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FAILTE GU ARD SGOIL A' PHLUIC
WELCOME AND INTRODUCTION TO PLOCKTON HIGH SCHOOL

January 2009

Dear Parent(s) and Pupils,

This handbook provides an introduction to Plockton High School for all parents and members of the community. In particular it is designed as an introduction for pupils moving to our High School for the first time.

Some of the pupils about to join us will have brothers and sisters who have already gone, or are going, through the school and will know quite a lot about Plockton High already.

For those coming into S1, perhaps the major change from primary is that you study a range of individual subjects and meet a large number of teachers in the course of the week. You will join an institution of over 310 pupils and students. You will learn more about the school from the staff who visit your primary schools and when you come to the high school for your introductory week in May (week beginning 25 May 2009).

I am sure the prospect of transfer has caused parents to wonder what the future holds for their youngsters. Please remember that you are most welcome to get in touch at any time between now and your child coming to the school, if you have any questions whatsoever.

Our School puts great emphasis on good school—home links and this is the most important issue which we can consider at this stage. When your child has joined the school please contact us if you ever wish clarification or are in any doubt about your child's education. There is strong evidence that the youngsters who do best at school are those whose parents show most interest in their schooling.

Our expectations of pupils can be expressed very simply: we expect them to work hard and behave sensibly. I feel sure that the standards implied in that statement are standards very similar to those expected by you within the family.

We are committed to meeting the needs of each individual within the school and in turn we expect each individual to do his/her best to complete all tasks satisfactorily. I would urge you to ensure that your child takes every opportunity to participate in the life of the school, giving full attention to classwork and to extra-curricular activities so that he/she derives full benefit from all that is on offer in our school. Needless to say, parental support is invaluable in encouraging youngsters to become involved in new activities and to persevere with activities which are proving difficult. We are currently looking at ways of involving more parents in school activities including sport, arts, the environment, citizenship etc. Please contact us if you have any skills or expertise which you would be willing to contribute to school activities. We are always grateful for parental support in school events and in fund raising activities. The names of the current members of the new Parent Council are listed on page

I hope to meet you in the course of this year and in the meantime repeat my request for you to contact the school if you wish to discuss any detail in this Handbook or any other matter. We look forward very much to having you as members of our High School community.

Le durachd/Yours sincerely,

D J Ferguson
(Ceannard/Rector)

GENERAL INFORMATION

Plockton High School is a 6-year Comprehensive School, with a wide catchment area from Applecross in the north to Glenelg in the south. On the campus there is a Hostel which can accommodate up to 40 pupils and is also the location for the National Centre of Excellence in Traditional Music based at the school.

The current roll of the school is 310 of whom approximately 160 are in S4-S6. The school is attractively set in its own grounds, including a good playing field and a magnificent all weather surface which was opened in August 2006. Over the next few years the roll is likely to remain in the region of 310 pupils.

The main school buildings are: the old building to the front housing Science, Maths, Technology, Art & Design, Business Studies, Administrative and Management Offices, Dining Room and Assembly Hall. (This building dates from 1964). The Science labs have been re-furbished recently. The new building, to the back, consists of: Games Hall, Resources Area/Library, recreational Area (with Tuck Shop and Music facilities) and all other teaching areas including Guidance room and Learning Support bases. (This building dates from 1980). In addition, there is a Special Education Need centre and, the Lochalsh Learning Centre, which comprises a community learning resource and the school's Computing Department.

The restricted space for our dining room remains a major problem for us. At lunch times a quick service bar operates in the recreational area and those wishing to have packed lunches have use of the Home Economics room which is also the venue for our pre-school daily Breakfast Club. Our school has health promoting status last session and we are committed to promoting healthy lifestyles through good eating habits and exercise.

The school is available for a wide range of adult evening classes and other activities including drama and sport. Lets can be arranged by contacting the school office.

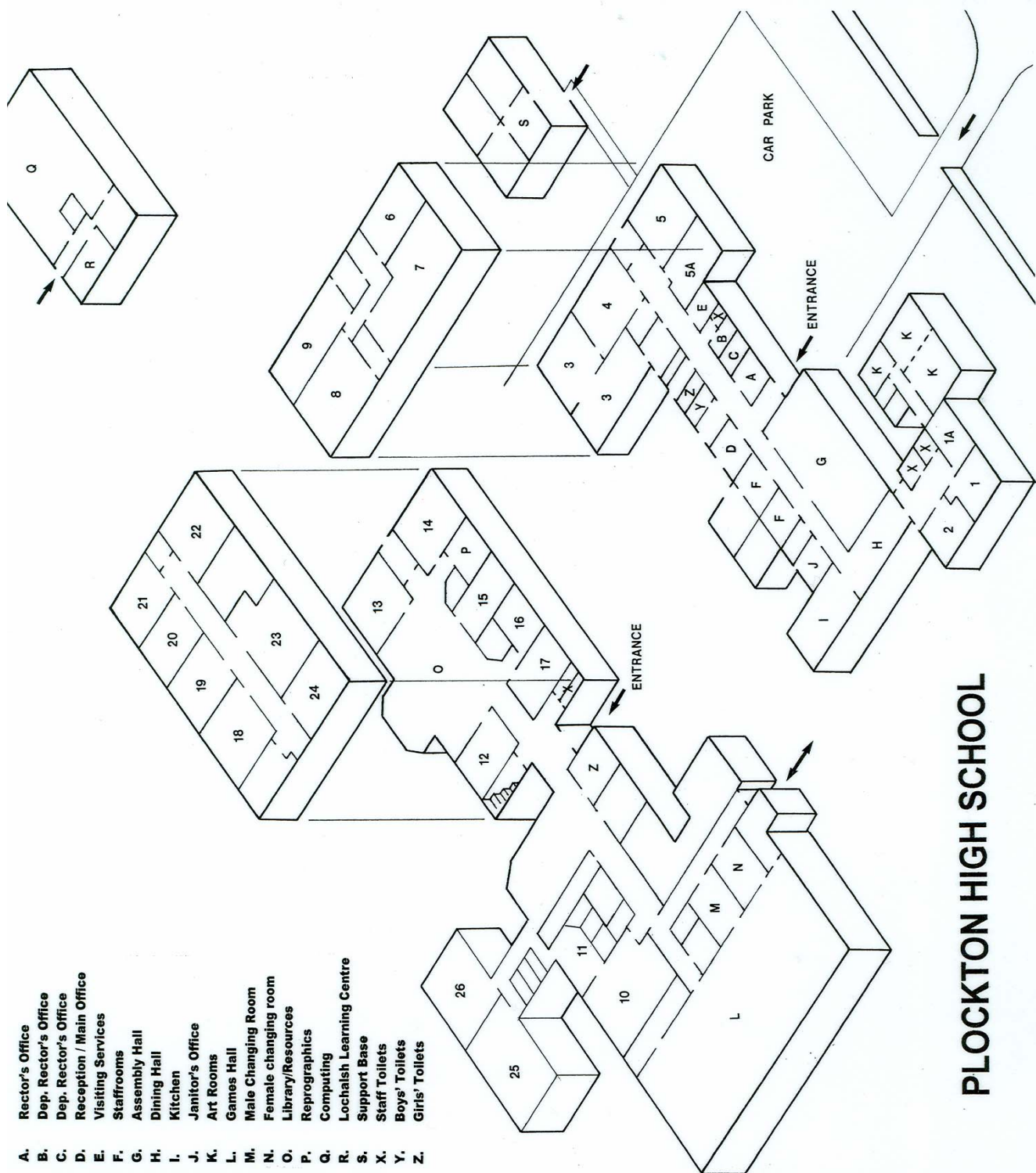
There are regular Assemblies conducted by a member of the local clergy, outside speakers or senior staff in the school. Prefects read at Assembly and other groups of pupils/students regularly take part e.g. reporting on foreign trips, work experience etc.

Our School Handbook is not intended to replace direct personal contact between School and Parents. We issue a monthly newsletter which aims to keep parents informed of what is happening and future events at the school. This is sent home with pupils. We consider face to face meetings either specially requested, during the day (or by appointment on a Tuesday evening) and the regular Parents' Evenings, as crucial to a positive school-home relationship.

The key statistics relating to exam results, leavers' destinations, attendance and the costs of running our school are to be found at the back of this handbook.

Gaelic Language and Culture are strongly promoted in the school and pupils currently come to our school from the Gaelic Medium Units in Broadford, Lochcarron, Plockton and Sleat. Gaelic fluent speakers have separate classes provided and also have registration conducted through the medium of Gaelic. We currently offer History and Geography through the medium of Gaelic, the latter being done on-line. The school is committed to playing its part in taking forward the legacy of Highland Year of Culture 2007 as we embark 'The Year of Homecoming'. We would particularly like to see further developments in drama and Gaelic cultural activities.

We have strong international links worldwide including France, Ireland and Canada. Computers for Africa. We have a well established Fair Trade Group—Trocaploc—which has links to projects in South America and promotes fuller understanding of Fair Trade issues in the world. The school is committed to international understanding and multi-cultural experiences for all youngsters.



- | | |
|----------------------|-----------------------------|
| 1. Mathematics | A. Rector's Office |
| 1A. Mathematics | B. Dep. Rector's Office |
| 2. Mathematics | C. Dep. Rector's Office |
| 3. CDT Workshop | D. Reception / Main Office |
| 4. CDT Graphics | E. Visiting Services |
| 5. CDT Graphics/CAD | F. Staffrooms |
| 6. Science-Chemistry | G. Assembly Hall |
| 7. Science-Biology | H. Dining Hall |
| 8. Science-Chemistry | I. Kitchen |
| 9. Science-Physics | J. Janitor's Office |
| 10. Music | K. Art Rooms |
| 11. Music | L. Games Hall |
| 12. History | M. Male Changing Room |
| 13. Gaelic | N. Female changing room |
| 14. Gaelic | O. Library/Resources |
| 15. Guidance | P. Reprographics |
| 16. Learning Support | Q. Computing |
| 17. Geography/RE | R. Lochalsh Learning Centre |
| 18. English | S. Support Base |
| 19. English | X. Staff Toilets |
| 20. Modern Languages | Y. Boys' Toilets |
| 21. Modern Languages | Z. Girls' Toilets |
| 22. English | |
| 23. Home Economics | |
| 24. Seminar Room | |
| 25. Music | |
| 26. Social Subjects | |

PLOCKTON HIGH SCHOOL



08.58 – 09.06 REGISTRATION

09.06 - 10.00 Period 1

10.00 - 10.54 Period 2

10.54 - 11.09 Interval

11.09 - 12.03 Period 3

12.03 - 12.57 Period 4

12.57- 13.54 Lunch

13.54 - 14.47 Period 5

14.47 - 15.40 Period 6

**PLOCKTON HIGH SCHOOL
STAFF as at 08 January 2009**

Rector	Mr. D J Ferguson	
Depute Rector	Mrs. E A Lloyd	
Depute Rector	Mrs. S Galloway	
English	Mr. P MacKenzie Ms. R Zapasnik Mr. C Daly	Probationer
Mathematics	Mrs J. Matheson Mrs. K Bulloch Ms E George	Principal Teacher (Subject)
Computing	Mr. T. Heaviside	Principal Teacher (Faculty temp)
Social Subjects (Geography, History)	Mr. I. Johnston Mrs M Deans Mrs M MacDonald	Principal Teacher (Faculty) Part-time Part-time
Religious & Moral Education	Mr R MacAskill	
Modern Languages (French and Spanish)	Mrs. J. MacKenna Ms L J MacInnes	Principal Teacher (Faculty)
Gaelic	Miss C. Beaton Ms C MacDonald Ms D Macleod	
Science Dept	Mr. A.D. Strachan Mr. D. Noble Ms C MacKie Mr A Breen	Principal Teacher (Faculty)
Art & Design	Ms. M. Robertson Mrs. L McLaughlin	
Home Economics	Mrs C Ferguson	
Technology	Mr. J. Kean Mr. I. Grimmer	Principal Teacher (Faculty)
Business Studies	Mr. D O'Neil	
Support for Pupils	Mrs F Aiken	Principal Teacher
Support for Learning & additional support needs	Mrs A MacKenzie Ms V Treanor	Principal Teacher (Management)

	Mrs. V. Matheson Mrs. H Tindall Mrs. J Stewart Mrs J Asiedu Mrs. M. Butler	SFL/ASN Auxiliary SFL/ASN Auxiliary SFL/ASN Auxiliary SFL/ASN Auxiliary SFL/ASN Auxiliary
Music Dept	Vacancy	
Visiting Instrumental Tutors	Mr. N Stewart Mrs M Beeston	Bagpipes Strings
Physical Education Dept	Mr. C. Smith Mrs. S Coghill	Principal Teacher (Faculty)
Resources Librarian	Mrs R. Bankhead	
Administration	Mrs. G. Coe Mrs. K. Anderson Mrs M Finlayson	Administrative Assistant Clerical Assistant General Assistant (Part Time)
Technician ICT Technician General Auxiliary	Mr J Phimister Mr C MacKenzie Mrs H Harvey	Part-time Part-time
Janitorial Staff	Mr W Morrison Mr C MacRae	
National Centre of Excellence in Traditional Music	Mr. D Pincock Mrs A Hurding	Director—Telephone 544706 Administration Assistant
External Support Personnel: Careers Scotland	Ms D. McEwan Mr W Ross Mrs J Sanderson	Locality Manager Careers Adviser Active Sports Co-ordinator
Educational Psychologist	Mr R. Leadbetter	
Medical Services Senior Family Liaison Officer	Mrs. J. MacKenzie (Nurse) Mrs J Gillies	
Chaplaincy Team	Rev. J M MacDonald; Rev. R. Rankin; Monsignor J MacNeil; Rev. D Macleod, Mr D Mockett	
Residence Staff	Mrs S. McGuinness Manager (Temporary)	01599 544249
Local Area Education Officers	Mr. J Ritchie Area Education Manager (Ross, Skye & Lochaber) Mr L Young Senior Education Manager	01478 613697

PRINCIPAL AIMS OF THE SCHOOL

1. To develop the school as a place of education.

This means that the School will provide learning opportunities by way of suitable courses and teaching in order that pupils may acquire and develop the self-confidence and skills necessary for a smooth transition to post-school life.

2. To provide opportunities and challenges to staff to develop their expertise and skills subject always to the importance of the above Aim.

This means that all management & administrative procedures have as their objective the provision of the framework within which staff can work efficiently and happily. It also implies that the best possible use will be made of staff and accommodation.

3. To encourage and develop liaison with all sectors of the community in an endeavour to ensure that young people are given maximum opportunity to exercise their leadership potential, their sense of responsibility and their caring feelings and to foster in the community a sense of identity with the school.

QUALITY AND STANDARDS REPORT PARENTS PROFILE

Based on a review of the main aspects of school life (e.g. deployment of staff, learning and teaching, ethos, discipline, resources and guidance) and in response to the views of pupils/students, parents and all staff, we produce a School Improvement Plan and a Summary Report for Parents annually. All are welcome to view the plan at any time. In the course of any session there will be opportunities for all homes to make comments about the school through questionnaires and at meetings.

Our approach to planning is in accordance with the new Highland Council guidelines for improvement planning and the school is committed to continuous improvement through self-evaluation and regular consultation of youngsters, parents and staff. Our Improvement plan projects also rely heavily on attainment data and pupil progress, the wider achievements of our school and council and national advice on the curriculum. In common with all schools in Scotland our current curriculum priority is taking forward the proposals in a Curriculum for Excellence.

PARENTS AND THE SCHOOL

Research has shown that home influence is still a crucial factor in a pupil's success at school. We as a school make every effort to have a positive school/home relationship to support individual youngsters and to provide opportunities for parents to be involved in the wider life of our school community. Towards this end, a planned programme of Parents' Evenings is included in the Dates for Your Diary. Parents' Evenings are held regularly for all year groups. Subject staff and Guidance staff are on hand to advise parents on their child's progress, strengths and weaknesses in coursework, citizenship, behaviour etc.

In addition to the evenings when parents have the opportunity of speaking to individual subject teachers or guidance staff there is a programme of meetings giving general advice for specific stages (e.g. S3/4). As part of our out-lying area initiative informal evenings - combining information about school and entertainment by pupils - are held in our Associated Primaries.

A newsletter - Sgoil 'S Dachaigh ('School & Home') - is issued monthly during the session to keep homes informed about school events. Twice yearly we include the list of youngsters who have received certificates of achievement for good effort and successful learning. The Rector is available for consultation every Tuesday evening between 6.30 - 9.00 p.m. for interviews or telephone calls from parents who are asked to call in advance to arrange times for visits or telephone conversations.

Normally all parents are invited to come to the school if they wish. If, however, the pupil has a particular difficulty, the school will try to contact the home as soon as possible to discuss the problem. We shall also contact parents if we have concerns about the behaviour of individual pupils

An annual calendar of events - including parents evenings - is circulated to all homes.

If you are worried about your child's progress,

DO NOT WAIT UNTIL PARENTS' EVENINGS

CONTACT US AS SOON AS POSSIBLE



1ST YEAR PUPILS/ENROLMENT

1. During the second half of the session, various staff, including Support for Pupils, Heads of House and Support for Learning teachers, along with a group of current S1 pupils, visit the Primary schools to introduce the School to P.7 pupils and give them the opportunity to ask any question. The opportunity is also taken to discuss with the Primary Headteacher, the individual needs of the pupils. Strengths/weaknesses and special interests are noted and information about progress - including any national test results - are passed on to the High School.
2. As part of their induction programme P.7 pupils will spend five days in the Summer Term in the High School when they will meet their Group Tutor, Head of House and subject teachers. (These days are planned to coincide with the half day for inter-primary school sports.) For pupils who will be residing in the Residence there is the opportunity to familiarise themselves with the accommodation and the regime. This year's week will begin on Monday 25 May 2009.
3. Parents of pupils moving to the High School are invited to visit the school for an evening meeting in the course of that week, and that meeting will be held on Thursday 28 May when they will have an opportunity to see round the school, learn about the curriculum and pastoral system; and, for those affected, visit the School Residence.

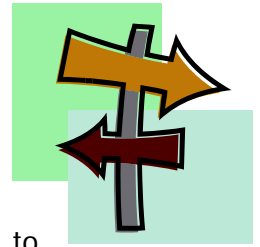
Our Associated Primary Schools are:-

Plockton Primary
Loch Duich Primary
Auchtertyre Primary
Glenelg Primary

Kyle Primary
Lochcarron Primary
Applecross Primary

We encourage close links with all our Primary Schools through joint or other events e.g. Badminton, First Shinty Tournaments; and other Sporting Events and various Arts Events including the Youth Drama Festival. To assist continuity in terms of curriculum we have an associated schools' group which acts as an Integrated Learning Community and ensures there is a co-ordinated approach to curriculum planning and liaison for pupils moving from Primary to Secondary. Meetings are convened as required to bring together the agencies involved in supporting families and youngsters.

SUPPORT FOR YOUNGSTERS



Every house-group has a Head of House and group tutors to look after pupils' needs. The Head of House will interview every child individually as soon after they enter first year as possible. Before this they will have visited them in the primary schools, talked to them and answered many questions. By the time primary 7 pupils have visited the school in May, they will have learned much about the pupil support system and the staff who are there to help.

Support teachers are sources of help and advice, when choices have to be made. When pupils are making subject choices in second and fourth years, the support team draws on its knowledge of the individual and works closely with subject departments in helping pupils make the best possible choices. All look at the results of pupil assessments; the choice of possible career and the wishes of the parents in helping to advise pupils about the subjects to be taken.

When a crisis occurs - major or minor - it is to the Support Team that the pupil may turn. A member of this team may telephone you at home, write to you or perhaps even request an interview, during the school day or afterwards - if it is felt that there is a problem with pupil behaviour or progress.

The Support Team is committed to promoting the welfare of your child and to developing a caring environment throughout the school.

Guidance work is sometimes categorised under three main headings:-

1. PERSONAL

2. CURRICULAR

3. VOCATIONAL

PERSONAL GUIDANCE

From the point where the pupil makes the switch from primary to secondary school, the support teacher seeks to foster a caring relationship with the pupils; to provide a point of reference which remains with the pupil as he or she progresses through the school, the aim being that the support teacher is seen as someone with a particular interest in the development of each individual. It is hoped that a mutual understanding and trust will grow to the point where the pupil will feel able to approach the support teacher for help and advice as required.

Personal Guidance is every pupil's right to seek or reject as the case may be. It may be that the pupil will seek guidance from a member of staff other than a support teacher. This approach is perfectly acceptable and the Guidance Staff will be informed of any issues of concern that may occur through this contact. As a general rule strict confidentiality would be observed concerning anything a pupil might reveal in the process of an interview, but the ultimate criterion is always the welfare of the pupil.

CURRICULAR GUIDANCE

As a collator of information and assessments from class teachers, the guidance teacher is in a unique position to monitor and record pupil progress. This body of knowledge, which the guidance teacher builds up over a period of time, is particularly useful at key decision-making times in a pupil's career, such as the subject choice at the end of second year.

PERSONAL AND SOCIAL EDUCATION

Personal and Social Education is included in the curriculum of all pupils. They follow a programme of study, which has been devised in the school and covers:-

1. Personal development
2. Curricular/Vocational Education
3. Health Education
4. The individual in the community.

VOCATIONAL GUIDANCE

Working through a programme of study, which is part of the school's Personal and Social Education programme, combined with a series of individual interviews the pupils are encouraged to assess their own aptitudes, abilities and vocational preferences. Options are explained, information is provided from the Schools Careers Library and practical help is available from the Support Team working in association with the Careers Service. A comprehensive picture of pupil attainment, personality and interests is built up over a period of time and is particularly useful when dealing with requests for references from employers and educational

Personal and Social Education is taught as a classroom discipline on a single period per week basis for S1-S4, the aim of which is to focus the pupils' attention on their personal growth and development as they pass through school. The focus of the course is on the development of the interactive skills which will help pupils cope with personal relationships, with authority, with family and peer groups, with feelings about self and the ability to make friends of either sex.

The P.S.E. period adopts a multi-disciplinary approach to teaching, ranging from individual and group project and discussion work, to teacher or pupil led whole class activities. As each year progresses the pupil builds up a folder, providing in effect, a record of personal development through school. Particular emphasis is placed, in the first year, on helping pupils to settle quickly and easily into the challenge of high school.

Personal and Social development however, is not confined to a 53-minute slot once a week; any activity, which promotes social skills, self-confidence and concern for others, is part of the social education of our pupils. To this end, many of the activities carried out in the process of subject teaching which encourage active pupil participation fulfil many of the aims of the P.S.E. programme. We know, of course, that most of the social education of our pupils takes place in the home; we believe that the right approach in school will support parents in their efforts to ensure that their children are well prepared to cope with life in our increasingly competitive society.

