile number. You may also be willing to be contacted at work. We are happy, too, to receive a relative's or friend's contact details. We would also appreciate if you could provide us with your email address.

Please remember to advise us if you change your address, phone number or email.

Equality

The Council has published an Equality Scheme, which can be viewed on the council's website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.



English as an Additional Language

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

Complaints, Comments and Suggestions Procedure

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

There are some things which you should take note of in relation to making a complaint:-

- Please make any complaints initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation [0131 469 3233].
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

Health & Safety

"Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school".

(CEC Health & Safety Policy)

Health & Wellbeing – Safety First

Personal Safety

You will be aware that schools have become much more security conscious in recent years. The Dunblane tragedy emphasised in the most terrible way how important it is for us to protect all who learn and teach in our school.

Security Arrangements

These are:

- All visitors are required to enter the school via the main reception at the front of the school (facing Broomhouse Road) using the entry-phone system
- All visitors are required to wear a visitor badge
- Car parking spaces are clearly marked
- CCTV cameras operate throughout the campus (including inside the school)

Some of the measures may seem inconvenient. We believe they are worthwhile. They make us feel more secure and they bring greater peace of mind.

Health & Safety

Your son or daughter will find many aspects of school life, both on and off school premises, are bound by safety regulations. Whatever course your son or daughter is following, or if he/she is going on an excursion, it is essential that he/she behaves responsibly. We may refuse permission for students to go on excursions if we have not been satisfied with their behaviour.

The Children and Families Department has prepared a series of statements of safety policy in accordance with the Health & Safety at Work Act 1974. School staff are fully instructed of their responsibility with regards to Health & Safety. We ask for your full support in encouraging your son or daughter to observe all safety rules.

Security of Property

Students are responsible for the safety of their own property. The school accepts no liability for the safety of personal property of students, staff or visitors.

Neither the Authority nor the school is insured for loss of personal property. No students should bring valuables to school. In PE, students are encouraged hand over property/money/bus passes for safe-keeping. This eliminates the possibility of loss and of upset.

In the PE department short term locker facilities are available and in the main body of the school lockers can be hired for longer periods from Mr Carter, Business Manager for £10 deposit.

Health & Wellbeing - School Health Service

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school.

The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests. Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child's parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the Schools Health Team at all times.

Some of the staff concerned and the parts they play are as follows:-

- School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.
- The School Doctor is made aware of any possible problems and parents/carers and the family doctor are informed if any further action is considered necessary.
- The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health. The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants.

Please note; the School Nurse is not part of the school staff. He/she is a visiting specialist.

An information booklet about the School Health Service is issued to any new pupils coming from out with the Edinburgh area.

Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with a School Doctor.

The School Doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the School Doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Doctor, but you may be charged a fee for this.

In secondary schools the School Doctor may consider whether any special information should be provided for the Careers Service.

The School Doctor or Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school.

- With your consent, the Schools' Health Service Staff also carry out immunisations to protect against various diseases.
- The Audiometric Team normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.
- The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the School Doctor feels that your child may have a speech or language problem.
- Any enquiries concerning the provision of dental services should be made to: The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel 0131 667-7114).

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Doctor or School Nurse should you require any further information".

School Medical Facilities

Remember, the school does not have a resident nurse on the staff. Please do not send your child to school if unwell and be sure that your child is fully recovered after illness before sending back to school.

Our School Assistants (welfare) look after pupils who take ill during school time and assess whether such pupils should be sent home. We will contact you if your child is ill and requires to go home or in some cases attend the hospital or their GP. If a pupil is unwell and needs to go home we would expect them to be collected by an appropriate adult. No pupil should phone home if feeling unwell. Such calls can cause alarm and may be unnecessary anyway.

Please note: The school is not authorised to issue painkillers.

Medical and dental appointments should only be made in school time in exceptional circumstances. When such an appointment has to take place, the appointment card or a note from the parent/guardian should be given to the School Office who will issue a pass to leave school. At the appropriate time pupils should sign out at the main reception. If pupils return to school after their appointment they should sign back in.

Medical Conditions and Medication

It is very important that you inform the school of any special provision required for your child.

Possible examples are:-

| | | |
|-----------------------|-------------------------------------------------------------------------------------|---------------------|
| Special dietary needs |  | Diabetes |
| Asthma | | Epilepsy |
| Nut allergies | | Specific medication |

School Policies

The school has a range of *Policies and Procedures* on the life and work of the school, eg:-

| | |
|----------------------------------|---------------------|
| The Curriculum | Learning & Teaching |
| Tracking, Monitoring & Reporting | Support for Pupils |
| Positive Behaviour | Unity & Diversity |

These are available from the school, on request.

Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school. This section contains information about how parents can be involved in supporting learning at home, as part of a home – school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils, including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Ethos

“With respect for each other, let’s make a difference”

The tag-line at the end of the school’s *Values and Aims* sums up the ethos of St Augustine’s, an ethos based on positive relationships between people, and aspirations for excellence in all that we do.

‘Making a difference’ involves establishing a culture whereby staff, pupils and parents take on board leadership roles in various aspects of school life, and managers actively *seek* opportunities to develop leadership in others. The school will then be in a better position to manage change and be successful.

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

Our School Values and Aims

St Augustine’s RC High School is committed to working towards nurturing an inclusive, Christian community through partnership of school, home, church, business and friends, to ensure equality for all.

We aim to do this by:-

- *Preparing pupils for the challenges, responsibilities and opportunities of adult life*
- *Having high expectations for the continuous rise in achievement for all our pupils*
- *Providing Learning and Teaching opportunities of the highest quality*
- *Providing a wide variety and high level of support for all members of the school community, pupils, parents and staff*
- *Securing and allocating resources for the delivery of learning and teaching opportunities of the highest quality*
- *Improving continuously in all aspects of our work through effective Continuing Professional Development*

Support for Pupils – Promoting Positive Behaviour

It is every bit as important to support our students with their behaviour as it is to support them with their learning.

Students do not progress academically if they have not learned self-discipline. Effective learning and teaching can only take place in classrooms where there is good order, and St Augustine's only runs smoothly when we all learn to relate to one another in a positive co-operative way.

Encouraging Good Behaviour

How do we support our students in encouraging good behaviour? We do this in a number of simple ways:-

- we explain clearly our high expectations
- we apply our positive behaviour policy consistently
- we reward and praise good behaviour

We have a system of positive rewards which recognise the good work and behaviour of our students. Those who receive several of the rewards throughout the session form an important part of our Annual Award Ceremonies.



If Things Go Wrong

If students misbehave we owe it to them and their peers to show that this is unacceptable. Like all other schools, we at St Augustine's have developed a sliding scale of sanctions.

At the same time we owe it to our students to help them learn how to behave appropriately. We offer help to students in learning self-control. We may do this by assisting a student to monitor his/her behaviour over an agreed period. Some students find they benefit from the additional attention to their discipline.

Initially their parents/guardians are asked to support a short-term placement in the school's Behaviour Support Base, usually out of one or more subject areas. Students continue with the work of the class in a calm supportive setting. The Support for Learning teachers who run the Support Base are aware of the links between learning and behaviour difficulties, and may carry out assessments to identify any specific learning needs. Parents too, are kept in touch with progress.

The school can also call on the support of professionals in educational psychology, social work, educational welfare and medicine.

Your Reassurance

As parents you want to know that your son or daughter is happy and safe at St Augustine's RC High School. We can assure you that in this school:

- all incidents are followed up as soon as possible
- disruption in class is minimal
- senior staff are present around the school at interval and lunchtime

Anti-Bullying – Unity & Diversity

While many people believe that people who bully others must be punished for their behaviour, it is widely accepted that this type of response can, at times, be ineffective, dangerous, breed resentment and can make the situation worse.

Children who bully must be given the opportunity to hear about and face up to the hurt and anger they have caused to others. Appropriate action will be taken by the school. However, it is also important that those parents involved work with the school to resolve the problems, in the best interests of their children.

The staff and pupils who comprise the St Augustine's High School are very diverse in their background, where they come from and their beliefs. We celebrate people's diversity while working hard to have a harmonious community!



Parental Involvement

We welcome parental involvement as research has shown that when parents are involved children do better in school.

We offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place.

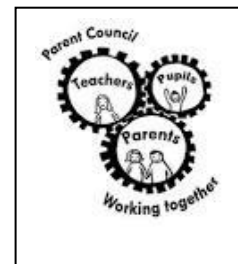
With the catchment area of the school so wide, we try our best to contact parents via Newsletters, Parent Consultations, Letters home, Information Booklets, Questionnaires and planned events in school.

Over and above all of this, parents are welcome to contact the school at any time to ask for information or for an interview.



Parent Councils

Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally.



Parents are welcomed to be:

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

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents 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 possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff
- To raise funds for the school for the benefit of pupils

| Membership of the Parent Council | |
|----------------------------------|------------------------|
| Mrs G Malone | Chair |
| Mrs J Jackson | Deputy Chair |
| Mr D McLean | Clerk |
| Mrs E McGarvey | Treasurer |
| Mrs M Brownlee | Parent member |
| Mrs L Keggie | Parent member |
| Mrs J Kerrisk | Parent member |
| Mrs A Moore | Parent member |
| Mrs J Hogg | Parent member |
| Monsignor Duffy | Church representative |
| Mr M McGee | Adviser – Head Teacher |

If you are interested in joining, please contact any of the above. The School Office has contact phone numbers.

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 www.parentzonescotland.gov.uk

Good Citizenship – Responsible Citizens



To develop responsible citizens with respect for others and commitment to participate responsibly in political, economic, social and cultural life. Pupils who are able to develop knowledge and understanding of the world and Scotland's place in it; who understand different beliefs and cultures ... who evaluate environmental, scientific and technological issues

Building the Curriculum 1

Respect is a key word in the life of St Augustine's. We aim to develop an ethos of respect not only for each other but for the environment and the world as a whole.

As well as encouraging this culture of respect through our daily work, we also have some key initiatives dedicated to promoting responsible citizenship.

The Student Representative Council

Our students are encouraged to share responsibility for the running of the school.

To that end pupils are well represented by the SRC who not only play a key part in the school's decision making process but who have developed initiatives to promote the supportive ethos of the school. Some of the key actions undertaken by the SRC have been:

- Regular meetings
- Involvement in the writing of the School Improvement Plan
- The development and promotion of the school's STAR award programme rewarding positive behaviour
- The introduction of wider achievement STARS
- In partnership with our Librarian, involvement in City of Edinburgh Council initiatives
- Participation in City of Edinburgh School Councils conferences

The Eco Committee

The school has a dedicated Eco Committee. We have Silver Eco Status and are well on our way to achieving our first Green Flag.

This group focuses on:

- *Anti litter promotion*
- *Waste minimisation*
- *Biodiversity*

We work in joint partnership with the west neighbourhood team of Environmental Wardens to tackle and reduce the amount of litter being dropped in the school and the community. The group is also working with MITIE, our facilities management company, to develop areas of the school grounds to create greater biodiversity and to ensure that all facilities within the school operate to protect the environment.

Cultural Diversity

St Augustine's is proud to have students from many different cultures and backgrounds. Inclusion and the celebration of cultural diversity is a key issue within the school. Each year we dedicate time to exploring and learning about different cultures in our *Unity and Diversity week*. During this week we endeavour to show the best of different cultures and of our own Scottish culture too! Guests are invited to demonstrate and talk to the students and to get them involved in different activities. We also like the week as we get some very interesting food to eat as well!

Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance.

Curriculum for Excellence

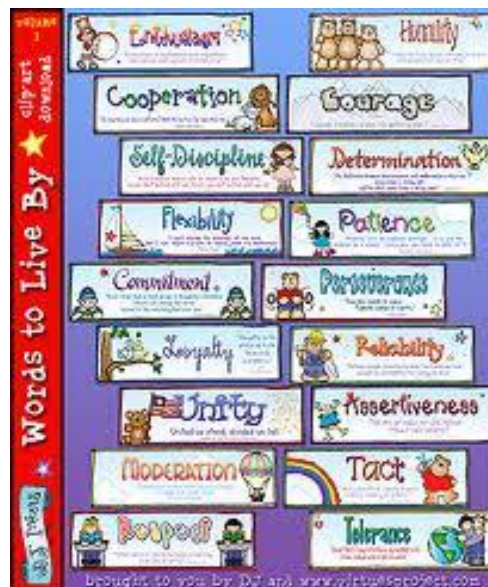
‘Bringing learning to life and life to learning.’

Curriculum for Excellence has been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for excellence was fully implemented by 2016.

Glow, Scotland’s unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

Teachers and practitioners will share information to plan a child’s ‘learning journey’ from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They’ll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.



Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

Curriculum for Excellence:-

- Develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom.
- It links knowledge in one subject area to another, helping to make connections in learning.
- It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.
- Emphasises an active approach to learning and should provide experiences for pupils which gives them increasing ownership of their own learning
- Ensures personalisation and choice for pupils so that they have a say in what and how they learn

There are new ways of assessing progress and ensuring children achieve their potential. The new qualifications for literacy and numeracy started in 2012/13. The new qualifications were first sat at National 3, 4 and 5 in 2014, new Highers in 2015/16 and new Advanced Highers in 2016.

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

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



“Curriculum = the totality of experiences which are planned for pupils through their education, wherever they are being educated.”

(Curriculum for Excellence – Building the Curriculum 3 – Scottish Government)

The curriculum is not just what happens in the classroom. Educational excursions and extra-curricular activities are considered to be important learning events in a pupil's school life. Pupils can learn so many different skills through such experiences which will really benefit them as they continue with their next stage in life.

The secondary school curriculum can be split into two parts; Lower and Upper.

The Upper school curriculum can be thought of as the main SQA exam years and encompasses years S4-S6. The Lower school curriculum (years S1-S3) allows all pupils to access all curricular areas so that they can make informed choices as to which subjects they would like to specialise in.

Our subjects build on the work done in our primary schools and of course, are delivered by our subject department teachers. Here are the eight Curricular Areas and the various subject departments.

These Curricular Areas are:-

| <i>Curricular Areas</i> | <i>Secondary Subject Departments</i> |
|--------------------------|-------------------------------------------------------------------|
| Languages and Literacy | English, Modern Languages |
| Mathematics and Numeracy | Mathematics |
| Religious Education | Religious Education |
| Art & Craft | Art & Design, Craft, Design & Technology |
| Health and Well-Being | Physical Education, Home Economics, Personal and Social Education |
| Science | Biology, Chemistry, Physics |
| Social Studies | Geography, History, Modern Studies |
| ICT & Enterprise | Business Education, Computer Education |
| Performing Arts | Drama, Music |

All departments are expected to address Literacy, Numeracy and Health & Well-Being as part of their courses, where appropriate. Naturally English and Mathematics will deliver a great many of the Literacy and Numeracy Outcomes.

The Lower School: S1 – S3

Over S1 and S2 our pupils study all subjects shown above. All are unique and provide our students with the breadth and depth of knowledge required to be successful in school.

Our curriculum focuses on the skills for learning, life and work which our pupils are going to need to be successful in life **after** school.

In the main, our S1/S2 pupils will be accessing work at Level 3 of Curriculum for Excellence with some of our pupils embarking on Level 4.

In S3, the pupils will be completing Level 3 and working on Level 4. Departments will also be looking towards S4, the first main SQA Exam years in CfE so, with that in mind, the curriculum in S3 is a bit different to that of S1/S2.

Pupils will be studying each of the Curricular areas, however, they will embark on a degree of specialisation in that they will choose a specific subject within each curricular area.



Pupils will all study English, Mathematics, Religious Education, Modern Languages (French/Spanish), Physical Education, Personal & Social Education. In the other Curricular Areas pupils will choose:-

| CURRICULAR AREA | CHOOSE FROM |
|--------------------|-------------------------------------------------------------|
| Science | Biology, Chemistry, Physics, Environmental Science |
| Performing Arts | Drama, Music |
| Social Studies | Geography, History, Modern Studies |
| Art & Craft | Art & Design / Design, Manufacture & Graphics |
| ICT & Enterprise | Administration & IT, Business Education, Computer Education |
| Health & Wellbeing | Home Economics |

We hope that this will make the choosing of exam subjects in S4 easier.

However, don't forget that pupils still have two more years, S5 and S6 to progress in their learning and to pick up new subjects at an appropriate level.

There is only one examination system in place from S4 to S6.

In order of difficulty the Courses are:-

National 3 National 4 National 5 Higher Advanced Higher

(These correspond to the National Framework Levels 3, 4, 5, 6, 7)

Please note; there are no external exams for National 3 and National 4 courses. These are internally assessed and then externally moderated (checked) by SQA.

Homework

Homework is essential to academic success for *all* students. The amount of homework our students receive grows as they move through the school. It is important that good habits are formed right from the outset, building on those already achieved at primary school.

What is homework?

Homework can take many forms. Sometimes teachers may ask students to prepare for future class work, for example by collecting information. Usually homework is a short piece of work set for completion separate from class— although it can be a more ambitious project. Students also need to revise for tests when these are coming up.

Homework is a necessary part of learning. It helps understanding and retention. Please support us in ensuring that homework is done, and on time!

Help with Homework

To help our students keep a note of when homework is due and plan their time well, we issue them all with a Homework Diary. You too have a key part to play with homework. You can work with us and support your son or daughter if you follow our handy tips!

Handy Tips for Parents to ensure Homework is done!

1. Provide a quiet place for your children to work.
2. Help them get into a regular routine and time of day for doing homework.
3. Check their Homework Diary to see when homework is due. Sign the diary at the end of each week in the space available.
4. Talk about homework! Ask your children what they have to do and what ideas they have about tackling the work.
5. Check up on how the homework is going.
6. Read over the homework when it is finished. It should **always** have a date, title, and be neat. If you think the work is poor, careless or untidy, ask for it to be done again.
7. After the homework has been handed in ask what mark or comment it got from the teacher.
8. Be sure to give praise when you see them doing their homework.



Religious Observance in Catholic Schools

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

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

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.¹

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

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

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

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

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

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

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

Chaplaincy

Our chaplaincy team comprises:-

Monsignor Tony Duffy, Sister Mary Rose, Mrs Baird (Depute Head Teacher), Miss L Hind (Head of Religious Education), Mr McGough (Drama Teacher), Mr M O'Donnell (CL SfL), Mr J Grant (Chemistry Teacher), and Mr M McGee (Head Teacher).

They are ably assisted in the promotion and delivery of school liturgies by the Liturgy Group (staff and pupils) who seek to engage the school community by providing inclusive and joyful services and other events which enhance the spiritual well-being of all.

Students and parents are welcome to contact Monsignor Duffy or Sister Mary Rose.

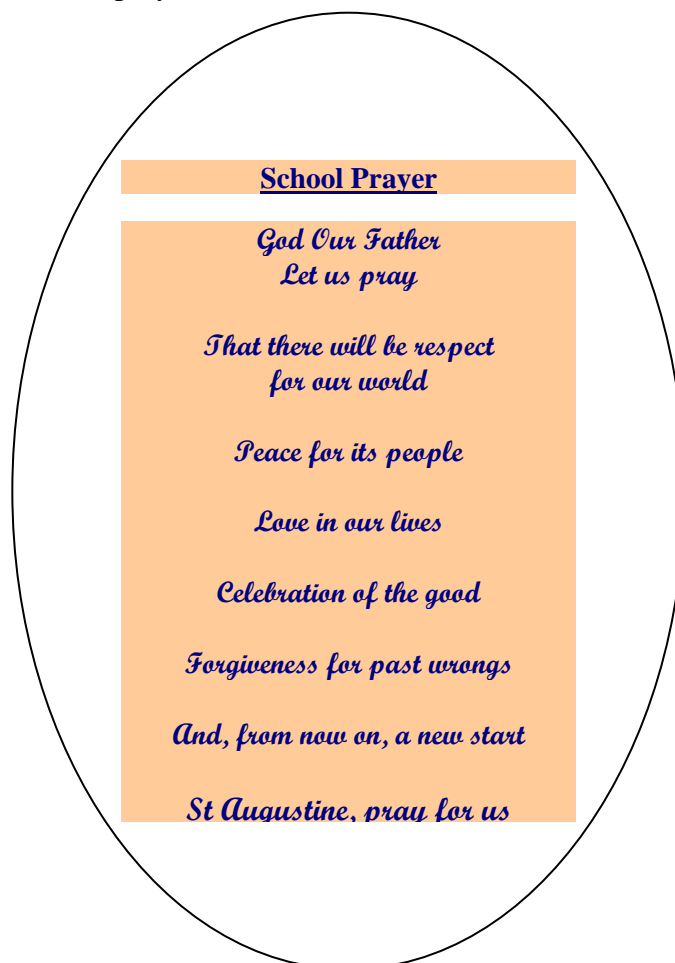
They are regular visitors to the school and assist with aspects of RE and PSE programmes and, along with the Liturgy Group, work out how the seasons of the church year, Advent and Lent, can be highlighted.

Our Challenge

The challenge as stated in our school aims is:

'to work towards nurturing an inclusive, Christian community through partnership of school, home, church, business and friends, to ensure equality for all.'

And to live up to our school prayer:



Students of Other Faiths

We welcome people of all faiths to St Augustine's R C High School. We are all called to support each other in our faith journey.



Charter for Catholic Schools in Scotland



The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.



All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:



- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.



All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

For more information, contact SCES. Tel: 0141 556 4727, email: mail@sces.uk.com or visit www.sces.uk.com

Wider Achievement 1

Success Breeds Success

At St Augustine's we want all of our students to achieve success in different ways. Each student is unique—a special person. Each student is talented in an individual way.

We aim to create a school where the talents of each student can flourish. That way all of our students really do achieve success.

We encourage our students to be successful by:

- having high expectations
- negotiating targets for our students to work towards
- focussing on achievement both within and out-with school. We want to know and recognise the talents of our pupils so that we can showcase them as part of the life and work of the school and celebrate them at our Annual Awards Ceremonies.



Accentuating the Positive

Meeting our expectations brings its own rewards. Students who work with the school find:

- they feel good about themselves
- they make a positive contribution to the school
- they set a good example for one another
- they achieve good results

Teachers highlight success by issuing Praise Postcards when a student:-

- makes better progress than expected
- does an outstanding piece of work
- shows real improvement in attitude
- applies him/herself consistently
- gives support to other students
- shows a high level of support for school events

At the core of our work, we aim to develop the four capacities in pupils. We wish to make them:

Successful Learners
Effective Contributors

Confident Individuals
Responsible Citizens

This is part of the school's ethos. We seek to create well-rounded individuals who are ready to make a positive contribution to society.

Wider Achievement 2 - Extra Curricular Activities

As stated earlier education is more than just the delivery of subjects. St Augustine's has always offered a wide range of educational activities outwith standard classroom practice eg

Lunchtime & After School Activities

During lunchtime and after school we have a range of activities on the go, for example:-

Basketball Football Athletics Netball
Drama Chess Badminton
Dance Music Groups Rugby

Study Support

Before SQA exams we offer a range of Study Support activities. The needs of exam candidates come high in the school's priorities. A range of revision classes is offered in the run up to prelims and national exams.

And There's More

We also organise a number of excursions and initiatives:-

| | | |
|----------------------------------|------------------------------|------------------------|
| Raising money for Charity | Mini Trial at the High Court | Battlefields excursion |
| Workshops at the Botanic Gardens | Science excursions | London Trip |
| English Department Trips | Auschwitz experience | Justice & Peace Group |
| Eco -Group | Pupil Council (SRC) | True Colours |

The pupils spend time reflecting on their achievements in S1 during form time. This starts them really thinking about the skills they are developing.

Wider Achievement 3 – Assessment & Reporting

Why Do We Assess?

Regular, ongoing assessment is essential if our students are going to learn and to make progress.

Assessment

- tells us what our students are good at
- highlights difficulties
- helps us know what our students should do next
- tells us where students are in relation to the targets for the course
- gives us feedback on courses and our teaching and it motivates our students to learn

You Can Assess Too

Like us, you can find out how your son or daughter is getting on. As a parent you have long since learned that one of the best ways of finding out how your son or daughter is feeling about something is to notice how he/she behaves. Does he/she seem happy? Does he/she talk about school? (Remember: teenagers can be less than forthcoming!)

If you are genuinely interested and supportive of his/her progress then even direct questions such as: "How are you getting on?" and "What subjects do you like best?" should give you answers!



S2 Enterprise

Enterprise Through Collaborative Learning

During S2 Enterprise students will be set a challenge to work in groups to develop a new product while building upon many skills for Learning, Life and Work. The course will also build on the four capacities of a Curriculum for Excellence, with hands on learning.

What topics will I be studying?

The course is timetabled for 1 period per week for half the year and you will:

- Hold Business Meetings
- Create a business name and product
- Set your objectives
- Design and package your product
- Draw up a formal Business Plan
- Pitch your product to others

S2 Stem Activities

St Augustine's is dedicated to promoting Science Technology Engineering and Mathematics through various events, clubs and competitions. We have embedded one period of STEM per week to our S2 junior school timetable, allowing all pupils to have the opportunity to experience and be involved with STEM.

Through STEM, pupils are challenged to come up with effective solutions to real life everyday problems. The challenges the pupils face test their problem solving skills, research skills, use of ICT, literacy, numeracy, presentation skills and their ability to work as a team. At St Augustine's, we feel that promoting this skillset will enable pupils to succeed in future positive destinations of employment.

St Augustine's annually runs an Edinburgh Schools competition, 'Today's Scientist's, Tomorrow's Engineers'. The competition is open to both Primary and Secondary schools in the hope of promoting STEM to junior and senior age groups.

We work with a number of outside agencies and industrial links to enhance the pupils' experience. These include CERN, SELEX, Skanska, BP, Scottish Water, Heriot Watt University, Edinburgh Napier University, Junior Saltire, Go4SET, IET, Institute of Physics, Royal Society of Chemistry, Royal Botanic Garden Edinburgh, Royal Zoological Society of Scotland, Sci-Fun Roadshow, Visions in STEM and Codebase.

Reporting Home

For our part we normally provide two reports each session.

In term one you will receive a **Tracking Report**.

Later in the year we will provide a full **Attainment Report**.

Generally, the issue of an Attainment Report is followed by a **Parents' Consultation Evening** when you can talk directly to subject teachers.

We can also provide family interviews with Pupil Support Leaders.

Tracking Report – ‘settling in’

Pupil Name & Registration Group

Attendance: Possible 70 Actual: 70 Occasions Late: 0

| Subject | Teacher | Effort | Behaviour | Homework |
|--------------------------------|----------------|--------|-----------|----------|
| English | Mrs Evans | | | |
| Mathematics | Mr Downie | | | |
| French | Ms Pietropaolo | | | |
| Geography | Mrs Connor | | | |
| Home Economics | Mrs Stewart | | | |
| Physical Education | Mr Murray | | | |
| Personal & Social Education | Mrs Barry | | | |
| Drama | Mr Boothroyd | | | |
| Religious Studies | Miss Hind | | | |
| Science | Mr Dalglish | | | |
| Business Education | Mrs Lovatt | | | |
| Computing | Mrs Fyfe | | | |
| Design, Manufacture & Graphics | Mr B Kerr | | | |

| Effort | | Behaviour | | Homework | |
|--------|-------------------------------------------------|-----------|----------------------------|----------|-----------------------------------|
| 1 | Always works conscientiously | 1 | Always behaves well | 1 | Always makes a good attempt |
| 2 | Usually works conscientiously | 2 | Usually behaves well | 2 | Usually makes a good attempt |
| 3 | Making some effort but capable of more | 3 | Some improvements required | 3 | Occasionally makes a good attempt |
| 4 | Rarely puts in the effort to make good progress | 4 | Serious concerns | 4 | Rarely makes a good attempt |



Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

Getting It Right for Every Child (GIRFEC)

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it right for every child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:-

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.



Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. This is part of the school's PSE Programme (Personal and Social Education), and is led by the Support for Pupils Staff.

Both the PSE and RE programmes address the teaching of sensitive aspects of learning such as:-

- relationships
- sexual health
- parenthood
- drugs awareness, etc

in a caring and supportive atmosphere. We are guided by the teachings of the Catholic Church in such sensitive areas.

Where we have concerns that a child about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Support for Pupils: Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at:-

www.edinburgh.gov.uk/InOnTheAct

In on the Act - Supporting children and young people with additional support needs provides the following information specified by the Education (additional Support for Learning) (Scotland) Act 2009 which includes :-

- a) the authority's policy in relation to provision for additional support needs,
- b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.
- c) the other opportunities available under this Act for the identification of children and young persons who
 1. have additional support needs,
 2. require, or would require, a co-ordinated support plan,
 3. the role of parents, children and young persons in the arrangements referred to in paragraph (b),
 4. the mediation services provided
 5. the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

Support for Pupils: Our Support for Learning Team


The Whole School Responsibility

Everyone has difficulty learning something at sometime. It is the responsibility of every teacher to support students with their learning and this they do in a number of ways:

- by finding time to talk to students individually
- by showing students ways to improve their work
- by letting students see examples of good work
- by customising tasks and materials to aid learning

The Role of Support for Learning

The Support for Learning department follows very closely the City of Edinburgh Council guidance on supporting children and young people with additional support needs. The teaching staff have specialist training which enables them to:-

| | |
|-----------------------------------------------------|---------------------------------------------------------------------------------------|
| Support students effectively in mainstream classes |  |
| Provide direct teaching to students in small groups | |
| Advise teaching colleagues on specific needs | |
| Suggest appropriate assessment arrangements | |
| Have an overview of each year group | |

Bilingual Students

The Support for Learning Department has close links with the EAL Service and provides effective support for students whose first language is not English. Members of the department have specialist training in this area.

Pupil Support Assistants

Some of our students are identified each year through the City of Edinburgh Council Children and Families Integration Support Audit as requiring additional adult assistance. Those students are supported in class by our team of Pupil Support Assistants.



We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:-

Enquire:- www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk , 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnardos in association with the Scottish Child Law Centre) www.sclc.org.uk , 0131 667 6633.

Support for Pupils: Pastoral Support

Earlier we described how the move to High School can be a big change for both parent and child. To support both you and your son or daughter here at St Augustine's we have our Pastoral Team.

Our Support for Pupils Team is at the very heart of our work with pupils.

For pupils, the Support staff provide three main areas of support:-

- to help them with their academic progress
- advise on careers and future planning
- to encourage students' personal and social development.



Support for Parents

Our Support team is also at the very heart of our support for you, our parents. Your first point of contact with St Augustine's R C High School is the Pupil Support Leaders. They have prime responsibility for keeping an overview of your child's progress. Each PSL supports all the members of one family in order to establish trust and confidence.

Houses

Each of our PSLs has a student caseload which comprises pupils from S1 to S6. We call that group of students a **House** and these are named after Scottish Saints:-

St Andrew St Margaret St David

Our PSLs also teach Personal and Social Education so they get to know the pupils really well.

The PSE programme ensures that pupils are kept informed about health and social issues as well as careers.

The Role of the Tutor Teacher

Each house is made up of a number of tutor classes. These are led by a tutor teacher who meets the class twice per week for 25 minute sessions. The tutor teacher works closely with the PSLs and has six main duties:

- to keep an accurate register of students attendance
- to stress the importance of punctuality
- to encourage students to wear school uniform
- to discuss issues of interest to students in the form class
- to encourage students to take part in school activities
- to help the form class be supportive of one another

Our tutor teachers always expect students to have high standards in their dress, their behaviour and their effort.

We try to keep the same tutor teacher with the same tutor class from first to fourth year so that they know the class members really well.

Punctuality

It is important that students come to school on time. Good attendance and timekeeping are the basic elements of a good work ethic. They are often the two main areas employers ask us to comment on when seeking references from school staff.

Support

Our tutor teachers are often the first line of support for our students when they have concerns or problems. They will involve your child's PSL when necessary to try to help.

We are committed to ensuring that your child is supported in our Christian, Catholic, caring community.



Transitions – Moving to a New School or Leaving School

This section also gives information about transition. There are also details about making a placing request to another school.

Transition from Primary to Secondary School

St Augustine's has a rich transition programme involving Primary 5, 6 and 7 pupils, from its associated catchment schools:-

- St Margaret's, South Queensferry
- St Cuthbert's, Slateford
- St Joseph's, Broomhouse
- St David's, Muirhouse
- St Andrew's Fox Covert RC, Corstorphine

The transition programme encompasses:-

- A Maths challenge event for all P6 pupils
- A Physical Activity Day for all P5 pupils

And for P7 pupils:-

- 4 weekly visits to specific subject departments in the High School for each Primary School
- A retreat day
- A 3-day-visit to St Augustine's in June

Staff from the High School visit each of the Primary Schools to interview pupils, staff and parents to ensure that the transition to high school is as smooth as possible.

Information from the primary schools is shared with secondary staff so that learning can be as effective as possible when the pupils move.

Placing Requests - Enrolling at St Augustine's

From an Associated Primary

If your son or daughter is at one of our partner primary schools she/he has the automatic right to be placed on our First Year roll.

From Another Primary

We are delighted to welcome other pupils to our school. You should apply to:

The City of Edinburgh Council
Children and Families
Grants Awards and Placements
Business Centre
Waverley Court
4 East Market Street
Edinburgh
EH8 8BG

Provided there is sufficient staffing and space at St Augustine's, requests for places for students from other primaries are usually granted.

At a Later Stage in Secondary

If you want to enrol your son or daughter from another high school, you should contact the school office and ask for the DHT in charge of Enrolments, who will take details to find out why you want your son or daughter to move school.

If we have space in the appropriate year group we will contact the current school your son or daughter attends, to ascertain their academic levels and any support needs they may have, before we arrange an enrolment meeting. If the appropriate year group has no available space we will place your son or daughter on the waiting list, and inform the City of Edinburgh Council.

Photography

There are occasionally times when we wish to photograph/video our pupils. These are only used for educational purposes in the school for example in this Parent Guide. No pupil is ever identified by name. If you do not wish to have your child's photograph used in this way, please inform the school in writing and we will ensure that your wishes are carried out.

Health and Well Being

St Augustine's is committed to promoting health and wellbeing across the school. At present we are well on the way to achieving Health Promoting School status, level 2 accreditation.

We encourage children to participate in a wide range of activities which promote a healthy lifestyle. The school has a number of initiatives to support this:-

- A dedicated Healthy Learning Week
- Programmes which promote mental, emotional and social wellbeing eg the S1 Learning Days where the pupils focus on:-
 - How the mind works
 - Brain Gym
 - Relaxation techniques
 - Personal hygiene
 - Alternative sporting activities
 - The Junk Food Road Show
- An active Pupil Council (SRC)
- An Eco Committee
- Initiatives in subjects eg the Outward Bound link with HE and the SODEXO Organisation

Emotional and Mental Wellbeing

The school has a well-established and successful PSE Programme. Pupils explore the implications of:-

- Alcohol and substance misuse
- Sexual relationships
- Body image
- Relationships
- Stress
- Study techniques
- Personal safety

Allergies

It is important that we are aware of any allergies your child suffers from. This is especially important to know if your child is taking part in out of school excursions. This should be noted on the consent form you are asked to sign, even if you have already notified us of this previously.

Section Five – School Improvement

This section gives you an overview of the main achievements of the school over the past twelve months. Monitoring performance to *raise attainment and secure improvement* is an important part of the work of Head Teachers, school staff and officers within the Children and Families Department.

Standards and Quality Report and School Improvement Plan (SQIP)

Every year the school publishes a Standards and Quality Report which highlights achievements and an Improvement Plan which indicates the main developments for the school year. These documents can be found on the school website.

Developing Skills

The school focuses on developing pupils' Literacy and Numeracy skills across all aspects of learning. We have developed common approaches thanks to our previous Literacy and Numeracy Working Groups and our current Literacy and Numeracy Coordinators.

We also have a focus on developing pupils' skills for Learning, Life and Work, looking at such skills as:-

- Planning and organising
- Communications; oral, written and ICT
- Making presentations
- Critical thinking
- Team building
- Cooperation

Our Expectations

Behaviour

St Augustine's has a positive behaviour policy built on respect for all that looks to praise and reward good behaviour via our Merit and Token System.

Occasionally, we have to challenge negative behaviour and we have a number of sanctions for dealing with this:-

- verbal warnings
- punishment exercises
- being moved seat in class
- being moved to another class for a short period of time
- Friday detention (12.15pm-1.00pm) for serious, or repeated offences
- Exclusion from school, for very serious offences or continued, disruptive behaviour

Much of the above we deal with in school, however we endeavour to let you know if your son or daughter's behaviour starts to get out of hand.

Parental Support

We will do all we can to support your son or daughter while at the school. The kinds of ways in which **you** can support **us** are:-

- ensuring school uniform
- ensuring attendance and punctuality
- ensuring homework is done
- attending Parents' Evenings, Information Evenings (S2 and S4) and other school events eg Carol Service, concerts etc in which your children regularly take part!
- keeping us up-to-date with changes of address, phone numbers and email
- giving feedback on how we might do things differently!

We are committed to our school aims which state:-

“Improving continuously in all aspects of our work.”

Nasze Oczekiwania

Strój Szkolny

W Św Augustynie jesteśmy dumni ze stroju szkolnego. Dokładamy wielu starań, aby wszyscy uczniowie nosili strój szkolny i doceniamy Państwa poparcie w tej sprawie.

Uważamy, że strój szkolny:

- podkreśla etykę pracy w Szkole
- pokazuje, że uczniowie Szkoły tworzą społeczność
- ułatwia rozpoznanie uczniów Szkoły i w ten sposób pomaga zapewnić ich bezpieczeństwo
- pokazuje, że Św Augustyn stawia przed uczniami wysokie normy zachowania zapobiegając ujawnianiu się postaw agresywnych, nie szanujących jednostki

Nasz strój szkolny składa się z

- prostych, czarnych spodni lub spódnicy
- białej koszuli, bluzki lub koszulki polo
- marynarki, bluzy, krawata (wszystkie z wyszytą tarczą) czarnych butów

Dżinsy, buty sportowe, dresy i inne tym podobne artykuły codziennego odzienia nie są częścią stroju szkolnego.

Bluzy, koszulki polo i krawaty można zakupić w biurze szkolnym.

Rodziny położone w trudnej sytuacji finansowej mogą ubiegać się o dotację na zakup stroju szkolnego. Podania dostępne są w biurze szkolnym.

Frekwencja i Punktualność

Uczniowie zrealizują swój potencjał w nauce tylko wtedy kiedy będą uczęszczać do szkoły codziennie

i punktualnie. Poprzez nasz zautomatyzowany telefoniczny system kontaktu będziemy starać się powiadomić rodziców, jeśli uczeń spóźni się lub nie stawi się w szkole bez uprzedniego powiadomienia nas o przyczynie nieobecności lub spóźnienia. Prosimy powiadomić nas, jeśli Państwa dziecko nie może przyjść do szkoły lub spóźni się.

Stosując się do zaleceń Rady Miejskiej, nie wyrażamy zgody na nieobecność ucznia w szkole podczas roku szkolnego, której przyczyną jest urlop rodzinny.

Wyjątkami do tej reguły są:

- Sytuacje, gdzie urlop rodzinny jest wskazany dla zachowania zdrowia rodziny
- Sytuacje, gdzie pracodawca zaświadcza, że urlop nie może być udzielony w czasie wakacji szkolnych bez negatywnych następstw dla ubiegającego się o urlop pracownika.

Prośby o zgodę na nieobecność ucznia w szkole w powyższych sytuacjach prosimy kierować do Dyrektora Szkoły.

Zachowanie

Szkoła Św Augustyna stosuje polisę zachęty do dobrego zachowania opartą na szacunku. Chwalimy i nagradzamy dobre zachowanie poprzez:

- Karty chwalące dobre zachowanie
- Inicjatywę STAR

Od czasu do czasu musimy przeciwstawić się złemu zachowaniu poprzez:

- ustne ostrzeżenia
- karne zadania (punishment exercises)
- zmianę miejsca ucznia w klasie
- usunięcie ucznia z klasy do innego pomieszczenia na krótki czas
- zatrzymanie ucznia w szkole w piątek po lekcjach (12.45 – 1.15)
- usunięcie ucznia ze szkoły za bardzo poważne lub powtarzające się wykroczenia zakłócające spokój

Wiele z powyższych sankcji stosujemy w szkole. Staramy się powiadomić rodziców jeśli zachowanie ucznia pogarsza się lub wymyka się spod kontroli.

Rzeczy Wartościowe w Szkole

Prosimy, aby uczniowie nie przynosili do szkoły rzeczy wartościowych.

Jeśli zaistnieje potrzeba skontaktowania się z domem, uczniowie mogą użyć telefonu szkolnego, toteż telefony komórkowe nie są generalnie uczniom potrzebne. Szkoła nie bierze odpowiedzialności za telefony komórkowe zgubione na jej terenie. Radzimy, aby podczas lekcji WF uczniowie oddawali nauczycielowi prowadzącemu rzeczy wartościowe na przechowanie.

Wsparcie Rodziców

Dokładamy wszelkich starań, aby wesprzeć ucznia w Szkole. Pomoc rodziców w realizacji tego zadania objawia się poprzez:

- zapewnienie posiadania i noszenia przez ucznia stroju szkolnego
- zapewnienie regularnego i punktualnego pobytu ucznia w szkole
- dopilnowanie wykonywania przez ucznia prac domowych obecność na konsultacjach z nauczycielami (parents' evenings), podczas wieczorów informacyjnych (S2 i S4) i uczestnictwo w wydarzeniach szkolnych, takich jak koncerty i msze.

Jesteśmy oddani realizacji celów naszej Szkoły, które zakładają

„ciągłą poprawę we wszystkich aspektach naszej pracy”.

W przypadku kiedy nie jesteście Państwo w pełni zadowoleni ze sposobu w jaki Szkoła rozpatrzyła Państwa sprawę, prosimy skontaktować się z

Principal Officer,
Advice and Conciliation Service
Children and Families Department
City of Edinburgh Council
Waverley Court
4 Market Street
Edinburgh
EH8 8BG

Transferring Educational Data about Pupils

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures.

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a ‘hub’ for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify ‘localities’ rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the ‘not disclosed’ option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:-

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

Your data protection rights

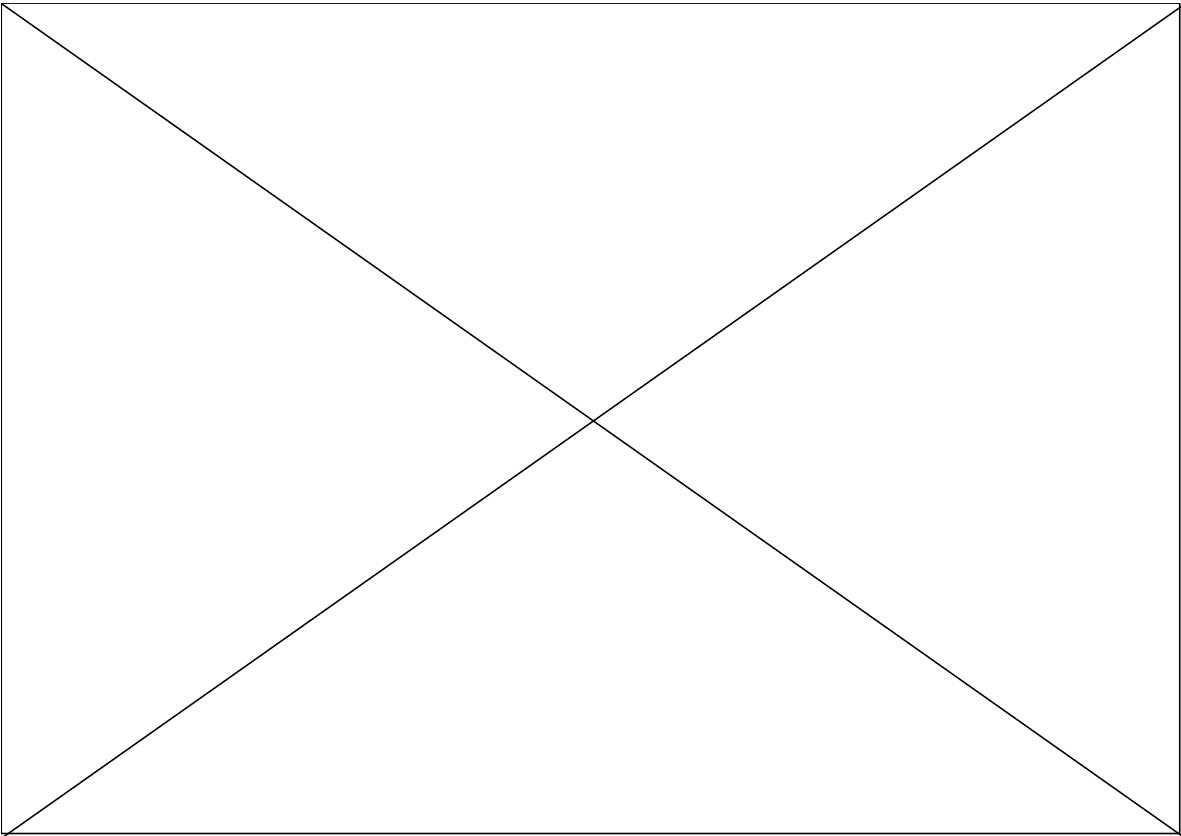
The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

If you are reading this on a computer connected to the internet, you should now be able to view the school 2013 Lip Dub. If not, it is available at <http://www.youtube.com/watch?v=btUPxCuoRyg>





The front entrance



Main reception



Support for Learning Classroom



Business Studies Classroom



The library ICT suite



The library



The oratory



Music classroom



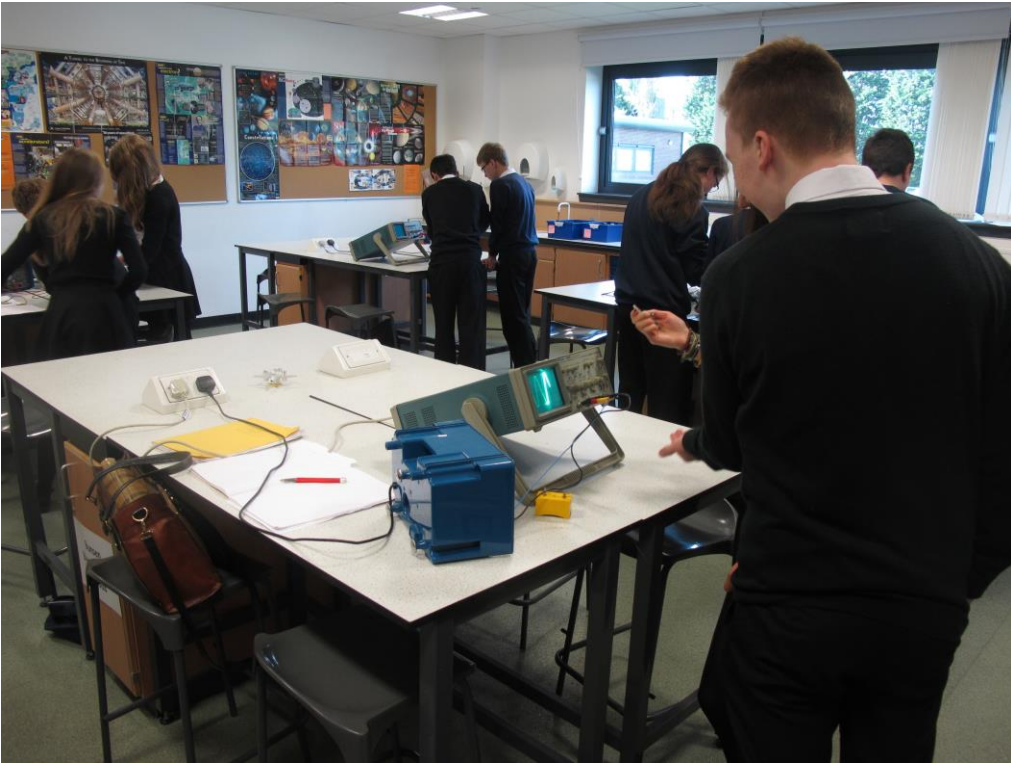
Theatre



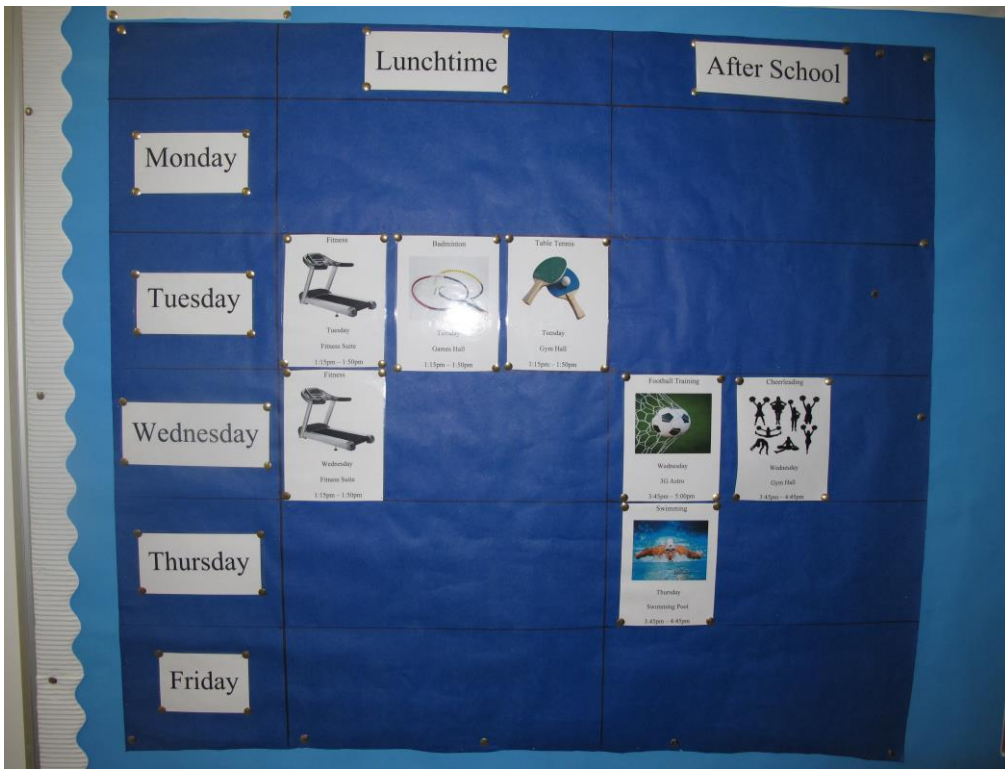
Home Economics Classroom



CDT workshop



A Physics experiment



Some of the extra curricular activities on offer in PE



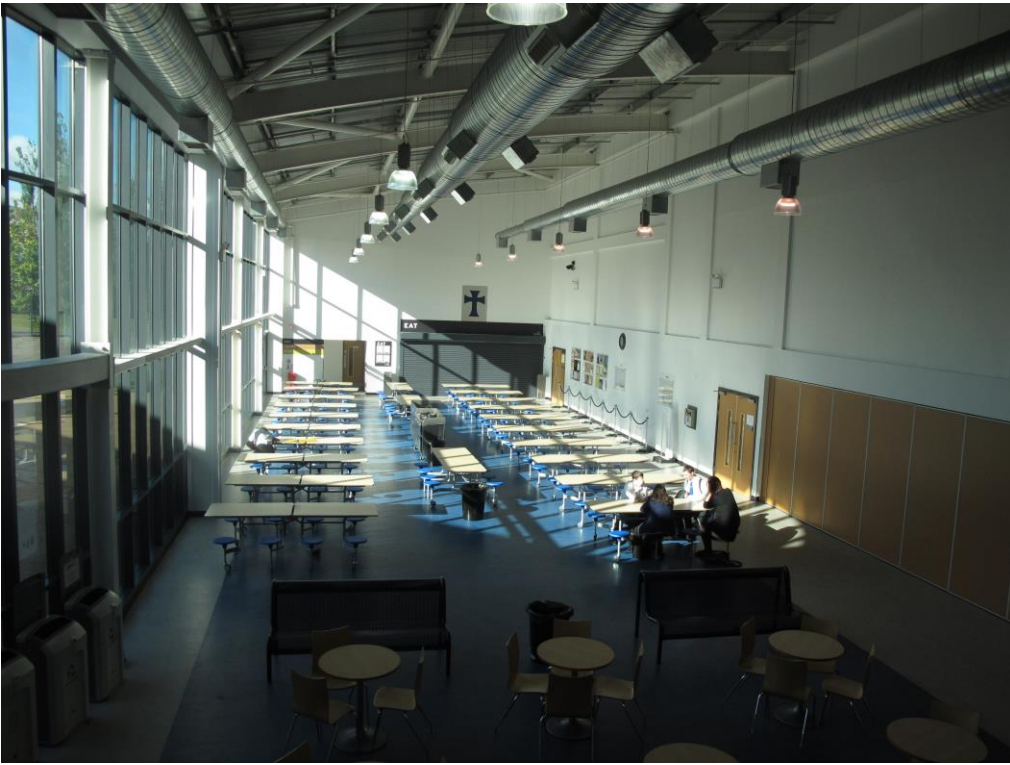
The games hall



The gym



The swimming pool



The dining room



The dining room servery



Picnic benches outside dining room

