



School Handbook

A GUIDE FOR PARENTS

Session 2021 – 2022



A Foreword from the Executive Director of Communities and Families

Session 2021 - 2022

Dear Parents/Carers,

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 an integral part of school life. We look forward to developing that partnership with your support.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I am pleased to introduce this brochure for session 2021 - 2022 and hope that it will provide you with the information you 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.

Andy Gray
Head of Schools and Lifelong Learning and Chief Education Officer

Children and Families Vision

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.

In Edinburgh children and young people are at the heart of our vision for the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.



Andy Gray

Head of Schools and Lifelong Learning and Chief Education Officer

Welcome from the Head Teacher

Dear Parents/Carer

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 Roman Catholic 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.

Kind regards

A O'Doherty
Acting Head Teacher

A History Lesson

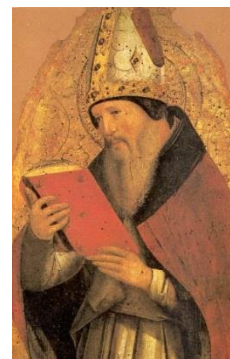
St Augustine's Roman Catholic High School was founded in August 1969. It was a merger of two existing Catholic Schools. One was Holy Cross Academy which was established in 1907. The other was St Andrew's Junior Secondary which opened in 1962.

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.

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:

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.

General Information

Contact Details

Acting Head Teacher	Anthony O’Doherty
Depute Head Teachers	Catherine Chrystal Lesley-Ann Baird
Curriculum Leaders	<i>Languages & Literacy:</i> Lisa Evans <i>Mathematics:</i> Fraser Seywright <i>Religious Education:</i> Lesley Hind <i>Art & Craft:</i> James Collin <i>Health & Wellbeing:</i> Gordon Murray <i>ICT & Enterprise:</i> Judith Fyfe <i>Performing Arts & Media:</i> Kerry Reith <i>Science:</i> David Dalglish <i>Social Subjects:</i> Sarah Connor <i>Support for Learning:</i> Natalie Heeps
Pupil Support Leaders	Emma Cox <i>David House (acting)</i> Geraldine Kelly <i>Andrew House</i> Dawn McKillop <i>Margaret House</i>
Business Manager	Andy Carter
Administrator	Carolyn Bertram
Address	St Augustine’s Roman Catholic High School 208 Broomhouse Road EDINBURGH EH12 9AD
Telephone Number	0131 334 6801
Website	www.staugustinesrchs.uk
Email	admin@st-augustines.edin.sch.uk
Twitter	 @stahsnews

About the school

Stages of Education provided for	S1-6
Present Roll	840
Denominational Status of the School	Roman Catholic

Organisation of the School Day

	Period 1	Period 2	Tutor Time	Break	Period 3	Period 4	Period 5	Lunch	Period 6	Period 7
Monday	0840 - 0930	0930 - 1018	1018 - 1032	1032 - 1047	1047 -1137	1137 – 1225	1225 - 1315	1315 - 1355	1355 - 1443	1443 - 1533
Teacher										
Room										
Tuesday	0840 - 0930	0930 - 1018		1018 - 1033	1033 - 1123	1123 - 1211	1211 - 1301	1301 - 1341	1341 - 1429	1429 - 1519
Teacher										
Room										
Wednesday	0840 - 0930	0930 - 1018	1018 - 1032	1032 - 1047	1047 -1137	1137 – 1225	1225 - 1315	1315 - 1355	1355 - 1443	1443 - 1533
Teacher										
Room										
Thursday	0840 - 0930	0930 - 1018		1018 - 1033	1033 - 1123	1123 - 1211	1211 - 1301	1301 - 1341	1341 - 1429	1429 - 1519
Teacher										
Room										
Friday	0840 - 0930	0930 - 1018		1018 - 1033	1033 - 1123	1123 - 1211	1211 - 1301			
Teacher										
Room										

Term dates

Term dates for the coming years can be found at: <https://www.edinburgh.gov.uk/schools/term-dates>

School Session Dates 2021 - 2022

Staff resume		Monday	16 August *	2021
Staff only		Tuesday	17 August *	2021
Pupils resume		Wednesday	18 August	2021
Autumn Holiday	Schools closed	Monday	20 September	2021
All resume		Tuesday	21 September *	2021
Mid-term	All break	Friday	15 October	2021
Staff resume		Monday	25 October *	2021
Pupils resume		Tuesday	26 October	2021
Term ends		Thursday	23 December	2021

Staff resume		Tuesday	10 January *	2022
Pupils resume		Wednesday	11 January	2022
Mid-term	All break	Friday	11 February	2022
All resume		Monday	21 February	2022
Term ends		Friday	8 April	2022

<i>The Easter break incorporates the following two holidays</i>				
Good Friday	Schools closed	Friday	15 April	2022
Easter Monday	Schools closed	Monday	18 April	2022

All Resume		Monday	25 April	2022
May Day	Schools closed	Monday	2 May	2022
Staff only		Tuesday	3 May*	2022
Pupils resume		Wednesday	4 May	2022
Victoria Day	Schools closed	Monday	23 May	2022
All resume		Tuesday	24 May	2022
Term ends		Thursday	30 June	2022

* Five In-Service days for all schools.

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 is recorded as

- authorised, that is approved by the Communities and Families department, or as
- unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter if it is a planned absence (eg hospital appointment) or phone by 9.00 am on the day of your child's unplanned absence (eg sickness bug).

You should update the school on each day of your child's absence. Please give your child a note on their 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.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time.

Headteachers can approve absences **up to** two school weeks (10 days) from school in certain situations. Any requests for extended absence over two school weeks (10 days) will be referred to the Senior Education Officer, who will decide if it will be recorded as authorised or unauthorised leave.

Please discuss your plans with your child's Headteacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised absence. They can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Headteacher on this basis is regarded as authorised absence.

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 Communities 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

The school uniform was agreed in consultation with parents, pupils, staff and the Parent Council. 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.

Our 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 via ParentPay

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.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, eg in games areas, science laboratories, technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings. Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

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

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches.

Special diets and allergies are accommodated in consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Free School Meals & Clothing Grants

A parent will qualify for Free School Meals and Clothing Grant if they meet any of the following conditions:

- Universal Credit (where your monthly earned income is not more than £610)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, but not Working Tax Credit, and your income is less than £16,105
- Both Child Tax Credit and Working Tax Credit and an income of up to £6,900

Your child might still get a free school meal if you're experiencing financial hardship. This could be because:

- your immigration status means you cannot get help from the government
- you're still waiting on your first Universal Credit notice

Clothing Grants are paid direct into a nominated bank account. The payment will show in the bank statement as 'CEC-EXPEN1'.

Children in P1-P3 get the universal Free School Meal but an application should be made so they qualify for both free school meal and a clothing grant.

Each award is valid for one school year. The award provides

- each child with one school meal and milk each day they attend school
- a clothing grant payment of £100 for each child.

The City of Edinburgh Council pay one clothing grant per year, per child, into your bank account. Most clothing grants are paid throughout July and August before the new school year begins.

For information on free school meals and clothing grants and how to apply go to:

<https://www.edinburgh.gov.uk/schoolgrants>

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.**

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. Parents can add funds to their child's cashless catering account via the ParentPay system. Pupils are responsible for ensuring that they have sufficient funds to use their cards.

Travel to and from School

We would encourage our pupils to walk to school if this is feasible. Parents are requested, when dropping off/collecting children from school that they do not park in any location which causes an obstruction.

Please leave Disabled Parking free for our families who have a blue badge.

School Buses

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.

To see if your child is eligible and apply for a pass go to:

<https://www.edinburgh.gov.uk/support-pupils/school-transport>

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

Bus Routes

Crewe Toll

Blue pass	
Morrison's Supermarket	07 55
Ferry Road/Crew Road bus stop	08 00
Ferry Road/East Drylaw bus stop	08 03
Yellow pass	
1 st bus stop on Ferry Road at Easter Drylaw	07 55
Ferry Road bus stop outside shops at Easter Drylaw	08 01
Green pass	
Ferry Road bus stop, Doocot Pub	08 02
Ferry Road bus stop before Silverknowes Neuk	08 02
Bus stop at Davidson Mains after Corbiehill Road	08 05
Bus stop at Drumbrae Drive/Rannoch Road	08 10
Orange pass	
Silverknowes terminus bus stop on Muirhouse Parkway	07 50
Bus stop at Salvesen Crescent on Muirhouse Parkway	07 55
Bus stop Waterfront Gait on West Granton Road	08 00
St Augustine's RC HS	08 30

Kirkliston and South Queensferry

White pass	
Dalmeny	07 52
Last bus stop on Burgess Road	07 56
Echline Corner	08 00
Echline Park	08 05
Builyeon Road	08 10
Pink pass	
Bus stop between Gateside Road & Pikes Pool Drive	07 40
Eilston Road	07 45
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. Drivers will only allow pupils on the school buses if they can show their current bus pass.

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.

General Supervision

Before school begins supervision is parental responsibility, therefore pupils should not arrive at school until as near to the school start time as possible, unless attending our Breakfast Club which opens at 8.00 am and is open to all pupils.

School Security

The safety and security of pupils and staff when attending or working in a school is very important to us. Schools use a number of security measures including CCTV, visitors' books, badges and escorts, while visitors are within the school building. 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.

If you need to see your child's Pupil Support Leader or a member of the Senior Leadership Team please phone the school office 0131 334 6801 or email:

admin@st-augustines.edin.sch.uk

The office staff will then contact the appropriate person, who will contact you, to arrange a mutually convenient time for the meeting. We would respectfully ask that parents do not attempt to enter the school through an entrance other than the main reception, unless supervised by a member of staff. At the time of writing this guide Covid-19 restrictions are in place and unfortunately parents are not allowed in the school building except in exceptional circumstance.

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 text parents to advise.

In addition, announcements will be made on local radio stations 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 <https://www.edinburgh.gov.uk/schoolclosures> will also be used.

The benefits of *mobile phones* are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can be brought into schools but are the responsibility of the child. 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 the 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 out with school. You may feel you want to contact 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. We are happy, too, to receive a relative's or friend's contact details. It is also essential that you provide us with an email address so you can receive school correspondence.

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

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, emailing, 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 Headteacher. 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 dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: cf.complaints@edinburgh.gov.uk or by telephone: 0131 469 3233.

If you remain dissatisfied 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 and Safety

Within the general policy laid down by The City of Edinburgh Council, the Communities & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

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.

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.

Information about how we manage pupil data in schools/ELC settings

St Augustine's RC High School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:

Data about our pupils/children and their families

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

Data about pupils/children at school/within ELC setting

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils are progressing, and to assess how we can help them to achieve their best.

Data about when and where they go after they leave us

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupil's previous school, the previous local authority where that school or ELC setting was based, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care, and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil joins St Augustine's and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

If a pupil moves schools, we have a legal obligation to pass on information to their new school/education authority about their education at St Augustine's.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [City Of Edinburgh's Privacy Notice](#).

Sharing personal data to support Wellbeing

In addition to the above, St Augustine's has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child. Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

Sharing educational data with the Scottish Government

The following information has been provided by the Scottish Government – Education and Training Division to let you know why they collect statistical information from school and what they do with it:

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 (2018). 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’s 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 this 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.

School Nursing Team

The School Nursing team is made up of the

- **School Nurse** (Specialist Qualified 3rd part Nursing and Midwifery Council (NMC) registrant – now masters level 11 post graduate degree)
- **Community Staff Nurses** (Registered Nurse on Part 1 of NMC – undergraduate degree)
- **Community Health Assistants** (not a nurse, may have SVQ qualifications in care related field)

Services provided

Universal Services for All School Age Children:

Child Health Surveillance Programme

- P1 eye tests by Health Assistant - (only for those who did not receive this preschool in nursery)
- Growth Measurements by Health Assistant– currently at Primary 1 and Parent health Questionnaire (this may change in the future dependant on Scottish Government obesity strategy and the Health Visitor assessment at 4-5 years preschool)
- Primary 7 health questionnaire - growth measurement may be added in the future linked to Scottish Government obesity prevention work
- Drop in Services - a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues

Education of Staff and Pupils

- Staff training – CPD in-service days on health actions plans, anaphylaxis etc – will be usually be delivered by the school nurse
- Healthcare Plans for pupils - education staff will be supported by staff nurses on the planning and education

Healthcare Needs of Children with Moderate to Complex Physical Nursing Needs:

- For children in Complex Needs Schools, nursing care needs will be delivered by the nursing team who are based in these designated schools

School Nurse Services for Children/Young People with Increased Needs:

10 key areas specialist school nurses will focus on:

Emotional Health and Wellbeing
Child Protection
Looked After Children
Youth Justice
Sexual Health

Substance Misuse
Domestic Abuse
Homelessness
Young Carers
Transitions

How to Refer

Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/ pupil support leader to refer them. Parents can refer by discussing with their GP or child's teacher/ pupil support leader teacher.

Further information

Our NHS Lothian School Nursing Service web pages:
<https://services.nhslothian.scot/SchoolNursing>

Who Does What

- **GP** – all regular family health care
- **CAMHS** – Child and Adolescent Mental Health – Specialist service
- **Hospital Paediatric** – medical/surgical and other specialist services
- **Community Paediatrician** – doctors in community child health
- **CCN Team** – Community Children's Nurses - specialist paediatric trained nurses
- **AHPs** – Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics – referral based service
- **CVT** – Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services** – where there is LD diagnosis
- **Oral Health – Dental** – prevention and treatment service
- **LAC – Looked After Children** - nurses who work only with looked after children. When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.

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 Support Assistant (welfare) looks after pupils who take ill during school time and assesses whether they 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

Gaelic-Medium Education

Gaelic-medium education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups and playgroups across the city. Edinburgh's first dedicated Gaelic nursery and primary school, [Bun-sgoil Taobh na Pairce](#), opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. In addition, parents with no Gaelic themselves are encouraged to engage with learning the language themselves. Pupils should register school place in the usual way. Taobh na Pàirce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome.

Please contact the school for further information.

Pupils who have studied at [Bun Sgoil Taobh na Pairce](#) transfer to [James Gillespie's High School](#), at the end of P7, to continue with their GME. In response to the increasing demand for GME, the City of Edinburgh plans to further develop its secondary GME provision by opening a dedicated GME Secondary school from 2024. Details relating to specific location etc. will emerge after further consultation.

Additionally, pupils from across the Lothians entering S5 or S6, who wish to study Gaelic at secondary level, can, depending on space and availability of courses, enrol at James Gillespie's High School to study at National 4, National 5, Higher and Advanced Higher courses.

Use of social media

St Augustine's understands the benefits of using social media; however if misused, our school community can be negatively affected, such as by damaging the school's reputation. We advise parents, and carers to conduct themselves on social media using the following three common approach to online behaviour:

- Common courtesy
- Common decency
- Common sense

Parental Requests for class lists

Information about your child is held securely and appropriate safeguards are in place. Due to these safeguards we are unable to provide parents and carers with the list of names your child is classmates with.

Other 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.

Equality

City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council’s website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty.

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 provides a welcoming and friendly environment, celebrating inclusion and diversity, providing high quality learning to enable all young people to achieve their potential. 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.

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*

Values

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.

Potential
Respect
Achievement
Inclusion
Support
Equality

Aims

To ensure all young people fulfil their potential we aim to:

- Work in partnership with parents and carers and the wider community
- provide high quality learning experiences
- provide a curriculum which meets the needs of all learners
- provide support for all based on the Gospel values
- ensure that we Get it Right for Every Child

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive role models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Promoting Positive Behaviour

We want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

Encouraging Positive Behaviour

How do we support our students in encouraging positive 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

Preventing and Responding to Bullying and Prejudice Behaviour Among Children and Young People

City of Edinburgh Council have recently updated their anti-bullying guidance.

The guidance for schools supports our commitment to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes. It aims to develop positive relationships with all members of school communities and partnerships as part of our approach to getting it right for every child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

To support and further improve the positive relationship within schools, equalities groups, which have a wide representation of all stakeholders and reflect the diversity of the school community, will work to take forward the key messages that are included in the guidelines and to ensure that all children have access to support, have their views listened and responded to and are involved in the decisions that will continue to make their school a place to feel safe, happy and nurturing.

We are committed to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people. All schools have a procedure which is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. We recognise that policy and procedures alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality and inclusion. We promote anti-bullying and anti-discriminatory attitudes and behaviours through preventative, pro-active and responsive approaches.

Bullying and discriminatory behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying incident. Children who display bullying behaviour will be supported to identify the feelings and views that have caused them to act in this way and challenged, through education and learning, to develop alternative ways of behaving. Partnership with parents is instrumental to our approach to preventing and responding to bullying and in cases of bullying it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

Parental Involvement

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

All parents are welcomed and encouraged to:

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

Parental Consultation/Reporting to Parents Throughout the Year

We would normally offer opportunities for you to discuss your child's progress with teachers through arranged meetings. However, at the time of producing this guide, due to Covid-19 restrictions, we are investigating new ways of consulting with parents.

We contact parents via Email, Text, Links to school website, Parent Consultations, Information Booklets, Questionnaires, and planned events in school. Pupils are issued with 2 progress reports throughout the school year.

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 Forum and Parent Councils

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. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents to volunteer or put themselves forward as representatives on the Parent Council.

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.

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	
Jill Jackson	Chair
Shona MacKenzie	Vice Chair/Secretary
Liz McGarvey	Treasurer
Margaret Browne	Parent member
Ashleigh Chambers	Parent member
Mary Anne Duffy	Parent member
Hellen Eddon	Parent member
Vanitha Goudham	Parent Member
Lynn Guyatt	Parent Member
Tracy Harrison	Parent Member
Jane Hogg	Parent Member
Paula McFeely	Parent Member
Tony McGinley	Parent Member
Anne Moore	Parent Member
Barbara Mundweil	Parent Member
Monsignor Duffy	Church representative
Anthony O'Doherty	Adviser – Acting Head Teacher

If you are interested in joining, please contact the school who will pass your details on to the relevant member of the Parent Council.

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

Connect is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Pupil Voice Groups

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
- 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.

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 and arrangements for parents who wish to exercise their right to withdraw their child.

Curriculum for Excellence: Bringing learning to life and life to learning

Curriculum for Excellence is the curriculum across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards; preparing our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

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.

It 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 make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

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 using the Wellbeing Indicators.

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 & Wellbeing 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.

Blended Learning

Blended Learning can be defined as a mix of traditional and digital technologies that are blended together in a way that helps learners to learn more productively. We are in an unprecedented time of change with our schools planning how their blended learning model will work. We continue to work hard to provide high quality learning, teaching and assessment for all learners. This is a journey that will take full account of the needs of our communities. As we move into our new school year, you may be wondering what your child's learning may look like.

Blended Learning is a mix of face-to-face learning in school, outdoor and digital learning. This includes learning at home. These are blended together in a way that will ensure progress and enjoyment in learning for your child.

Blended learning in each school will include a balance of face to face learning, outdoor learning and digital learning. This will look different in each school. Schools will need time to develop their blended learning model that suits their context. Schools are required to do this within their own Working Time Agreements which are reviewed by the relevant Trade Unions. As children and young people return to school, staff will proportion their time between face to face in school teaching, outdoor and learning at home.

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have had a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Planning Young People's Learning

Teachers share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms.

- Pupils are given choices in what they learn
- Pupils are involved in planning what they learn
- Parents are fully consulted on major changes, more recently all parents were fully consulted on changes to the school day and the curriculum
- If relevant, information about staying on at schools, going to college or university, work based learning, community based learning, volunteering etc.

Assessment

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

Pupils in S3 complete online standardised assessments in literacy and numeracy as part of everyday teaching and learning. The assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

The senior phase (S4-S6) builds on the broad general education by continuing to develop learners' knowledge, understanding and skills. National Qualifications are designed to be flexible. Discussions are held with young people and parents on the most appropriate learning pathways.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

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 merits 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

Confident Individuals

Effective Contributors

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, including:-

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 Tutor 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.

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. These have been moved online at the time of writing due to Covid-19 restrictions.

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 Seywright			
French	Ms Pietropaolo			
Geography	Mrs Connor			
Home Economics	Ms Germon			
Physical Education	Mr Murray			
Personal & Social Education	Mrs McKillop			
Drama	Mrs Reith			
Religious Studies	Miss Hind			
Science	Mr Dalglish			
Business Education	Mrs Lovatt			
Computing	Mrs Fyfe			
Design, Manufacture & Graphics	Mr Collin			

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

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.

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.

We have a clearly defined policy on homework, a copy of which will be distributed to you on an annual basis.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it and will be in line with our homework strategy.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

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, Mrs Baird (Depute Head Teacher), Miss L Hind (Head of Religious Education), Mr McGough (Drama Teacher) and Mr T O’Doherty (Acting 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.

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

Extra Curricular Activities

We offer a wide a range of sporting and cultural activities as possible.

There are a range of extra curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. These visits are linked to pupils' class work.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator: fiona.damen@ea.edin.sch.uk

Progression Pathways in the Senior Phase (S4-S6)

We are committed to supporting all children and young people into positive and sustained leaver destinations. By curriculum pathway we mean: “the totality of all that is planned for children and young people throughout their education” (Building the Curriculum 3, 2008) - where all learners are on the right route to the right job, through the right course via the right information.

Career Information, Advice and Personal Support

Through personal support we must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities.

www.skillsdevelopmentscotland.co.uk is developing as a 'one-stop shop approach' to better signpost all qualifications, pathways and support for learners in Scotland. Each school has a dedicated *Skills Development Scotland* Careers Adviser who can support young people and parents at times of choice and change.

For information and support with career conversations go to: www.mykidscareer.com *My World of Work* provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements and successes to help them plan their learner journey into work.

<https://www.myworldofwork.co.uk/secondary-school-pupils>

The Scottish Credit & Qualifications Framework (SCQF) helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime. It can help you plan your learning and develop progression routes to follow, whatever your situation may be.

The SCQF helps you make sense of qualifications and plan the next stage of your learning journey. You can also compare vocational and more traditional qualifications and see that, although they can be different types of learning, in many cases they sit at the same SCQF Level.

Scottish qualifications are delivered at SCQF level 1-12, schools deliver qualifications up to SCQF 7 which is Advanced Higher. Course awards include National Progress Awards (NPA), Skills for Work Awards (SfW) as well as National Certificates (NC) and Higher National Certificates (HNC).

The following is a helpful guide to the SCQF for secondary school pupils:

<https://scqf.org.uk/media/1408/connecting-your-learning-journey-final-web-may-2018.pdf>

Parents and Carers can access further support on the SCQF here:

<https://scqf.org.uk/support/support-for-learners-parents/support-for-parentscarers/>

Your child may still be at school and about to make a transition to the next stage of their education or may already be at college or university. Wherever they are in their learning journey the SCQF is here to help you make sense of the range of Scottish qualifications, so you can support them to plan their next move.

Sometimes we know where we're going next and what we want to do. For example, your child might study Nationals, then Highers at school and be sure they're going to university next. However, they might prefer to undertake a Foundation Apprenticeship (SCQF Level 6) in S5-6 instead of a Higher or go to college and do some vocational training or learn whilst working through a Modern Apprenticeship (SCQF Levels 5-7). The SCQF can help young people work out their next move and the various pathways to employment.

The **Scottish Qualifications Authority (SQA)** website provides detailed information on all courses from National 3 – Advanced Higher:

<https://www.sqa.org.uk/sqa/45625.3728.html>

The **National Parent Forum of Scotland** has produced a range of leaflets providing useful summaries of qualifications and progression in the Senior phase:

<https://www.npfs.org.uk/downloads/senior-phase-in-a-nutshell/>

The Nutshell Series gives the key facts about National Qualifications (National 1-5 and Higher) including details of course assessment:

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/>

<https://www.npfs.org.uk/downloads/category/revision-guides/higher/>

Senior Phase School-College Partnership (SCP): The City of Edinburgh Council and Edinburgh College

The Senior Phase SCP can bridge the gap between young people's education and their employment opportunities through improved vocational and technical learning opportunities. Vocational pathways complement academic studies. They are also vital to helping young people develop skills that are crucial to Scotland's economy while exposing them to the more independent and self-reliant environment of college education.

Pooling resources and expertise between schools and colleges maximises what can be offered to young people.

How are the courses delivered?

Most courses run for an academic year, with some Foundation Apprenticeships running for two academic years. The majority of courses will be delivered over two school afternoons, usually Tuesday and Thursday, however some courses have a different attendance pattern so please check course duration and attendance patterns carefully.

Colleges use the same Scottish Candidate Numbers (SCN) as schools so young people should expect to see their college results alongside other school-based qualifications. Edinburgh College, like school, can provide additional support if required.

<http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School/SCP-Programme>

What is a Foundation Apprenticeship (SCQF Level 6)?

A Foundation Apprenticeship (FA) is a nationally recognised SCQF Level 6 qualification (same level as Higher) offering a combined classroom and work-based learning opportunity for senior phase pupils. It is delivered in partnership with employers, Edinburgh College and specialist learning providers, such as Edinburgh Early Learning Childcare Academy (EELCA).

The FA has been developed with Skills Development Scotland to provide learners with the knowledge, skills and work-based experience, relevant to occupations in growth industry sectors. The City of Edinburgh Council and Edinburgh College offer Foundation Apprenticeships in the following areas:

- Children and Young People
- Engineering, Civil Engineering
- Social Services and Health care
- Creative Design and Media
- Financial Services, Accountancy and Business Skills
- Scientific Technologies
- ICT Software Development
- Food and Drink technologies

What qualification does the FA provide?

Most FA programmes last two years, with learners beginning their FA in S5. There are some one-year FA programmes available for S6 learners. The FA is offered through the School-College Partnership, so learners will spend part of the school week at Edinburgh College or with a local employer and complete the FA alongside other senior phase courses.

Attainment is measured by ongoing assessment in college and in the workplace – there is no final exam. On successful completion of the course, learners will achieve a Joint Qualification Certificate for the Foundation Apprenticeship comprising a National Progression Award (NPA) and a Scottish Vocational Qualification (SVQ) at Level 6.

Several progression pathways will be open to learners including accelerated entry onto a Modern Apprenticeship or continued study at college or university, dependent on meeting entry requirements. The FA will support entry requirements to courses at University and College, and Modern and Graduate Apprenticeships.

By giving earlier exposure to the world of work and undertaking work-based projects, the Foundation Apprenticeship will help young people develop the necessary skills, experience and knowledge employers seek, all while still at school.

More details can be found at:

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

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.

<https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

It provides the following information:

- 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.

Further details of the policies and procedures can be found on Edinburgh Council website.

The Act requires each Education Authority to publish information about the Act. In on the Act, was produced by the City of Edinburgh Council:

<https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act>

Support for Pupils - Literacy Difficulties/ Dyslexia

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.

*The Authority also recognises that there may be **associated difficulties***

- Reading comprehension
- Phonological awareness
- Processing: auditory and/or visual processing of language-based information
- Short-term and working memory
- Organisational skills and motor skills
- Maths
- Emotional and behavioural difficulties

Support for Pupils: Our Support for Learning Team

The Whole School Responsibility

Everyone has difficulty learning something at some time. 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

English as an Additional Language

The Communities and Families Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers work with schools to support developing bilingual learners' English language skills and access to all areas of the curriculum, to enable them to achieve their potential.

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

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

As a parent, if you don't want your child(ren) to be educated in your local catchment school, you have the right to make a Placing Request for your child(ren) to attend another school.

If you would like your child to start S1 at a school outside your catchment area, you must make a Placing Request. You can get a Placing Request application form at any nursery or primary school in Edinburgh from mid-November and must return it by **24 December** to:

e-mail: school.placements@edinburgh.gov.uk

post: School Transactions
P1/S1 Placements,
PO Box 12331,
EDINBURGH
EH7 9DN

If we receive your application form after 24 December, your request will be considered but if we receive your application form after **15 March** places in your chosen school may no longer be available.

The Council must grant Placing Requests where possible. If there are more places available in a school than there are placing requests, all placing requests are usually granted.

If the school you choose has more placing requests than available places, each case is looked at individually. Please include all relevant details on your Placing Request application form so this can be taken into account.

As school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area. This has resulted in high numbers of placing requests being refused.

If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for another child. This could mean parent(s) / guardian(s) have children attending different schools.

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.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Further information

Further information on school placing requests can be found on our website at:

http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests

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. 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 Wellbeing

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 Parliament
- 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.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families.

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. <https://staugustinesrchs.uk/our-school/school-improvement/>

All staff are aware of their responsibility to develop literacy and numeracy skills. Through comprehensive transition programmes at key stages and subject learner profiles, our learners make very good progress from their prior levels of attainment in literacy and numeracy. Well established SRA programmes in S1 and S2 English help to raise attainment in literacy and classes following SEAL principles are improving the numeracy skills of our current S1 cohort. Effective use of well-trained PSAs and digital technologies enable learners to achieve key benchmarks in literacy and numeracy, irrespective of any ASN. Pupils who are experiencing additional barriers to learning are given support through targeted interventions such as bibliotherapy, peer reading in campus nursery as well as supported by inclusion officers where appropriate.

In the Senior Phase, pupils continuously attain highly in our successful ESOL programme. Comprehensive EAL involvement from initial pupil enrolment, in class supports and continued professional development for staff ensures success for learners. Pupils and parents are encouraged to continue development in their mother tongue, as well as English, to enhance pupils' literacy levels. This has a correlator impact on their level and number of qualifications.

Monthly attainment meetings with CL of Maths and Numeracy, CL of Languages and Literacy, S4 Year Head and HT enable timeous interventions for pupils particularly at risk, including additional assessment arrangements, catch-up materials and increasing parental engagement and support. Targeted interventions are provided by our Development Officers for pupils at risk of exclusion or non-achievement in literacy and numeracy, improving their ability to attain in other areas of the curriculum.

Our culture of aspiration led to revision of our curriculum framework to improve progression in learning and a varied range of learner pathways. Through our commitment to meeting the needs of our diverse pupil population, we have implemented a range of additional courses and qualifications to secure improved attainment over time e.g. Acting and Performance, Computer Games development, Metalwork etc. Increased numbers of pupils accessing college provision, Foundation Apprenticeships and JET programmes has led to improved qualifications and consistently high positive destinations.

CLPL sessions, some of which have been led by DYW Development Officers, have increased staff awareness of pupil development of skills in curricular areas. Pupils' awareness and ability to express skills development is gradually increasing.

Learner experiences are enhanced and sustained by an extensive range of study support classes throughout the week and during holidays, and homework clubs run in school and one of our Primary schools.

Our Assessment strategy is designed to provide timely feedback and appropriate planning for next steps in learning. Tracking and monitoring, including pupil/ teacher discussion of current levels and strategies for improvement, is used to secure better outcomes for learners, including the most deprived children and young people. The SfL database is shared with all staff and pupil updates from PSLs are shared routinely at Inset and CAT afternoons. LAC pupils are monitored through DMs and timeous interventions are accessed when required.

Wider achievement in school and in the wider community is valued and recognised through our Twitter feed, school newsletters, Awards Ceremonies and Weekly Good News items. Our learners demonstrate their skills and attributes through a range of extra-curricular and citizenship activities.

Awareness of impact of poverty on pupils' achievements, interventions such as our Magic Breakfast, financial support for school excursions, 1:1 digital learning programme and the Raising Attainment Officer interventions contribute to closing the attainment gap. A range of activities led by our Inclusion and Nurture Officers and work with partners ensures that pupils achieve and attain, irrespective of any barriers to learning.

An alternative to exclusion timetable is provided within bases resulting in a decrease in pupil exclusions.

Evidence of positive impact on learners

Attainment in numeracy by S6 has improved in recent years. Attainment at level 3 has been above the Virtual Comparator (VC) for the past two years, rising from 91% in 2015 to 97% in 2019. Attainment has risen from 90% in 2015 to 98% in 2019 at level 4 and 63% in 2015 to 97% in 2019 at level 5. Since 2016 numeracy attainment by S6 has outperformed the VC consistently at level 5. Attainment in level 6 has dropped over the past 5 years, remaining slightly below the VC.

Attainment in literacy at L4 by S6 has consistently improved over the past 5 years, relative to the Virtual Comparator (VC), with over 98% of pupils achieving L4. Attainment at L3 rose from 97% in 2015 to 100% in 2018, remaining above 98% in 2019. Attainment at L5 has remained above the VC for the past 4 years and has risen by 13 percentage points over the past 5 years. Achievement of L6 literacy by the end of S6 has varied but was significantly greater than the VC in 2019.

St Augustine's consistently performs well with the lowest attaining and middle attaining cohorts, but strategies are in place to improve outcomes for our highest attaining 20%. Attainment by S6 in 2019 was above the Virtual Comparator for all cohorts, when comparing for both Complementary and Total Tariff Points.

Comparing average complementary tariff points, attainment for the lowest 20% has been significantly greater than the Virtual Comparator (VC) since 2016. The middle attaining 60% has been generally approximately equal to the VC over most of the past years, taking a dip in 2018. In 2019 attainment was above the VC and 102 points greater than in 2015. S6 Attainment for our highest 20% is steadily improving and is now approximately in-line with the VC.

For pupils with additional support needs, attainment is strong, with pupils performing better than, or approximately equal to the Virtual Comparator (VC) over the past 4 years for both the middle 60% and highest 20%, and consistently better than the VC for the lowest attaining 20%, significantly above in 3 of those years.

EAL pupils have their needs met well in the school and this is reflected in their attainment, with all cohorts achieving greater than the Virtual Comparator by the end of S6 in 2019.

Our attainment versus deprivation trend continues to rise above the national trend line. Attainment for pupils in SIMD 1-3 is consistently in-line with, or above our Virtual Comparator (VC). By the end of S6, pupils in the majority of deciles were above the national average, although attainment for pupils in decile 10 was significantly below, when comparing complementary tariff points. Comparing with the VC, or trend line shows that our more deprived young people perform better but performance is weaker for our less deprived young people. The trend is similar for young people in S4, however in all deciles, other than decile 9, attainment is greater than or approximately equal to the VC.

Positive Destinations are consistently between 96% and 97% and are regularly within the top 3 in Edinburgh.

(VC – Virtual comparator school)

Our Expectations

Behaviour

St Augustine's has a positive behaviour policy built on respect for all, which aims to praise and reward good behaviour via our Merits 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 (1.01pm-1.045pm) 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 is worn
- 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 zapobiega 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

You may find the following websites useful.

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



Glossary

CFE	Curriculum for Excellence
ASN	Additional Support Needs
EMA	Education Maintenance Allowance
ASL	Additional Support for Learning
SQA	Scottish Qualifications Authority
FOI	Freedom of Information
HT	Head Teacher
DHT	Depute Head Teacher
PT	Principal Teacher
BM	Business Manager
CLD	Community Learning and Development
GIRFEC	Getting it Right for Every Child
CPM	Child Planning Meeting (Early Years and Primary)
YPPM	Young Person's Planning Meeting (Secondary)

The information in this school handbook is considered to be correct at the time of publication

(**June 2020**), however, it is possible that there may be some inaccuracy as the school year progresses

Parent Feedback

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the hand book next year.

Tell us what you think

Your feedback will help us to improve our handbook.

Name of school: **St Augustine's RC High School**

Did you find	Please tick	
1. the handbook useful?	Yes	No
2. the information you expected?	Yes	No
3. the handbook easy to use?	Yes	No

Please tell us how we can improve the handbook next year.

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to the school office.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

M McGee
Head Teacher
St Augustine's RC High School



The front entrance



Main reception



Support for Learning Classroom



Business Studies Classroom



The Library and ICT Suite



The Library



The Oratory



Music Classroom



The Theatre



Home Economics Classroom



Craft, Design & Technology Workshop



A Physics Experiment



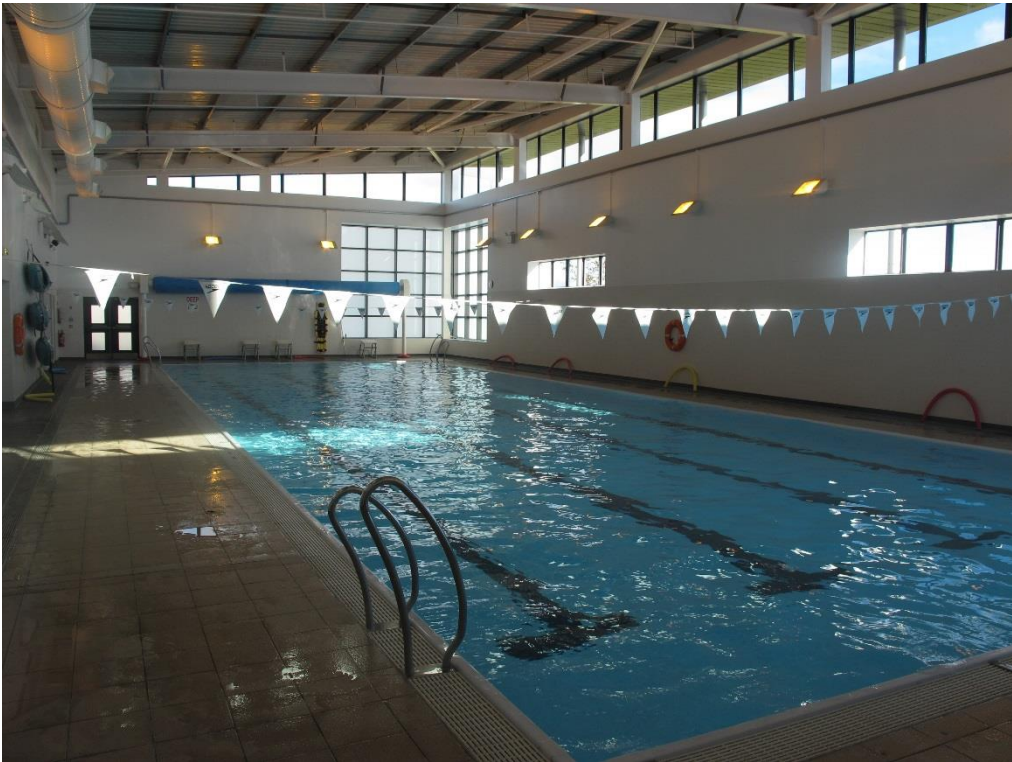
Some of the extra curricular activities on offer in PE



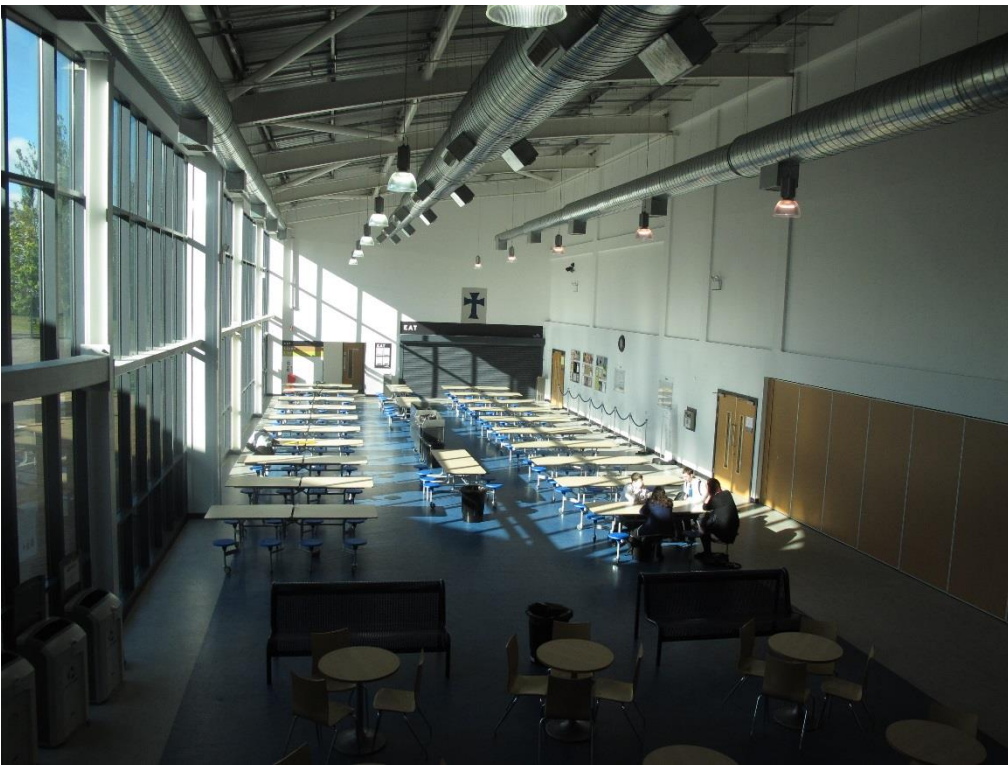
The Games Hall



The Gym



The Swimming Pool



The Dining Room



The Dining Room Servery



Picnic benches outside the Dining Room