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## INTRODUCTION BY HEAD TEACHER

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Dear Parent

This handbook will give you useful information about Castlemilk High School. I hope that you will find it both interesting and useful.

Our school aims are central to what we try to achieve at Castlemilk High. They are:

- To offer education of the highest quality to ALL learners through the provision of appropriate curriculum, the use of a variety of suitable teaching methods and by matching support for pupils to their needs.
- To enable pupils to develop their full potential in a learning climate based on the partnership with parents; central to this is the manner in which we — the parents, the pupils and the staff - deal with each other.
- To characterise every individual contact by courtesy and mutual respect. Teaching staff lead by example in this area and maintain high, but realistic, expectations.
- To work together with our associated primary schools and all others who have the young people's interests at heart.
- To present education as a lifelong process by providing adults with the opportunities to further their education, by playing a full part in the life of the community and by being good neighbours.
- To ensure that pupils have been educated in the broadest sense and are equipped to take a positive role in modern society.

Our partnership with parents is a key feature in the drive to raise pupil achievement and attainment. You, as a parent, can support the school by: -

- Consistently encouraging your child to have very good attendance and timekeeping
- Ensuring that your child has the necessary equipment for school
- Attending Parents' Evenings to talk with staff about your child's progress
- Checking that the homework planner is brought to school every day and homework is handed in on time
- Ensuring that your child complies with the school dress code
- Encourage your child to take part in the wider opportunities offered by our school

I look forward to meeting with you and your child as they move to the next stage of their education at Castlemilk High.

Donna McMaster  
Head Teacher



## PRIMARY TO SECONDARY SCHOOL

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The move from Primary to Secondary school is a big change for pupils and their parents. For most pupils this change is a happy and exciting time. For others it can be a time of worry because of the unknown challenge. The majority of new first year pupils rise to the challenge. They enjoy the variety of teachers and learning situations.

Ensuring the transition from primary to secondary is a seamless process is of paramount importance to us. We try to bridge this gap between primary and secondary in several ways. Another is the meeting of parents of P7 pupils and Castlemilk High staff which normally takes place in December before the move to secondary school. Most importantly we have very close contact with our associated Primary Schools, Castleton and Miller. In the areas of language and mathematics, staff from Castlemilk High will be working with their primary colleagues to ensure that the work done at the top end of the Primary School will dovetail with the work planned for first and second year in the Secondary School. All pupils will find that S1 will be a smooth transfer from the work they were doing in P7. In addition we plan that all P7 pupils will spend two days at the beginning of June working in Castlemilk High. This will help familiarise them with the school and introduce them to some of the more specialised activities available in Castlemilk High. By the time the transfer stage is reached pupils will be familiar with Castlemilk High and will also be known there. However, it is important not to take away the novelty of the new situation and to stress that the main purpose of the school is learning and that this requires effort. This effort must come not only from the pupil and the staff, but also from parents who, we hope, will encourage their children to become keen members of the School community; will ensure excellent attendance and time keeping; will encourage their children to follow the school dress code and will provide if at all possible a quiet place in the evening where homework can be completed and/or encourage attendance at the supported study classes which are available to pupils after school at different times of the year.





## PUPIL EXPERIENCES

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### **James Adens S5, Nevis**

My experience in Castlemilk High School has been great. My first memory of going to secondary school was that I thought it would be scary. I thought that because of my height at the time; thinking I would be bullied. I also thought to myself that some of the teachers might not like me. After my first few weeks in the school I felt like everything was okay again and there was nothing to worry about.

A strong memory from my early years in secondary school is from my second year at Castlemilk High. The school organises an annual trip for the second year's to go to the school croft, in Gairloch. This trip was set up for the pupils with good behaviour and good attendance. Thankfully, I was chosen to go on this trip and it was a great experience. The group I went with was the first group to go and we made up our own version of 'I'm a Celebrity get me out of here', which by the end of our trip had us really laughing at ourselves.

One other opportunity which I gained whilst at Castlemilk High was the chance to go on a humanitarian trip to Uganda, which I enjoyed immensely. The experience helped me with my leadership and team building skills. The trip also gave me an opportunity to give something back to people who are less fortunate than me.

To finish off, I really can say that there are so many good things about being a pupil at Castlemilk High.



## PUPIL EXPERIENCES

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### **Laurene Sneddon S6, Lomond**

I started Castlemilk High in 2005 and since then I have gained a lot of knowledge, a range of skills and have become more confident in myself. I have the school, the teachers and my friends to thank for this because they have supported me throughout my six years at Castlemilk High.

I have taken part in various activities within the school which have helped me build my skills and knowledge. In second year I was lucky enough to go a five day trip to the school Croft which is in Gairloch. At the Croft you do lots of group activities. The groups are mixed so I think this is a great chance to get to know each other better.

Throughout my six years I have had an excellent attendance record which has allowed me to go to Alton Towers. This is a reward trip which takes place at the end of the school year. I think it's a great idea because it encourages the pupils to have high attendance and less absenteeism.

The Talent show, started in 2007, was thought of and organised by four pupils at the school. The show is now an annual event in Castlemilk High and is used as a fundraiser for 'Children in Need'. To-date the talent Show has raised over two thousand pounds. When I was in third year this was the first year of the Talent Show and I took part in it with a dance group which had been running as an after school club. We all loved taking part and I know it will be an enjoyable memory we won't forget.

Castlemilk High provides a lot of support for all pupils through various different ways. We have a 'Buddy System' which helps first year pupils feel welcome. This runs from August 'till after Christmas, and I think it is a really effective way to help settle them in to school life.

Paired Reading is also another supportive system. This system supports pupils who find it difficult to read. I take part in this and I think it is really rewarding for you and for your reading partner; you see your partner gaining both reading skills and confidence. I find it rewarding because I see my partner going from strength to strength and becoming a stronger reader and more confident in themselves. It makes me feel like a better person.

Supported Study is a class which runs after school for mainly fourth years to sixth years. It is a great help coming towards your exams. I think I have really benefited from this. This time also builds stronger relationships between pupils and teachers.

This year I was voted House Captain and I was both really pleased and shocked by this. The Pupil Council meet at least once a month to discuss areas which could be improved in the school and also to arrange charity events. This is also an opportunity for pupils from different year groups who are involved in the Pupil Council to build a strong working relationship.

I have really enjoyed my time at Castlemilk High and have lots of memorable experiences. I will be sad to leave at the end of this school year, but I will be leaving the school with the confidence and the skills I need for the future.



## PUPIL EXPERIENCES

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### **Jade Brooks S6, Torridon**

Looking back to when I was a first year, I remember being asked to speak at an information evening for the Primary Sevens. I was extremely nervous, as I had never spoken to such a large crowd before, and ended up completely missing out the end of my talk. All I really wanted to do was to sit down, but over the years I have been asked to speak at many more gatherings. As a result, I am no longer nervous speaking in front of crowds. This is due to my teacher's confidence in me and the many opportunities the school have provided me with to practice this skill.

The school's Croft in Gairloch is definitely one of my highlights of school life, with all the fun activities, long bus journeys and memorable late night chats; you hardly realise you are learning new life skills. This trip helped me to become comfortable with being away from home and making lots of new friends in the process only helped to make school more enjoyable. Visiting the croft also helps you realise that studying doesn't need to all be about classrooms and books. The school also has supported study sessions on every day, where you can go to study or even to get help with homework, which I definitely believe helped me pass my exams.

When I was in third year, three friends and I were discussing what we could do for Children in Need. We decided that a Talent Show would be a good idea and planned for it to be in three weeks time, we spoke to our Enterprise and Employability officer, Mr Munro, and he helped us set up an action plan to our then Head Teacher and he let us go ahead. The Talent Show ended up raising around £1000 for charity and we were asked to make it an annual event. As this is our last year, we have included younger members of the school in the planning so that they can continue the event after we have gone. At no point in our Talent Show experience, has the staff of the school ever doubted that the show would be success and have instead supported us in anyway they can. We were taken on the BBC Children in Need live show to document our success and won a variety of awards including a 'Castlemilk Family Day Young Volunteer Award', 'House of Commons Citizenship Award and a nomination by the 'Evening Times'.

At the end of third year, I was given the opportunity to go to Summer Academy for two weeks, in which, I learned all about University. After being chosen to go to S@S Accelerate at the end of my fourth year, I learned even more about University life and decided it was a definite option for me. Before these opportunities I don't think I would have considered it.

This year, I have been given the opportunity to represent Torridon House in the school Pupil Council. The pupil council means we are listened to; our suggestions are taken into account, discussed and often are put into practice. It's good to know that you have made a positive contribution to your school!

This year I have also been part of Buddying, in which I buddy two first year girls. I think this is beneficial to the S1 pupils as they feel they have somebody in the school looking out for them, who they can talk to and thus help them feel more settled in the school. I am also involved in Paired Reading, in which, you help a first or second year who may have difficulty with reading. I really enjoy doing this as I feel am putting something back into my school as the school has done so much for me.

Although I have had many great experiences at Castlemilk High School, the best experience I have ever had in my entire life was last year, when I was taken to Uganda, in East Africa. Whilst there, we volunteered to help out at local schools by teaching the children Scottish dances and giving them a taste of Scottish culture. I have never had so much fun in my entire life! Visiting Uganda has fuelled my interest in travelling and I feel it has given me the confidence to travel anywhere. Anything is possible after having the confidence to stand up in front of hundreds of African children and teach them the 'Gay Gordons'! At no point, while I was there did I feel scared or homesick. I was not surprised by this as I feel over my years at Castlemilk High, the staff past and present have made me into a better person who would feel comfortable in any situation. Although I thank them for providing me with the knowledge to pass my exams, I thank them even more for making me into the confident person I am today.



## S1 FIRST IMPRESSIONS

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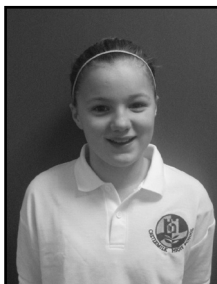
### **Matthew McCusker 1N**

Hi I am Matthew McCusker here's a few things about me. My primary school was Miller Primary. My favourite subjects are Art, PE, PSE, French, Enhanced Curriculum and ICT. I was scared about coming up because all the rumours about the hill. The rumours are not true. The food is great and if you want good qualifications this is the school you want to come to. Stick to rules and you will do well in Castlemilk High School.



### **Laura Middleton 1L**

Hi my name is Laura Middleton. I came from Castleton Primary School and I couldn't wait to come to Castlemilk High School. The only thing I was scared about was getting lost but when you come up to Castlemilk High you will find that it is easy to find your way about. It is just like primary school. The teachers are caring and understanding. My favourite subjects are: Maths, Art, PE, RE and techy. I hope you will enjoy it coming up to Castlemilk High School there is nothing to be scared about.



### **Molly Henry 1T**

I was in Miller Primary School and wasn't ready to come to Castlemilk High School. I thought I would get lost but there are always people to help you on your way. The teachers are friendly, caring and always look out for you. My favourite subjects are Drama, Techy, RE, Art and PE. So don't worry, everything will be ok and just enjoy yourself.



## SOME FACTS ABOUT THE SCHOOL

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### **Castlemilk High School**

223 Castlemilk Drive  
Glasgow G45 9JY

Telephone Number: 0141 582 0050

Fax Number: 0141 582 0051

Castlemilk High, a six year, non-denominational, co-educational comprehensive school, was formed by the merger of Glenwood and Grange Secondary Schools in August 1990.

Castlemilk High was inspected by HMIE inspectors in March 2008 and received six 'excellent' ratings. Of the remaining 11 indicators eight were rated 'very good', two 'good' and one 'adequate'. This evaluation is the best ever for a Glasgow secondary and one of the best for any school in Scotland.

The HM Inspectors identified the following key strengths

- The positive impact the school was having on improving the life opportunities of pupils.
- The vibrant sense of community within the school which encouraged pupils to want to be there.
- High expectations and a shared enjoyment of celebrating pupil's progress and achievements.
- Significant improvements to learning and teaching which were now consistently strong across the school.
- Relationships with parents, partnerships with other schools and agencies, and the high quality promotion of enterprise and employability in the school, strongly supported by members of the local business community.
- The outstanding leadership of the headteacher and the head of school, with very strong support from many staff.

The school is fortunate in having its own Outdoor Centre, a well equipped stone building in a beautiful situation on the Atlantic coast of Wester Ross. The centre - known as 'The Croft' - will be fully used by pupils each Spring and Summer. During 1995/96 the Croft was fully modernised thanks to an Urban Aid grant.



The expected roll when the school opens for session 2011/2012 is:-

S1 : 72            S2 : 85            S3 : 76  
S4 : 78            S5 : 54            S6 : 29

Total : 394

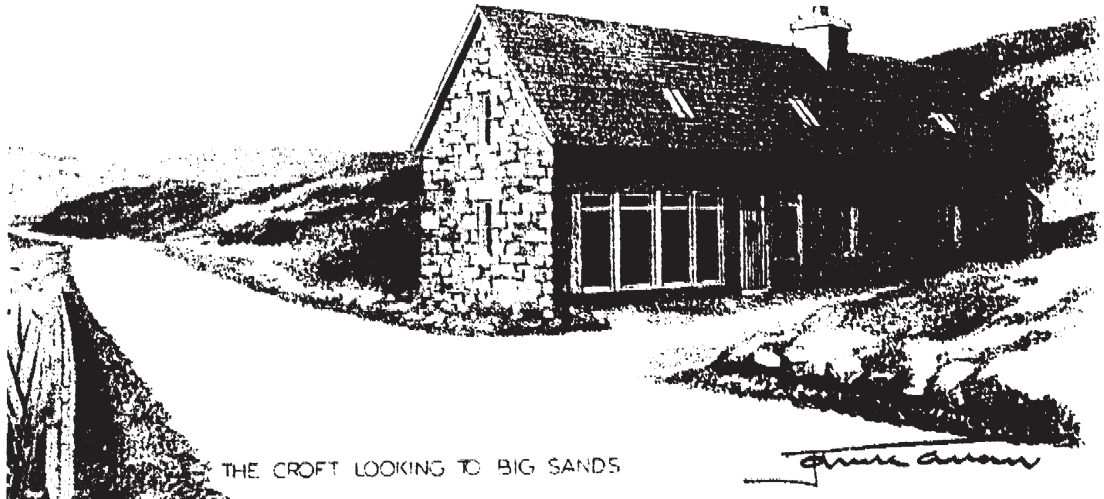
**FOUR PRIMARY SCHOOLS ARE ASSOCIATED WITH CASTLEMILK HIGH:-**

**Castleton Primary**  
70 Dougie Road  
G45 9NW  
**Tel: 634 6913**

**Spittal Primary**  
Lochlea Road  
G73 4QJ  
**Tel: 634 5861**

**Carmunnock Primary**  
158 Waterside Road  
G76 9AJ  
**Tel: 644 4164**

**Miller Primary**  
25 Arden Craig Road  
G45 0HS  
**Tel: 634 8276**



THE CROFT LOOKING TO BIG SANDS

*John Allan*



## CURRICULUM FOR EXCELLENCE

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### **Bringing learning to life and life to learning**

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

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world leading, online network supports learners and teachers in this and plans are already in place for parents/carers to have access to Glow.

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 the change 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.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy and from 2012/13, new national 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

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

Ultimately, Curriculum for Excellence aims are 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.



## EDUCATIONAL PROVISION

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### Lower School : S1 and S2

On enrolment pupils in S1 are normally allocated to mixed sex, mixed ability classes and follow a common course. Every effort is made to make sure that in each class there is a number of pupils from most of our associated primary schools. No-one will be without some former classmates, and new friendships will soon be made.

The main subjects studied are English, Mathematics, Science, French and the Social subjects. In addition, pupils also study Art, Drama, Music, Technology, Information Technology, Religious Education, Physical Education and PSE. Although less time is spent on this second group of subjects they are important in themselves and also give pupils the chance to experience all subjects which will be available in third year when they choose a smaller number of subjects on which to concentrate for the Standard Grade exams.

In the mixed classes every effort is made to provide for the needs of each pupil and work will be available at a variety of levels so that every pupil can progress to the highest standard they are capable of. Primary 7 staff who know the pupils will give information about the learning needs of particular pupils to our support for learning specialist who then ensures that this is passed on to the class teachers. In some cases this will take the form of an additional support plan which will provide a clear focus for learning in all classes. If the school feels that your child would benefit from either an A.S.P. you as a parent will be consulted in advance.

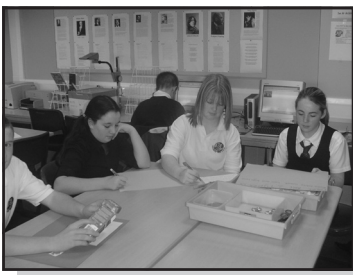
Support for learning is equally important for those pupils having difficulty with a demanding task as for those having difficulty with basic work and is therefore the responsibility of all teachers in the school.





In S2, rather than having mixed ability classes, some departments choose to group pupils of similar ability in the same class. This grouping allows the class teacher to concentrate on the programme of work best suited to the individual's needs in a more focused way.

Pupils' progress is continually assessed as they go through S1/2. This is done by a variety of methods including checking classwork and homework, class tests and more formal tests in S2. In addition, the pupils' effort, behaviour and attitudes are monitored. The results of this regular checking are passed on to parents in the report cards and by discussion with staff at Parents' Evenings. Sample Report Cards are shown in the appendices at the end of the handbook.



Religious Education has a special position in Scottish schools. We have a specialist RE teacher and have an RE programme which is offered to all pupils. In S1 - S4 the School Chaplain will assist in this programme and also participates in special assemblies at Christmas and Easter. Any parent who wishes to withdraw their child from Religious Education or corporate worship is entitled to do so. When parents request this, alternative arrangements will be made for the child concerned.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

### **Middle School : S3 and S4**

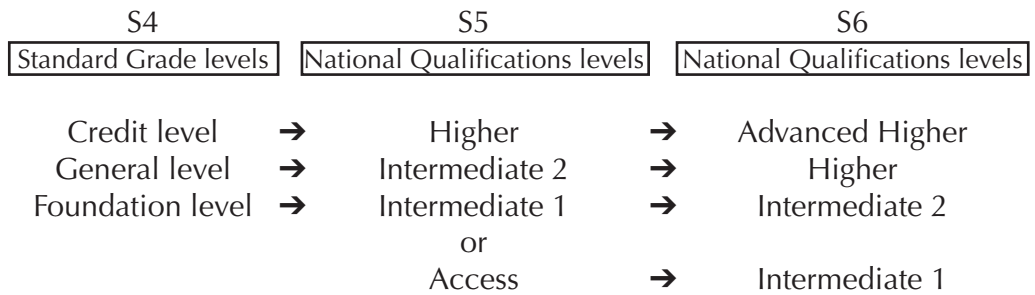
At this stage pupils will follow a course of study which will lead to a National Certificate awarded by the Scottish Qualifications Authority (SQA). The familiar Standard Grade exams will continue to be the main courses which contribute to a pupil's final certificate although some SQA Higher courses may be included. All pupils will have a core programme which includes English, Mathematics, a Science subject, a creative subject and an ICT subject, plus R.E, P.E and PSE. In addition pupils will be asked to choose three other courses. While the choice of these three subjects is essentially free it must result from a careful discussion in the spring of S2 involving the parent, the pupil and the Pastoral Care teacher. The choice must take full account of the pupil's strengths and hopes and plans for their future. An S3/4 option form showing the range of choices is included in the appendices at the end of the handbook along with example pages from our S3/4 Report Card. Please note that these are the options currently available and should the school roll fall they may change in the future.

Successful completion of such a programme in S4 will ensure that pupils are well placed to continue their education in S5, or to seek and find employment or training if they choose to leave school at the end of S4.



### Upper School S5 and S6

At this stage pupils will be expected to build on their success in S3/4 and continue to study at least a core of their Standard Grade subjects at the next appropriate level. Where it makes good sense there will be opportunities to take up new subjects and courses. Individual pupil courses in S5/6 will be decided after discussion involving the parents, the pupil and the Pastoral Care teacher. The courses on offer will be part of the National Qualifications programme with the addition of a number of college certified courses. Like Standard Grade, National Qualifications have a series of levels so that all pupils can find a suitable level to match their abilities. The diagram below tries to show this and also how Standard Grade in S4 links to National Qualifications in S5 and S6.



An S5/6 option form showing the range of choices is included in the appendices at the end of the handbook along with an example of our S5/6 Report Card. Please note that these are the options currently available and should the school roll fall they may change in the future.

At the end of S4, S5 and S6 pupils will be presented for the SQA examinations. The school in consultation with pupils and parents normally decides on presentation for examinations. However, in the final analysis the school will agree with the wish of the parents.

Further details about the S5 and S6 curriculum can be found in the S5/S6 options booklet available from the school.

### School examinations

Policy with regard to entering children and young people for public examinations: Schools in consultation with children and young people/parents/carers normally decide on presentation for examinations. However in the final analysis, the school will accede to the wishes of parents/carers.





## CAREERS ADVICE

Many of our senior pupils will be nearing the end of their education at Castlemilk High School. They will soon have to look at the future and ask themselves some questions:

- When I leave, do I want to go to college, university, or get a job?
- I have no idea about a career for me! How do I decide?
- Do I have the necessary qualifications for the career I have in mind?
- What skills and personal qualities will make me a success in my career?
- What are my strongest subjects, and what are my weakest?

Castlemilk High School has a service to help pupils and parents with these type of questions. The Principal Teachers of Pastoral Care provide information and assistance with applications for colleges, universities and jobs.

Careers Information and advice is also a major part of the Personal and Social Education course, with visits from speakers and access to the Careers Library.

The school has a Careers Adviser, Stephen Coyle, who visits the school on a Tuesday and Thursday to give pupils advice on their career options. He interviews pupils during the school day, and is available and after school. There are a number of ways for a pupil to see the careers advisor:

- Speak to their Pastoral Care Teacher.
- Speak to the person in charge of organising the interviews - Irene Campbell.

This is an excellent facility which provides up to date and accurate information on the world or work, further education or higher education.

It is available for any pupil who is in S4, S5 or S6, at any time of the year. Pupils in S1 to S3 receive careers through PSE and from their Pastoral Care Teacher, and can also have a meeting with our Careers Adviser if they so wish. The Careers Adviser is present at many of our Parents' Evenings too and welcomes the opportunity to meet with parents/carers during and after school.



## LIBRARY & RESOURCE CENTRE

*"Information is the currency of democracy".*

**Thomas Jefferson (1743 – 1825)**

The library is at the heart of the school, and engagement is a vital way for pupils to develop information literacy and IT skills. This helps pupils develop confidence to find and use information for school and personal interests.

Through engagement with the library, pupils develop a sense of responsibility for their own learning, both through their use of resources, and through our library assistant scheme. Horizons can also be widened and literacy improved through literature.

Resources include:

- Fiction for juniors and seniors
- Quick reads for less able readers
- Graphics novels and "fun facts" books to encourage reluctant readers
- Non-fiction collection to support the curriculum
- Access to 20 PCs for word processing, educational programs and the Internet

Services include:

- Full-time support from a chartered librarian, including information skills classes
- Author visits and book promotions
- Careers advice through a careers clinics, held on Tuesdays and Thursdays. (Appointments with the Careers Advisor can be arranged through Pastoral Care)
- Lunchtime and after school clubs for all years, encouraging pupils to use the library outwith class time, with professional supervision.





## **CASTLEMILK HIGH SCHOOL: A HEALTH PROMOTING SCHOOL**

Health and education go hand in hand and children who are fit and healthy are more likely to achieve their full potential at school. The Scottish Government requires that all schools are Health Promoting, meaning that we adopt a whole school approach to promoting the physical, social, mental and emotional well being of all pupils, staff and the wider school community. The introduction of the Schools Health Promotion and Nutrition Act and Curriculum for Excellence both place health and well being at the heart of education.

### **Schools Health Promotion and Nutrition Act**

In addition to ensuring that we place health promotion at the heart of schools' activities, the Schools Health Promotion and Nutrition Act requires that the food and drink served and provided in schools must meet certain nutritional requirements. In summary, this means that schools can no longer provide the following:

- Soft drinks
- Sugar-free soft drinks
- Sweetened fruit/veg juice
- Squashes/cordials
- Whole milk
- Sports/energy drinks
- Chocolate coated products (i.e. biscuits, ice creams, cereals, fruit, etc)
- Sweets
- Sugar free sweets
- Yoghurt coated fruits
- Cereal bars or processed fruit bars
- Savoury snacks i.e. crisps over specified fat & salt content

Food and drinks that we can provide include:

- Free drinking water (MUST be provided)
- Mineral water
- Semi-skimmed or low fat milk
- Milk drinks, yoghurt drinks, fruit juice (in line with guidance)
- Fruit or vegetables
- Dried fruit in line with guidance
- Crisps, pretzels, popcorn, rice crackers, cream crackers, oatcakes, and bread sticks in line with guidance.

**Please help support our commitment to health and well being by encouraging your son/daughter to bring healthy snacks and drinks to school and by making use of our Fuel Zone, which provides a great range of healthy lunches for £1.15.**



### **Curriculum for Excellence**

The development of Curriculum for Excellence is to enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work. Curriculum for Excellence has a strong focus on “**health and well being**” which will further strengthen our commitment to the health and well being of our pupils.

Here is just a flavour of some of the health initiatives ongoing in our school:

The school places a huge importance in the provision of an excellent Sport and Health and Wellbeing programme.

The programme is delivered by Teaching and Support Staff, Active Schools Coordinator, Health Improvement Seniors and visiting specialist Sports coaches.

Pupils of all abilities and ages are encouraged to attend the clubs which meet in the school on a weekly basis, sometimes more than once. The boys’ football teams compete in the Glasgow Schools Football Association leagues at U14 and U16 levels and also in Scottish Cups. The girls have two open age teams competing in the Soccer G competition, Scottish Cup and Christmas tournament.

The Netball team compete in the Glasgow Schools Netball Association league and cup competitions and Scottish Cup. They are the proud winners of the first Glasgow competition this year!

Castlemilk High has a long held excellent tradition in Badminton and the achievements over the years would take too long to list. The club meets three times per week and competes regularly in local and national competitions.

Our Active Sports Coordinator manages an extensive Active Angels programme which runs throughout the year, information attached.

We are currently trying to involve parents and carers in the activities and plan in the New Year to have a Staff / Pupils / Parents golf competition at Blairbeth Golf Club, a local club we will link with.

Castlemilk High is currently accredited as a Health Promoting School by Glasgow City Council, School of Ambition.

S5/6 pupils have the option to undertake the Sports Leaders awards in partnership with Cardonald College and work with our S1 pupils one afternoon a week. They are also coaching feeder primary schools one afternoon a week.

Castlemilk High is the owner of an excellent croft in the Gairloch and pupils regularly visit to take part in a wide range of outdoor activities.

We have this term become involved in two projects with Rangers Education



S2 girls recently completed a six week African Dance course before performing at the Glasgow Global Show in the Theatre Royal, November 2010.

S4 girls are currently rehearsing for the Glee Show, again at the Theatre Royal in December.

A number of our pupils will next week be coached by Commonwealth gymnasts at the World Gymnastics Grand Prix in Glasgow.

In the PE curriculum our pupils are being introduced to Curriculum for Excellence, where we are working on developments with an Education Services Leader of Learning, S2 – 6 Core programme, Standard Grade, Intermediate 2 and Higher PE.

Clubs available on a weekly basis for all pupils:

- Netball
- Football - Girls
- Football - Staff and Pupils
- Badminton
- Indoor Rowing
- Volleyball - Staff and Pupils
- Zumba
- Gymnastics Club
- Cycle Club

We work in partnership with various health professionals and partner agencies to promote health and well being, including the South East Health Improvement Team, Active Schools and School nurses.





## PERSONAL AND SOCIAL EDUCATION (PSE)

It is the policy of the school to provide a PSE programme for all pupils S1 to S6 which is taught by trained staff.

Personal and Social development is a lifelong process of learning, refining and making sense of ourselves as individuals, our relationships with others and the society we live in. PSE provides opportunities to focus on life skills and aspects of transition such as S2 to S3, S4 to S5 and from school to the adult world which are relevant in a personal way for students. The PSE programme includes

- ◆ **Personal Skills** - developing self-esteem, positive attitudes, emotions, feeling valued and respected.
- ◆ **Social Skills** - working in a team, respecting others, rights and responsibilities, building and fostering relationships.
- ◆ **Monitoring Performance** - self assessment, reviewing reports, subject progress, action planning.
- ◆ **Help and advice** - at times of transition, P7/S1, S2/S3, S4/5, leaving school.
- ◆ **Study / Homework** - importance, planning, meeting deadlines.
- ◆ **Careers Education** - Open Days, University, college, careers conventions, careers clinic, job shop, computer data-bases, vocational action plan.
- ◆ **Education for work** - work experience, practice interviews, work related projects, Jobs Club, visitors, visits, speakers, events.
- ◆ **Sexual Health** - puberty adolescence, menstruation, feelings, relationships, contraception, pregnancy, STD's, HIV, AIDS.
- ◆ **Drugs Education** - alcohol, tobacco, legal, illegal, prescribed, advertising, what are drugs? What is harm? Where to get help?
- ◆ **Record of Achievement** - information about oneself, experiences, successes, hobbies, skills, personal qualities. Important document when seeking employment, college place etc.
- ◆ **Bullying/Vandalism**
- ◆ **Internet Safety**
- ◆ **Heartstart**

Building and fostering the relationship between students and PSE teachers is of great importance in the success of the PSE programme. To ensure this aim, continuity of PSE teacher and group from S1 to S4 is regarded as a high priority.





## ENTERPRISE ACTIVITIES

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### **The Apprentice**

All pupils at Castlemilk High take part in an Employability programme from S1 onwards which aims to instil positive attitudes towards future employment and develop skills that will improve their life chances. This takes the form of year group events and a number of projects throughout the school working in partnership with community and business leaders.

In S5/6 all pupils take part in The Apprentice where, in teams, they must demonstrate enterprising attitudes, numeracy and literacy skills as well as being able to work with a mentor from the business community. This event celebrates the Employability programme as the mini companies compete in a school market place to sell their products.

At the end of the day each team enters the boardroom where they must present a report on their performance to a panel of judges.

The aims of the Apprentice are to encourage teamwork and creativity in a business environment, develop interpersonal skills and give pupils an opportunity to interact with real business leaders to build confidence.

### **S1 Industry Carousel**

S1 pupils at Castlemilk High take part in our annual Industry Carousel. At the event pupils have an opportunity to interact with employers from a varied selection of employers, organisations and businesses. During their time with the contributors pupils have a chance to have a taster session as well as interact with experienced employers to ask questions and advice about future ambitions.

The aims of the event is to give our pupils experience in dealing with business leaders and also an opportunity to explore possible job, career or further education options

### **Uganda 2010**

#### **Castlemilk High Pupils support teaching in Africa**

In 2006 a group of senior pupils from Castlemilk High took part in a humanitarian project to build a well in the Ugandan town of Jinja in the Kamuli district. Through fundraising, planning and working together with local businesses, the group spent 2 weeks working with local children and adults to bring a safe supply of water to the town's inhabitants.



4 years on a fresh group of senior pupils from Castlemilk High returned to Jinja, this time on a mission to support teaching. Working in partnership with Soft Power Education, a charity involved with primary education, they supported learning and teaching in a number of Ugandan schools. They also had to plan and deliver activities that would give the African children a flavour of Scottish culture. The girls held a Scottish dancing and playground games class with over 200 pupils across 2 schools while the boys ran a "Wee" World Cup, this included leading a team through warm up, skills and a tournament and donated strips and football resources. This was a fantastic opportunity to share knowledge and learning between 2 very different groups of young people and leave a lasting impression, both in Castlemilk and Uganda.

The project was made possible by the support and enthusiasm of pupils, parents and carers, the Castlemilk Community and our business partners. This partnership working is a great example of what can be achieved in helping our young people develop skills that will improve their life chances in life after school.





## **ADDITIONAL SUPPORT NEEDS/ACCESSIBILITY STRATEGY**

The school has a duty to ensure that all our young people have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lesson and teaching strategies, but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents/guardians meetings to facilitate physical access; provision of an interpreter for people who have a hearing impairment; agreeing a phone contact system to provide direct feedback to parents and carers.

### **Physical Access**

The design of the school is such as to allow full access to all areas by wheelchair users. A lift is available to reach the first floor. A number of toilets suitable for wheelchair access are situated in various parts of the building.

### **Communication**

Every effort will be made to ensure that any parent with a disability will have equal access to teachers at Parents Evenings or to Pastoral Care or other support staff on request. Any reasonable adjustment will be made to make this possible.

### **Curriculum**

Every effort will be made to allow every individual full access to the curriculum by making any reasonable adjustment. Where necessary appropriate differentiation of the curriculum for those unable to participate in a particular activity will be undertaken in consultation with both pupil and parent.

### **Staff Development**

Staff are familiar with the Disability Awareness and Inclusion Policy documentation. When necessary staff will be fully briefed at in-service days of the particular requirements to meet the Additional Support needs of any pupil.

## **EQUAL OPPORTUNITIES AND SOCIAL INCLUSION**

All students deserve and have the right to receive a fair, broad and balanced curriculum irrespective of their ethnic origin, religion, gender or ability. Teachers endeavour to prepare students for living in complex multi-cultural society. We aim to develop a safe, secure and stimulating environment.

To achieve equality of opportunity the School focuses on the issues of: Equal Access to learning suited to the individuals needs and aspirations Equal Value of each student irrespective of ethnic origin, gender or ability.



## **DEALING WITH RACIAL HARASSMENT**

The Race relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.

In 1999 the guidelines “ Dealing with Racial Harassment” were issued to assist all teaching staff in dealing with such incidents.

The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child or young person in Glasgow has the right to be happy and secure at school.

The Education authority requires every school to produce its own Race Equality policy to comply with the Race Relations (Amendment) Act 2000. A copy is held in the school office.



## SCHOOL ORGANISATION

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### SENIOR MANAGEMENT TEAM

This team consists of the Head Teacher and three Depute Heads. The duties of the team are listed below.



The Head Teacher is responsible to the City Council Education Services for the curricular, administrative, financial and social policies of the school. In addition he has responsibility for school development planning; appointment of staff; partnership with parents and others; absence management; staff welfare; overview of discipline; health and safety; principal adviser to the Parent Council and liaison with link departments (supporting and developing staff).

Donna McMaster



As Depute Head of Fifth and Sixth Years (curriculum, assessment and reporting to parents, discipline, enrolments into S5, raising attainment, Pupil Council, Parents' Evening); liaison with link departments (supporting and developing staff); Fourth/Fifth Year option programme; SQA co-ordinator, continuing professional development (CPD) co-ordinator.

Andrew Fraser



As Depute Head of Third/Fourth Years (curriculum, assessment and reporting to parents, discipline, raising attainment, Pupil Council, Parents' Evening and enrolment into Third/Fourth Years) she has additional responsibility for liaison with link departments (supporting and developing staff); Second Year option programme; internal examination arrangements; ICT co-ordinator; supported study programme; arrangements for the Dining Hall and the equal opportunities policy, Daily absence cover arrangements and preparation of school timetable; Implementation of Curriculum for Excellence.

Suzie Young



As Depute Head of First/Second Years (curriculum, assessment and reporting to parents, discipline, raising attainment, Pupil Council, Parents' Evening, enrolment into First/Second Years and Primary Secondary liaison) she has the additional responsibility for pupil support co-ordination (Pastoral Care, Behaviour Support Base, Support for Learning, Bilingual Base); child protection co-ordinator; social inclusion co-ordinator linking with the new Learning Community.

Diane O'Neill



## **HEADS OF DEPARTMENT**

Principal Teachers and other Heads of Department have a major leadership role to play in the school. Not only do they contribute to determining School policy but they are also responsible for the day to day running of their departments and thus determine, to a large extent, the quality of education provided within their Departments.

## **PASTORAL CARE TEAM**

In the secondary school the Pastoral Care Team provides the source of information, support and help required by all pupils at various stages of secondary schooling. Their main responsibility is to track their pupils progress and intervene when necessary to ensure that each individual realises their full potential.

The Pastoral Care Teacher is the main contact between the family and the school. They are however fully supported by a larger team of student tutors (formerly known as registration teachers) who meet their pupils every day and offer first level guidance. Student tutors will communicate with parents via the pupil's diary planner regarding day to day matters like attendance, timekeeping, dress code, medical appointments, absence notes etc. and will pass on any concerns they have regarding their pupils to the Principal Teacher of Pastoral Care.

It is of the utmost importance that a true partnership develops between the home and the school so that the children receive the best possible education. Pastoral Care staff are here to listen, discuss, advise and support parents in all matters concerning their child's education. They welcome contact from parents. Please do not hesitate to contact them by telephone (582-0050). If they are unavailable they will contact you as soon as possible and if necessary will arrange a suitable time for a meeting.

The Pastoral Care team will keep accurate and up-to-date records for each pupil in their charge, based not only on their own contacts, regular formal individual interviews, group interviews and teaching of the Personal and Social Education programme but also from information provided by other staff and the parents. It is this detailed knowledge that allows Pastoral Care staff to carry out their important role in the school effectively.

Information relative to pupils, parents and guardians is stored on a computer system and may be used for registration, teaching, assessment and other administrative duties. The information is protected by the Data Protection Act 1984 and may only be disclosed in accordance with the codes of practice. For further information please contact the Pastoral Care Co-ordinator. D. O'Neill Depute Head Teacher.



Mr D Weir (PTPC)  
Lomond House

1L  
2L  
3L  
4L  
5L  
6L



Ms I Campbell (PTPC)  
Nevis House

1N  
2N  
3N  
4N  
5N  
6N



Mrs L McLaughlin (PTPC)  
Torridon House

1T  
2T  
3T  
4T  
5T  
6T



## STAFF

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Head Teacher  
Depute Head Teacher  
Depute Head Teacher  
Depute Head Teacher  
School Business Manager

Mrs D McMaster  
Mr A Fraser  
Mr M Hodgman  
Mrs D O'Neill  
Ms A Bowman

### ENGLISH

Mr J Hindson PT Faculty  
Mr J Fitzgerald  
Mrs H Orr  
Mr G McLean

### HISTORY

Mr P Oberg PT  
Miss Z Hussain

### DRAMA

Mrs R Stevenson PT Faculty  
Mr K Boland

### MUSIC

Ms L Pratt  
Miss E Fairgreave

### PHYSICAL EDUCATION

Mr F Gilchrist  
Miss L McEwan

### PASTORAL CARE TEAM

Mrs I Campbell (PT) Nevis  
Mrs L McLaughlin PT (Torridon)  
Mr D Weir PT (Lomond)

### LIBRARIAN

Miss C Thomson

### MUSIC INSTRUCTORS

Ms H Makar  
Mr J Smilie  
Ms S McCluckie  
Mrs J Boddice

### DAY CLEANER

Mrs C McGinty

### MATHEMATICS

Mr A Wood PT  
Mr D Ross  
Mr R McGinty  
Mrs G Molloy  
Mr N Gozo

### BIOLOGY

Ms D Fisher  
Ms D O'Neill

### CHEMISTRY

Dr L Cadman  
Mrs L McLaughlin

### PHYSICS

Mr G Shaw PT Faculty

### BUSINESS STUDIES

Mr R Dickie PT  
Mr D Weir

### COMPUTING

Mrs R Quinn

### EEO

Mr S Munro

### ELO

Miss C Taylor

### OFFICE STAFF

Mrs M Maclean AFA  
Ms S Cunningham - Office Manager  
Mrs E Gallagher  
Mrs K Reid

### MODERN LANGUAGES

Miss V Granger  
Ms D Reynolds  
Mrs J Kennedy

### TECHNICAL

Mr G Mackie PT Faculty  
Mr R Gilliland

### ART

Mr A Mairs  
Mr R Reid

### RELIGIOUS EDUCATION

Mrs G McWhinnie

### SUPPORT FOR LEARNING

Mrs P Macdonald  
Mrs M McKenna

### TECHNICIANS

Mr G Wilson (Principal Tech)  
Mr J Murphy  
Mr T Calierno

### HEALTH DEV OFFICER

Mr J Harkins  
Miss M Guthrie

### ACTIVE SCHOOLS COORDINATOR

Miss Julie Carr

### JANITORS

Mr J O'Neill  
Mrs A Holmes



## SCHOOL HOLIDAYS

<b>Return Date for Teachers</b>	<b>Monday 15 August 2011</b>
<b>Return Date for Pupils</b>	<b>Wednesday 17 August 2011</b>
September Weekend	Friday 23 <b>and</b> Monday 26 September 2011
First Mid-Term	Monday 17 <b>to</b> Friday 21 October 2011 (inclusive)
Christmas/New Year	Monday 26 December 2011 <b>to</b> Friday 6 January 2012 (inclusive)
	<b>2012</b>
<b>2012 Return to school</b>	<b>Monday 9 January 2012</b>
Second Mid-Term	Monday 13 <b>and</b> Tuesday 14 February 2012
Spring Holiday	Monday 2 <b>to</b> Friday 13 April 2012 (inclusive)
	Good Friday is 6 April
	<b>and</b> Easter Monday is 9 April 2012
May Day	Monday 7 May 2012
May Weekend	Friday 25 <b>and</b> Monday 28 May 2012
	<b>or</b>
	Friday 1 <b>and</b> Monday 4 June 2012
Queen's Jubilee	Tuesday 5 June 2012
<b>Schools Close</b>	<b>Wednesday 27 June 2012</b>

## THE SCHOOL DAY

Monday , Tuesday	Wednesday , Thursday, Friday	Tutor Group	8:50am – 9:00am	Tutor Group	8:50am – 9:00am
Period 1	9:00am – 9:50am	Period 1	9:00am – 9:50am	Period 1	9:00am – 9:50am
Period 2	9:50am – 10:40am	Period 2	9:50am – 10:40am	Period 2	9:50am – 10:40am
Interval	10:40am – 10:55am	Interval	10:40am – 10:55am	Interval	10:40am – 10:55am
Period 3	10:55am – 11:45am	Period 3	10:55am – 11:45am	Period 3	10:55am – 11:45am
Period 4	11:45am – 12:35pm	Period 4	11:45am – 12:35pm	Period 4	11:45am – 12:35pm
Period 5	12:35pm – 1:25pm	Lunch	12:35pm – 1:15pm	Lunch	12:35pm – 1:15pm
Lunch	1:25pm – 2:05pm	Period 5	1:15pm – 2:05pm	Period 5	1:15pm – 2:05pm
Period 6	2:05pm – 2:55pm	Period 6	2:05pm – 2:55pm	Period 6	2:05pm – 2:55pm
Period 7	2:55pm – 3:45pm				

## SCHOOL CONTACT WITH PARENTS AND CARERS

Castlemilk High works in partnership with parents and we have contact with parents in a variety of ways throughout the school year.

### 1. Parents Evening

The normal pattern of regular parents evenings is outlined below. Early each session you will be given the actual dates for all of these and about 7-10 days before each one you will receive full details by post.

S1	Early December and May
S2	February and early March
S3	Late January
S4	Early November
S5/6	Late November

### 2. Report Cards

S1	November
S2	October
S3	January and June
S4	October and January
S5/6	November and March

### 3. Primary 7 Parents Evening on December

### 4. School newsletter at the beginning of each term.

In addition if you wish to discuss a particular aspect of your child's education with a member of the teaching staff or SMT you can contact the school by telephone to arrange an appointment.





## ADDRESSES AND CONTACTS

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- |   |   |
|---|---|
| <p><b>1 Education Offices</b><br/>Service Director Education<br/>Maureen McKenna<br/>Wheatley House<br/>25 Cochrane Street<br/>Merchant City<br/>GLASGOW<br/>G1 1HL<br/>0141 287 2000</p> | <p><b>2 Castlemilk High School</b><br/>223 Castlemilk Drive<br/>GLASGOW<br/>G45 9JY<br/>0141 582 0050</p>             |
| <p><b>3 Careers Scotland</b><br/>1018 Cathcart Road<br/>Queens Park<br/>GLASGOW<br/>G42 9XJ<br/>0141 636 6504</p>   | <p><b>4 Castlemilk Community Education Centre</b><br/>121 Castlemilk Drive<br/>Castlemilk<br/>GLASGOW<br/>G42 9UG</p> |
| <p><b>5 Councillor John McKenzie</b><br/>City Chambers<br/>George Square<br/>GLASGOW<br/>G2 1DU<br/>0141 287 5865</p>   | <p><b>6 Baillie Margot Clark</b><br/>City Chambers<br/>George Square<br/>GLASGOW<br/>G2 1DU<br/>0141 287 0224</p>     |
| <p><b>7 Councillor Sadie Docherty</b><br/>City Chambers<br/>George Square<br/>GLASGOW<br/>G2 1DU<br/>0141 287 4458</p>  | <p><b>8 Councillor David Ritchie</b><br/>City Chambers<br/>George Square<br/>GLASGOW<br/>G2 1DU<br/>0141 287 4663</p> |
| <p><b>9 Letting Section</b><br/>Glasgow Life, Community Facilities<br/>20 Trongate<br/>GLASGOW<br/>G1 5ES<br/>0141 302 2814</p>   |   |



## THE PARENT FORUM AND PARENT COUNCIL

1. The Scottish Schools (Parental Involvement) act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

### **Parent Forum**

The membership of the Parent Forum is made up of all parents/carers who have a child at an education authority school. Membership of the Parent forum allows parents/carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents. One of the ways parents/carers in the Parent Forum will be able to express their views will be through the Parent Council.

### **Parent Council**

The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parent/carers of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. The type of things a Parent Council could get involved in include:

- Supporting the work of the school;
- Gathering and representing parents'/carers views to the Headteacher, education authority and HMIE;
- Promoting contact between the school, parents/carers, children and young people and the local community;
- Fundraising;
- Involvement in the appointment of senior school staff.

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children and young people's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents/carers in each school who make the key decisions. The Parent council is also entitled to support from the education authority in fulfilling its role.

### **2. Membership of the Parent Council**

Generally, members of the Parent Council must be parents/carers of children and young people who attend the school and the chairperson must have a child or young person in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.



The Headteacher has right and duty to attend all meetings of the Parent Council but does not have voting rights.

The Castlemilk High Parent Council has 9 members of which one is a co-opted member. Parent Council members were selected by election and the term of office is 2 years.

#### List of Members

Chairperson: Richard McLuckie

Vice Chairperson: Scott Anderson

Treasurer: Maureen Taylor

Clerk: Karen Reid

Parent Members: Alison Anderson  
Martina Arendarikova  
Maureen Craig  
Jessie Higgins  
Michelle Mackie  
Janet McCann  
Audrey Thomson

Co-opted Member: Stuart Munro

If you wish to contact the Parent Council you can do so by contacting the clerk on 0141 582 0050 during business hours.

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## ADDITIONAL INFORMATION FOR PARENTS

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### **Question 1: What arrangements are there for pupils wishing to take lunch in school?**

*Answer: A dining area and rapid food centre is now well established and popular with pupils. The Fuel Zone service has been developed to encourage, educate and motivate students to select healthier options when eating. The development of a cashless system (Qcard) has helped the school in dealing with issues such as bullying and theft. In addition, the stigma of free meals has been eliminated.*

*Pupils have the chance, by purchasing healthy meals to accumulate points. Pupils can access points and exchange them for rewards by using their "Young Scotcard" at [www.fuelzone.co.uk](http://www.fuelzone.co.uk). Rewards must be claimed by the end of December and the end of June each year. 'The Vital Mix', is a value deal offering healthy, balanced meals that also score the highest number of points.*

*Children of parents receiving Income support, Job Seekers Allowance (Income Based) and Child Tax Credit (only where income is less than £16,040) are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from the Grant Section at Education Services Headquarters.*

*Pupils with special dietary requirements should tell the Catering Manager who will be more than happy to make alternative arrangements to accommodate specific needs.*

*For those pupils who prefer to bring a packed lunch, tables are available for use in the dining hall.*

*There is a breakfast service available from 8.15-8.55am where a selection of cereals, toast, hot filled rolls, milk, juice, etc can be purchased.. A tuck shop is available during the interval from 11.02 - 11.17am. Lunches are available from either from 1.25pm (Monday, Tuesday) or 12.35pm (Wednesday, Thursday, Friday). All S1 pupils must remain in school at lunchtime. This allows SMT and Pastoral Care staff to ensure pupils are settling in to the new school environment."*





## Question 2: What buses serve Castlemilk High?

*Answer: The School is well served by First Bus numbers: 5, 34, 37, 46, 75.*

### General

The Education Authority has a policy of providing free transport to secondary pupils who live more than two miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

The authority has an Exceptional Circumstances policy relating to e.g. homelessness, parental disability, etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.

### Pick Up Points

Where free transport is provided, it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure their child arrives at the pick-up in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

### Placing Request

The Education Authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances and where appropriate legislation applies.





### Question 3: What is suitable in the way of Dress Code?

*Answer: Given that there is substantial parental and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code policy, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the education committee to encourage schools to develop an appropriate dress code policy.*

*There are forms of dress which are unacceptable in school, such as items of clothing which:*

- *potentially, encourage faction (such as football colours);*
- *could cause offence (such as anti-religious symbolism or political slogans);*
- *could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, garments made from flammable material for example shell suits in practical classes;*
- *could cause damage to flooring;*
- *carry advertising, particularly for alcohol or tobacco; and*
- *could be used to inflict damage on other pupils or be used by others to do so.*

*Parents receiving Income support, Job Seekers Allowance (Income Based), Working Tax Credit (With an income of less than £16,040), Housing Benefit or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Director of Education. Information and application forms may be obtained from schools and from the Grants Section at Education Services Headquarters.*

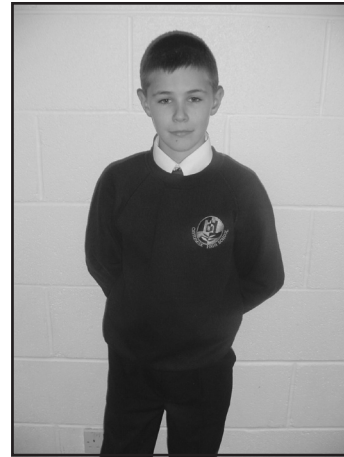
*Glasgow City Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items including jewellery and unnecessarily expensive items of clothing are not brought to school. **Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.***





## DRESS CODE

1. School sweatshirt, crew or v-neck, navy blue with school badge  
or  
School polo shirt, white with school badge  
or  
School tie with white shirt or white blouse
2. Trousers or Skirts, black  
(No tracksuit bottoms, jogging pants or denims)
3. Black shoes



An additional item which you might like to consider for PE is a white T-shirt with the school badge.

Details of how to order sweatshirts, ties etc will be issued to all parents in the spring.

The wearing of the school dress code is the passport which allows pupils to take part in a wide range of activities in the school which rely on the voluntary efforts of staff eg school clubs, social events, common rooms and tuck shop.



Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy and, in particular, pupils will not be denied access to examinations as a result of not conforming to the policy.

### Question 4: What is suitable in the way of PE. kit?

Answer:

*Indoors - trainers, change of top, shorts (games skirt for girls if preferred) and towel.*

*Outdoors - a complete change of clothing. Top, shorts, socks and towel. For cold days a warm top, track or jogging suit is obviously desirable. The school facilities allow for a shower after each PE. lesson.*

*If, for reasons of health or injury, you think your child is unable to take PE., you must send an explanatory note. It is advisable for your child to bring PE. kit as usual, as they may be able to take part to a limited degree, depending on the activity, or be able to help other pupils in their work.*



**Question 5: Will my children be able to participate in school clubs and what facilities are available to them?**

*Answer: Castlemilk High offers a wide range of extra-curricular activities, including girls and boys football, dance, gymnastics, outdoor education, trampolining, badminton, basketball, library club, maths club, supported study and Get Fit For Life club. Pupils will be encouraged to take full advantage of these opportunities.*

*Early each session a programme detailing these will be issued to all pupils. In some instances parental approval will be sought for trips out of school associated with these activities.*



**Question 6: In the event of my son/daughter being absent, what steps should I take to notify the school?**

*Answer: You should contact the school on the morning of the absence to inform them that your child will be absent and the reason for absence. You should also provide them with a dated letter giving the reason for absence when they return to school. Where necessary you should include information regarding any special medicine that has to be taken or if your child requires to be excused from PE. If your child does not produce a note it will be assumed the pupil was absent without your knowledge and the Attendance Department will be notified.*

*Section 30 of the 1980 Education Act lays a duty on every parent of a child of "school age" to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.*

*Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised, that is approved by the authority, or unauthorised, that is unexplained by the parent (truancy) or temporarily excluded from school.*

**Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time.** *Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where attendance is otherwise satisfactory. Clearly, where attendance is unsatisfactory absence is unauthorised.*

*Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register.*

*Parents and Carers from religions other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted in the register using code REL on these days.*



*Parents/Carers do not have an automatic right to take their child out of school without permission during term-time. The Head of Establishment can only authorise time off during term-time in **exceptional circumstances**.*

***Exceptional Circumstances include:***

- *short-term parental placement abroad;*
- *family returning to its country of origin for family reasons;*
- *the period immediately after an illness or accident;*
- *a period of serious or critical illness of a close relative;*
- *a domestic crisis which causes serious disruption to the family home, causing temporary relocation.*

*Time off during term-time for the following reasons is not acceptable and will be recorded as an unauthorised absence:*

- *Availability of cheap holidays or desired accommodation;*
- *Holidays which overlap the beginning or end of term.*

*Clearly with no explanation from parent or carer the absence is unauthorised.*

*Any unexplained absences will be investigated by the Education Liaison Officer and the Authority has the power to write to, interview or prosecute parents/guardians, or refer pupils to the reporter of children's hearings if deemed necessary.*

*Clearly with no explanation from the parent, the absence is unauthorised.*

*The school has an Education Liaison Officer who has responsibility for investigating any unexplained absence. Where non attendance of a pupil at school is a concern, the Authority has the power to write to, interview or prosecute parents/carers, or to refer children and young people to the reporter of children's hearings where required.*

**Question 7: In the event of my child requiring to go to the dentist, clinic, hospital etc., during school hours, what procedure should I follow?**

*Answer: When pupils require to visit any of the above during school hours, they should produce an appointment card or parental letter to the Student Tutor and then to the School office where details of the nature and time of the visit will be recorded and an official out-of-school permission form issued. The pupil must also report to the school office on their return to school, or they will be marked absent.*



**Question 8: If my child has a health problem, what steps should I take with regard to notifying the school?**

*Answer: Where a child requires special medicine during school hours, is prone to asthmatic attacks or is diabetic, parents must inform the school, preferably through the Pastoral Care Teacher, so that all necessary precautions can be taken. It is advisable for parents of pupils who suffer from asthma to provide a spare inhaler to be kept in the school in case of emergency.*



*Should your child take ill in school, facilities are available for a pupil to lie down when necessary. However, where a pupil appears to be unfit for school, the school will try to contact the parents and inform them of the situation. Parents will be required to come to the school to collect their child as the pupil will not be sent home unaccompanied.*

*Routine medical inspections are carried out and parents are notified beforehand by card. The School Medical Service also provides immunisation against polio, TB and German measles and again parents are notified beforehand and given the opportunity to decide where or not their child should avail themselves of this service.*

*The School Medical Service also provides a dental clinic and pupils may avail themselves of this service by asking for a clinic card at the School office which should then be completed by the parent.*

**Question 9: What is the School's view on bullying?**

*Answer: The school has developed the following Anti-Bullying Code:*

- ◆ Every pupil in Castlemilk High School School has the right not to be bullied.
- ◆ Every pupil in Castlemilk High School has the right to enjoy his/her learning and leisure free from intimidation, both in the School and in the surrounding community.
- ◆ Our School Community will not tolerate any unkind actions or remarks, even if these were not intended to hurt.
- ◆ Any unkind action or comment will be called bullying.
- ◆ Reports of Bullying will be dealt with seriously.
- ◆ We are a "telling" School - bullying is too important not to report.



**All parents should look out for signs of bullying. These could include:**

- ◆ reluctance of child to go to school
- ◆ unexplained absences
- ◆ changes in behaviour (moodiness, unhappiness)
- ◆ giving up on interests or hobbies
- ◆ physical injuries

**Action which parents can take if they think their child is bullied:**

- ◆ Gently question child about how he/she is doing at school, whether he/she is enjoying school, or have favourite subjects
- ◆ Contact the appropriate Pastoral Care Teacher to discuss any worries or to alert the school about a possible problem
- ◆ In serious cases, contact a member of the Senior Management Team
- ◆ In some serious cases the Police may have to be involved

**Question 10: What is the School's view on homework?**

*Answer: At Castlemilk High we strongly believe that homework is an important and essential part of the learning process for all children. Homework is set by teachers to support pupils' learning.*

*Our homework policy aims to ensure that*

- *tasks are appropriate to the pupils' level of ability.*
- *tasks are linked to ongoing work in the classroom.*
- *there is a degree of parental involvement.*

*There is a programme of Supported Study for fourth, fifth and sixth year in the school. These are held after school several days a week. They are run by school staff and are free to all pupils. Details of the programme are issued to pupils and parents early each session.*

*A copy of our homework policy is contained in the appendices.*



### **Question 11: What is the School policy on discipline?**

*Answer: A combination of parental co-operation, the provision of suitable courses for all pupils and the efforts of the staff in their classrooms and in extra curricular activities has produced a situation where the vast majority of pupils behave in an acceptable manner and serious discipline problems are relatively few. Where a pupil misbehaves the following sanctions are used:-*

- 1) Warnings
- 2) Moving of seat in class
- 3) Sending to Remove
- 4) Referral to Principal Teacher
- 5) Letter from Principal Teacher to Parents
- 6) Referral to Depute Head
- 7) Withdrawal of privileges
- 8) Informing Parents by letter or telephone
- 9) Withdrawal from classes to spend time in Support Base
- 10) Temporary exclusion from school as a last resort

*When a pupil's behaviour is such that it gives rise to real concern the parents will be informed and their assistance in solving the problem sought. If, after this stage and the involvement of the extended support team in the school and agencies such as Psychological Services and the Social Work Department, there is no improvement it will be made clear to both parents and pupil that exclusion from School under the terms of the Education Department's regulations (Standard Circular 8) is a clear possibility. Occasionally incidents arise which have elements of racism in them, very often of an unintentional nature and pupils may have to be consulted by a senior member of staff in line with The Glasgow City Council policy for tackling racist incidents in the Education Service.*

*The Race Relation Act of 1976 makes it unlawful to discriminate against someone because of her/his colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination. In 1990 the guidelines, "Tackling Racist Incidents Within the Education Service" were issued to assist all teaching staff in dealing with such incidents. The adoption of a multicultural and anti racist approach should be seen as one part of the continuing attempt to improve the quality of education. Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.*



## **Question 12: Is there any financial support available for students who stay on at school after S4?**

*You may be eligible to receive an Education Maintenance Allowance (EMA). An EMA is a weekly payment worth up to £30 for students who are planning to stay on at school in post-compulsory education and who are willing to participate in an approved learning agreement at school for a minimum of 21 guided learning hours per week. There are also two bonuses of £150 awarded in January and June each year for good progress with learning. Further information on full eligibility criteria and application forms can be obtained from the school.*

## **CLASSROOM CODE OF CONDUCT**

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*In primary school pupils are used to having only one teacher and soon learn what they can or cannot do and what is expected of them. This is not so easy in secondary school where pupils meet six class teachers every day. So there is a consistent approach in every classroom in Castlemilk High where pupils will be expected to:*

- ✓ *Arrive on time for lessons with the necessary books and equipment*
- ✓ *Enter quietly and remain in seats unless asked to move by a teacher*
- ✓ *Remove all outer garments of clothing (jackets, scarfs, tracksuit tops)*
  - ✓ *Raise their hand before answering or speaking*
  - ✓ *Follow instructions at the first time of asking*
- ✓ *Treat school property, others and their work with respect*
  - ✓ *Finish eating or chewing before entering class.*



*Pupil right and Responsibilities*



## **CHILD SAFETY/CHILD PROTECTION POLICY**

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All educational establishments and services must take positive steps to help themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of curriculum, you will be kept informed of the health and personal safety programme for your child's establishment.

Schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- ensuring that children are respected and listened to
- ensuring that programmes of health and personal safety are central to the curriculum
- ensuring that staff are aware of child protection issues and procedures
- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.

Any member of staff having concerns regarding the welfare or safety of any child must report these concerns to the head of establishment, or the person deputising for the head. After judging that there may be grounds for concern regarding the welfare or safety of any pupil the Headteacher then immediately advise the duty senior social worker at the local social work services area office of the circumstances.

## **INFORMATION IN EMERGENCIES**

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We make every effort to maintain a full educational service, but on some occasions circumstances arise which may lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio and text messages.



## COMMENT AND COMPLAINTS

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If you have a comment or complaint please approach the Head of Establishment in the first instance.

If the Head of Establishment does not resolve the issue to your satisfaction, you should contact our Customer Liaison Unit who will:

- Take a totally neutral stance in fully investigating your complaint.
- Acknowledge receipt of your complaint within five working days
- Give a full written response within a further 10 working days, unless another timescale has been agreed.

The Customer Liaison Unit can now be contacted by phone or e-mail:

Phone: - 0141 287 3655/4688

E-mail: - [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

Customer Liaison Unit  
Education Services  
Glasgow City Council  
Wheatley House  
25 Cochrane St  
Merchant City  
GLASGOW  
G1 1HL"



## FOR PUPILS

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- DO remember that Castlemilk High School means YOU. What you do and say and how you behave will decide whether or not the school will be considered a “good” school.
- DO make the most of opportunities provided by joining in sports activities, societies, clubs, not forgetting the opportunity to learn a whole range of new subjects.
- DO consult your teacher if you have any difficulty with a part of the work.
- DO keep a note in your homework diary of any homework you receive and complete it for the date it is required.
- DO ask your Pastoral Care teacher if you need help or advice. He/she will try to help with any type of problem.
- DO arrive on time, properly dressed, clean and tidy, with a pen, pencil, ruler and rubber and the books and equipment required for that day.
- DO dress sensibly and in line with the school dress code. The wearing of garish colours should be avoided; as should the wearing of football scarves, badges etc., which can cause offence.
- DO cover books and jotters with a protective material and carry these items in a bag or waterproof container which will keep them flat and in good condition.
- DO make sure that you have your name on all your belongings, clothes, schoolbags and books etc.
- DO make sure that litter is deposited in litter baskets.
- DO behave as a reasonable citizen outside of school as well as inside, in particular on the way to and from school. If you behave badly when not in school then you will cast a bad reflection on Castlemilk High.





## **DATA PROTECTION ACT 1998**

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Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

## **THE FREEDOM OF INFORMATION (SCOTLAND) ACT 2002**

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The Freedom of Information Act (Scotland) 2002 (FOI) enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including: Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public authorities have to allow access to the following information:

- the provision, cost and standard of its service
- factual information or decision-making, and
- the reasons for decisions made by it.

This legal right of access includes all types of 'recorded' information of any date held by Scottish public authorities. From 1st January 2005 any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council website:

[www.glasgow.gov.uk/en/freedomofinformation](http://www.glasgow.gov.uk/en/freedomofinformation)

Internet facilities are provided at Glasgow City Council Public Libraries and Real Learning Centres.



## **APPENDICES**

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### **STATISTICAL INFORMATION**

**EXAMINATION ANALYSIS**

**ATTENDANCE AND ABSENCE**

**LEAVER DESTINATIONS**

**RUNNING COSTS**

**SAMPLE REPORT CARDS**

**OPTION FORMS**

**HOMEWORK POLICY**



## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>School:</b> Castlemilk High School	<b>Id No.:</b> 260 - 8434034
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### *Minimising Overall Absence*

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
<b>Absence</b>	44.0	42.0

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

#### ***For Information:***

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6



## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

**Education Authority:** Glasgow City

### *Minimising Overall Absence*

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
<b>Absence</b>	42.8	40.0

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

***For Information:***

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6



**INFORMATION FOR PARENTS 2010  
SECONDARY SCHOOLS**

<b>National Data</b>		
<i>Minimising Overall Absence</i>		
	<b>Absence recorded (2008/2009) Average number of half days absence per pupil</b>	<b>Absence recorded (2009/2010) Average number of half days absence per pupil</b>
<b>Absence</b>	34.2	33.9

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

**For Information:**

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6



## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>School:</b> Castlemilk High School	<b>Id No.:</b> 260 - 8434034
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### *Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session*

2007/2008	2008/2009	2009/2010
41	61	45

### *Examination Results (within Scottish Credit and Qualifications Framework)*

#### *(2009/2010 results are pre-appeal)*

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/ 2008	2008/ 2009	2009/ 2010	2007/ 2008	2008/ 2009	2009/ 2010	2007/ 2008	2008/ 2009	2009/ 2010
		92	92	85	76	67	73	27	17

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2007/ 2008	2008/ 2009	2009/ 2010	2007/ 2008	2008/ 2009	2009/ 2010	2007/ 2008	2008/ 2009	2009/ 2010
		13	22	14	5	2	8	0	0

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2007/ 2008	2008/ 2009	2009/ 2010	2007/ 2008	2008/ 2009	2009/ 2010	2007/ 2008	2008/ 2009	2009/ 2010
		5	7	17	2	3	3	0	0

**Key to symbols:**

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.



**INFORMATION FOR PARENTS 2010  
SECONDARY SCHOOLS**

<b>Education Authority:</b> Glasgow City		
<i>Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session</i>		
<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
59	64	64

**Examination Results (within Scottish Credit and Qualifications Framework)**

*(2009/2010 results are pre-appeal)*

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/2008	2008/2009	2009/2010	2007/2008	2008/2009	2009/2010	2007/2008	2008/2009	2009/2010
	85	86	89	66	65	68	22	24	23

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2007/2008	2008/2009	2009/2010	2007/2008	2008/2009	2009/2010	2007/2008	2008/2009	2009/2010
	28	29	32	15	13	16	6	5	7

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2007/2008	2008/2009	2009/2010	2007/2008	2008/2009	2009/2010	2007/2008	2008/2009	2009/2010
	20	22	22	12	13	13	7	7	6

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.



## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

National Data		
<i>Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session</i>		
2007/2008	2008/2009	2009/2010
65	67	72

### *Examination Results (within Scottish Credit and Qualifications Framework)*

*(2009/2010 results are pre-appeal)*

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/ 2008	2008/ 2009	2009/ 2010	2007/ 2008	2008/ 2009	2009/ 2010	2007/ 2008	2008/ 2009	2009/ 2010
	91	91	92	76	78	78	34	35	35

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2007/ 2008	2008/ 2009	2009/ 2010	2007/ 2008	2008/ 2009	2009/ 2010	2007/ 2008	2008/ 2009	2009/ 2010
	39	41	43	22	23	24	10	11	11

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2007/ 2008	2008/ 2009	2009/ 2010	2007/ 2008	2008/ 2009	2009/ 2010	2007/ 2008	2008/ 2009	2009/ 2010
	30	31	33	20	21	22	13	14	14

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.



## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>School:</b> Castlemilk High School	<b>Id No.:</b> 260 - 8434034
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### Leaver Destinations

#### Number Of Pupils Leaving In School Year 2009/2010 And Percentage With Destination As:

<b>Total Number of Leavers (=100%)</b>	97
<b>Higher Education</b>	22
<b>Further Education</b>	30
<b>Training</b>	16
<b>Employment</b>	25
<b>Other Known</b>	7
<b>Not Known</b>	0

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals. The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

### Budgeted Running Costs For Financial Year 2010-2011

<b>School Roll at September 2009</b>	420
<b>Total School Running Costs at April 2010 (£)</b>	2,967,445
<b>Cost per Pupil (£)</b>	7,065

Key to symbols: The symbol ## indicates that the data are not available.

### Attendance And Absence For School Year 2009/2010

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances (Pupil Half Days)</b>	29,607	28,729	28,323	30,927	17,581	135,167
<b>Percentage Authorised Absences</b>	9.3	6.9	8.8	5.1	5.7	7.3
<b>Percentage Unauthorised Absences</b>	1.8	2.5	3.2	5.3	5.8	3.6

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.



## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>Education Authority:</b> Glasgow City
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### *Leaver Destinations*

**Number Of Pupils Leaving In School Year 2009/2010 And Percentage With Destination As:**

<b>Total Number of Leavers (=100%)</b>	4,841
<b>Higher Education</b>	27
<b>Further Education</b>	29
<b>Training</b>	10
<b>Employment</b>	17
<b>Other Known</b>	15
<b>Not Known</b>	1

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals. The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

### *Budgeted Running Costs For Financial Year 2010-2011*

<b>School Roll at September 2009</b>	26,983
<b>Total School Running Costs at April 2010 (£)</b>	141,240,336
<b>Cost per Pupil (£)</b>	5,234

Key to symbols: The symbol ## indicates that the data are not available.

### *Attendance And Absence For School Year 2009/2010*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances (Pupil Half Days)</b>	1,892,631	1,925,939	1,954,468	1,931,538	1,334,625	9,039,201
<b>Percentage Authorised Absences</b>	6.4	7.8	9.4	7.6	6.6	7.6
<b>Percentage Unauthorised Absences</b>	1.9	2.7	3.3	3.1	2.4	2.7

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.



## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

### National Data

#### *Leaver Destinations*

#### *Number Of Pupils Leaving In School Year 2009/2010 And Percentage With Destination As:*

<b>Total Number of Leavers (=100%)</b>	54,097
<b>Higher Education</b>	36
<b>Further Education</b>	27
<b>Training</b>	5
<b>Employment</b>	19
<b>Other Known</b>	13
<b>Not Known</b>	1

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

#### *Budgeted Running Costs For Financial Year 2010-2011*

<b>School Roll at September 2009</b>	302,921
<b>Total School Running Costs at April 2010 (£)</b>	1,695,802,434
<b>Cost per Pupil (£)</b>	5,598

Key to symbols: The symbol ## indicates that the data are not available.

#### *Attendance And Absence For School Year 2009/2010*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances (Pupil Half Days)</b>	20,375,279	20,601,741	21,076,798	20,825,660	15,739,991	98,619,469
<b>Percentage Authorised Absences</b>	5.3	6.2	7.0	6.4	5.8	6.2
<b>Percentage Unauthorised Absences</b>	1.5	2.2	3.0	3.5	2.8	2.6

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.



## ADDITIONAL INFORMATION ABOUT LEAVER DESTINATIONS

The vast majority of pupils from Castlemilk High School go on to positive leaver destinations; this includes higher education, further education, training and employment. Below is some information on the range of Higher and Further education courses our young people moved on to in 2010:-

### Higher Education

Course	College	No of Students
Bed Primary Education	Glasgow University	2
Journalism	West of Scotland University	1
BA Social Work	West of Scotland University	1
BA Spanish	Strathclyde University	1
MA Politics & Psychology	Strathclyde University	1
Nursing/Midwifery Degree	Glasgow Caledonian University	1
HND Computer Networking	Central College of Commerce	2
HND Computer Art & Design	Central College of Commerce	1
HND Sports Coaching	Glasgow Metropolitan University	1
HND Business	Cardonald College	1
HNC Business	Cardonald College	1
HNC Accountancy	Cardonald College	1
HNC Electronic Engineering	Cardonald College	1

### Further Education

Course	College	No of Students
ESF Shopfitting	Glasgow Metropolitan College	1
NC Digital Media	Centre College of Commerce	1
NQ Business and Events	Glasgow Metropolitan College	1
NQ Beauty Care	Centre College of Commerce	1
NQ Beauty Therapy	Cardonald College	1
NQ Business	Langside College	1
NQ Travel & Tourism	Glasgow Metropolitan College	1
NC Early Education & Childcare	Langside College	1
NQ Sports Coaching	Cardonald College	1
Higher programme	Langside College	5



NAME:

CLASS:

Attendance To Date: 81.82 %

Occasions Late To Date: 20

Subject	Current Target	On Track To Achieve	Behaviour	Effort	Equipment	Homework	Progress
Art 5-14			****	****		***	***
Drama 5-14							*
English 5-14			****	****		****	****
French 5-14			****	***		**	****
Home Economics 5-14			****	****		****	****
Information Technology 5-14			****	****			****
Mathematics 5-14			****	****		***	***
Music 5-14			****	****			****
Personal & Social Education 5-14			****	****			***
Physical Education 5-14			****	***	***		***
Religious Studies 5-14			****	***		****	***
Science 5-14			****	****		****	***
Social Subjects 5-14			****	****		****	****
Technical 5-14			****	****		****	***

- Behaviour**
- \* Serious concerns
  - \*\* Some improvement required
  - \*\*\* Usually behaves well
  - \*\*\*\* Always behaves well

- Effort**
- \* Rarely puts in the effort to make good progress
  - \*\* Making some effort but capable of more
  - \*\*\* Usually works conscientiously
  - \*\*\*\* Always works conscientiously

- Equipment**
- \* Rarely brings equipment
  - \*\* Occasionally brings equipment
  - \*\*\* Usually brings equipment
  - \*\*\*\* Always brings equipment

- Homework**
- \* Rarely makes a good attempt
  - \*\* Occasionally makes a good attempt
  - \*\*\* Usually makes a good attempt
  - \*\*\*\* Always makes a good attempt

- Progress**
- \* Making unsatisfactory progress
  - \*\* Making fair progress
  - \*\*\* Making good progress
  - \*\*\*\* Making very good progress



Report on

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**Mathematics**

**KNOWLEDGE AND UNDERSTANDING:**

The ability to use facts and concepts in Mathematics to solve problems of a routine nature.

**REASONING AND ENQUIRY:**

Ability to apply Mathematical Skills and show initiative to solve complex problems

**Standard Grade Elements**

Knowledge & Understanding at Grade 2

Reasoning & Enquiry at Grade 7

Overall Grade: 4

Teacher's Comments	
<b>TARGET:</b>	
<b>GENERAL COMMENTS:</b>	

Effort	
Always works conscientiously	✓
Usually works conscientiously	
Making some effort but capable of more	
Rarely puts in the effort to make good progress	

Homework	
Always makes a good attempt	✓
Usually makes a good attempt	
Occasionally makes a good attempt	
Rarely makes a good attempt	

Progress	
Making very good progress	
Making good progress	✓
Making fair progress	
Making unsatisfactory progress	

Behaviour	
Always behaves well	✓
Usually behaves well	
Some improvement required	
Serious concerns	

Class Teacher:



Castlemilk High School

**S2 into S3 OPTIONS**

February / March 2010

NOTE

1. All pupils study English and Mathematics at a level suited to their ability.
2. All pupils will take PE, RE, and courses designed to assist their Personal and Social Development.
3. In Blocks C, D and E, put a cross (X) opposite the Subject that you wish to choose.
4. In Blocks F, G, and H, put a cross (X) opposite **THREE** Subjects that you wish to study.

Tutor Group: \_\_\_\_\_

Pupil Name: \_\_\_\_\_

Career Interest \_\_\_\_\_ PTPC \_\_\_\_\_

I wish my son / daughter to study the Subjects marked with a cross.

Pupil Signature

Parent / Guardian Signature

<b>ENGLISH</b>		
<b>MATHS</b>		

BEH	EFF	S3 Target	Subject	Choice
			Biology	
			Chemistry	
			Physics	
			<b>PRINCE'S TRUST</b>	

			Administration	
			Computing Studies	
			Craft & Design	

			Art & Design	
			Drama	
			Music	
			Physical Education Studies	

			Administration	
			Art & Design	
			Chemistry	
			Computing Studies	
			Craft & Design	
			Drama	
			French	
			Spanish	
			History	
			Modern Studies	
			Music	
			Physical Education Studies	
			RESERVE 1	
			RESERVE 2	

<b>Comments</b>	<b>Pre-Vocational Courses</b>
	1 <sup>st</sup> Choice:
	2 <sup>nd</sup> Choice:



Langside  
College  
GLASGOW

# Castlemilk Schools - Senior Options 2010/2011

Cardonald  
COLLEGE GLASGOW



CASTLEMILK  
HIGH

Name:	Career interest:
Tutor group:	School leaving year: <b>S4/S5/S6</b> (please circle)
Date of birth:	Date of interview:

## Previous Subject Information

S4 Subjects		S5 Subjects	
Subject	Predicted/Actual Grade	Subject	Predicted Grade
	Progression Route		Progression Route

### Castlemilk Schools S5/6 Options 2010/2011 - Instructions:

- Using your grades from this year, discuss with your Pastoral Care teacher who will advise you what levels you will study at next year;
- On the next page, choose one 1st choice subject from each column by using the **highlighter pen** provided to clearly indicate the subject and level to be studied. It is important that you progress in a subject you have already undertaken;
- In the space provided clearly indicate a 2nd choice subject and level in-case your 1st choice is not available.





Langside College  
GLASGOW

# Castlemilk Schools - Senior Options Columns 2010/2011



Cardonald College Glasgow



CASTLEMILK HIGH

Column A	Column B	Column C	Column D	Column E
1st Choice Subject & Level	1st Choice Subject & Level	1st Choice Subject & Level	1st Choice Subject & Level	1st Choice Subject & Level
English (both) H, 2, 1 Media (CHS) 2, 1  Psychology (LC) H, 2 <b>Glenwood Campus (both course and venue TBC)</b>	Maths (both) H, 2, 1 Woodworking Skills (CHS) 2 Financial Management (CHS) 1  Travel & Tourism (CC) 1 <b>Outreach</b>  Enterprise, Retail Skills & Financial Services (CC) 2 <b>Outreach</b>	Admin (CHS) H, 2, 1 Art (both) H, 2, 1 Computing (St MM) H, 2 French (CHS) H, 2, 1 Product Design (St MM) H RME (CHS) H, 2 Hospitality (St MM) 2 Music (St MM) H, 2 Spanish (St MM) H  Childcare (LC) 1 <b>Outreach</b> Expressive Arts (LC) ASD <b>Outreach</b>	Admin (both) H, 2, 1 Art (CHS) H, 2, 1 Biology (both) H, 2 Information Systems (St MM) H Music (CHS) H, 2, 1 Physics (both) H, 2 Physical Ed. (St MM) H, 2 Drama (CHS) H, 2, 1  Holistic and Beauty Therapy (CC) Cert. <b>Outreach</b> Catering / Hospitality (CC) 1 <b>Outreach</b>	Chemistry (both) H, 2 Mod Studies (both) H, 2 Music (CHS) H, 2, 1 Physical Ed (CHS) H, 2, 1 Drama (St MM) H, 2, 1 Travel & Tourism (St MM) 1 Geography (St MM) H, 2 History (CHS) H, 2  Social Care (CC) 2 <b>Outreach</b>  Sports Leadership (CC) Cert. <b>Outreach x 2 + 1 Placement</b> Mon / Wed & placement in own school Friday  Private Study (S6 only)
Private Study (S6 only)	Private Study (S6 only)	Private Study (S6 only)	Private Study (S6 only)	Private Study (S6 only)
2nd Choice Subject & Level	2nd Choice Subject & Level	2nd Choice Subject & Level	2nd Choice Subject & Level	2nd Choice Subject & Level

Please note college classes will take maximum of 20 pupils and require at least 15 pupils to be considered viable at the start of session (Catering/Hospitality: min 12 max 15)

H = Higher 2 = Int 2 1 = Int 1 ASD = ASDAN Cert. = College Certificated CC = Cardonald College LC = Langside College

- \* Alterations may have to be made where courses are over or under subscribed. Where possible, pupil 2nd choices will apply;
- \* Please write down any concerns/problems you may have in relation to your course choices on the back of this page;
- \* Please note that Private Study is *only* available to students in S6;
- \* I understand that returning to school for S5/6 means I am making a serious commitment to attendance and coursework. I also understand that I will be required to sign the school 'Learning Agreement'.

**Pupil Signature:**

**Parent/Carer Signature:**

**PT PC Signature:**

**PT Pastoral Care Comment:**





### Castlemilk High School

### Remove Form

Pupil's Name	Tutor Group	Date	Period
		/ /	1 2 3 4 5 6

Class Teacher	Work Issued	Time sent to Remove
	Yes No	

Remove Supervisor	Time arrived at Remove

Pupil's conduct in Remove	Satisfactory	Unsatisfactory
Behaviour		
Amount of work completed		

- Procedure:
1. Remove form issued by class teacher.
  2. Remove form completed by Remove supervisor.
  3. Remove supervisor returns Remove forms to school office.
  4. School office places Remove form in class teacher's pigeonhole.
  5. Class teacher enters details of the incident on the Remove form.
  6. Class teacher passes the Remove form to Faculty Head/Head of Department.
  7. Faculty Head/Head of Department takes appropriate action.

Details of incident

Action / Comments by Faculty Head/Head of Department

Remove Form 3

Although this information is correct at time of printing, it should not be assumed that there will be not change affecting any of the matters dealt with in the document:-

- a) Before the commencement or during the course of the school year in question.
- b) In relation to subsequent school years.



# HOMWORK POLICY

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## HOMWORK IN FIRST/SECOND YEARS

The following statements outline the types of homework issued to pupils in first and second years.

<b>ART &amp; DESIGN</b>	Observational drawings of objects around the homr	10 Drawings in first year 10 Drawings in second year
<b>DRAMA</b>	Unit worksheet Evaluation of others  design a costume	3 in first year/5 in second year 1 in first year/where appropriate in second year once in term 2 in first year
<b>ENGLISH</b>	Personal reading Language sheet or equivalent Completion of classwork/assignments	10-20 minutes every night every week
<b>SOCIAL SUBJECTS</b>	Knowledge, understanding and enquiry skills As above plus essay	Once per week in first year  Once per week in second year
<b>MATHEMATICS</b>	Homework exercise to consolidate and extend recent classwork	20/40 mins per week in first and second year
<b>MODERN LANGUAGES</b>	Written exercises to support/extend classwork Learning vocabulary	Once per week in first and second year
<b>MUSIC</b>	Unit revision	3 in first and second year
<b>PERSONAL/ SOCIAL EDUCATION</b>	Skills for adolescent programme- research at home	As required
<b>RELIGIOUS EDUCATION</b>	Consolidation of class work at end of a unit of work	Every ten weeks in first and second years
<b>SCIENCE</b>	Questions, revision or research	Once per week in first and second year
<b>TECHNICAL</b>	Written exercise at the end of each unit Revision/consolidation of classwork	(7 in first year; 6 in second year)  As required



## HOMEWORK IN THIRD/FOURTH YEARS

The following statements outline the type of homework issued to pupils in third and fourth year.

<b>ART &amp; DESIGN</b>	Research and information gathering for practical work	As required
<b>BIOLOGY</b>	Revision or past paper questions	Once per week
<b>BUSINESS EDUCATION</b>	Written exercise to consolidate and extend recent class work	20-60 minutes per week
<b>CHEMISTRY</b>	Written exercise Completion of classwork Formal ink exercise Projects (third year only)	Once per week As required After each topic End of topics
<b>COMPUTING</b>	Consolidation of classwork and preparation for end of unit tests	Once per week
<b>CRAFT/DESIGN</b>	Exam type questions Revision/consolidation of classwork	Once per week ongoing
<b>DRAMA</b>	Third Year unit worksheet Evaluation of others Self evaluation Fourth Year line learning Costume design, research and evaluations Re draft Exam revision Investigation sheet	6 per session  2 per session 2 per session ongoing once per term 1  one/two in term 1 one per week in term 2 as required
<b>ENGLISH</b>	Personal reading Completion of folio/talk assignments Completion of class work	20 minutes every night as required as required as required
<b>HISTORY</b>	Knowledge and understanding and enquiry skills Activities Essay writing Revision of third year work	Every 10 days   As required Ongoing in fourth year



<b>MATHEMATICS</b>	Formal exercise to consolidate and extend classwork Pupils may also be asked to complete classwork at home	20 – 60 minutes each week  As required
<b>MODERN LANGUAGES</b>	Written exercise Preparation of speaking/written assessments Learning vocabulary	Once per week Once per week  5-10 minutes per night
<b>MODERN STUDIES</b>	Past paper questions both Knowledge and Understanding and Enquiry skills	One a week
<b>MUSIC</b>	Written homework activities based on each unit of work Concept revision Individual Practice	6 units in S3, 5 units in S4  Encourage weekly revision Practice regularly
<b>PERSONAL/SOCIAL EDUCATION</b>	Preparation for study timetable, practice interview and work experience	As required
<b>PHYSICAL EDUCATION</b>	Written exercise Written response from CD Revision/consolidation of classwork	Once per week As required  As required
<b>PHYSICS</b>	Written exercise and/or formal ink exercise	Once per week
<b>RELIGIOUS EDUCATION</b>	Research for project work	As required

**HOMEWORK IN FIFTH/SIXTH YEAR**

The following statements outline the type of homework issued to pupils in fifth and sixth years.

<b>ART</b>	Essay questions Additional written work	Once per fortnight As required
<b>BIOLOGY</b>	Essay questions	Twice per week
<b>BUSINESS EDUCATION</b>	Essays, written exercises	40-90 minutes per week
<b>CHEMISTRY</b>	Written exercise (Intermediate) Written exercise (Higher) And ink exercise	Once per week  Twice per week As required
<b>COMPUTING</b>	Consolidation of classwork (Intermediate) Revision for unit test Ink exercise (Higher) Revision of classwork	Ongoing  As required Before unit test 3-4 times per week
<b>CRAFT/DESIGN</b>	Written exercise Revision/consolidation of classwork	Once per week Ongoing
<b>DRAMA</b>	Script writing (Intermediate) Line Learning Analysis of script	Term one  Ongoing Varies according to term
<b>ENGLISH</b>	Personal Study/Private reading Completion of close reading, textual analysis, critical essay and written assignments	Every night  As required
<b>HISTORY</b>	Essay, document exercises, reading Completion of classwork	Weekly  As required
<b>MATHEMATICS</b>	Formal exercise Pupils may also be asked to complete classwork at home	40-90 minutes each week As required



<b>MODERN LANGUAGES</b>	<p>Learning Vocabulary (French) Comprehension and grammar exercises Essay or speaking preparation</p> <p>Learning vocabulary (Spanish) Essay Grammar/revision exercises</p>	<p>5-10 minutes per night once per week as required</p> <p>Ongoing One per week Ongoing</p>
<b>MUSIC</b>	<p>Unit concepts Inventing Instrument practice</p>	<p>Weekly As required Weekly</p>
<b>PERSONAL/SOCIAL DEVELOPMENT</b>	<p>Project investigation</p>	<p>Ongoing</p>
<b>PHYSICAL EDUCATION</b>	<p>Completion of investigation tasks Analysis of performance</p>	<p>As required One per week</p>
<b>PHYSICS</b>	<p>Written exercise and/or ink exercise</p>	<p>Once per week</p>

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- b) in relation to subsequent school years.