

# MALLAIG HIGH SCHOOL

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## BACKGROUND

Mallaig High School takes in the catchment areas of the Small Isles, Knoydart, Arisaig, Lady Lovat and Mallaig Primary Schools and pupils travel daily from as far as Lochailort.

The roll in September 2010 was 126. The teaching complement for 2009/2010 should be 17 full time equivalent, which includes the Headteacher, a full-time teacher for Gaelic Education and a full-time Learning Support Teacher.

## AIMS

- We aim to be a school full of people who see learning as a good thing and who work together to learn and to improve their skills.
- We will put our best efforts into everything that we do. We will aim high and try to constantly improve our performance by looking at what we have already done.
- We will make special efforts to make sure that everyone feels cared for and well supported.
- We want everyone in the school to be happy and making healthy choices for their lives.
- We will be open in our work and try to listen to everyone's opinion.
- We will show respect for everyone.
- We will treat everyone fairly.
- We will learn about, investigate and participate in the world beyond the school gates and the world beyond Lochaber.

## CALENDAR FOR SESSION 2011 - 2012

<b>Open</b>	<b>Close</b>	<b>Pupil Days</b>
Tues 16 August 2011	Fri 7 October 2011	39
Mon 24 October 2011	Thurs 22 December 2011	44
Mon 9 January 2012	Fri 30 March 2012	60
Tues 17 April 2012	Fri 29 June 2012	53
		196

### **HOLIDAYS**

Casual Holidays—Monday 13th & Tuesday 14th February

### **IN-SERVICE DAYS:**

Monday 15th August

Monday 24th October

Wednesday 15th February

Thursday 16th February

Friday 17th February

## CODE OF POSITIVE BEHAVIOUR

Pupils are asked to support the following statements.

*Mallaig High School is a good school*

*because we all try to observe the following code of behaviour.*

- ❖ We always try to work to the best of our ability.
- ❖ We show courtesy and respect towards each other.
- ❖ We are supportive and considerate and always avoid putting others down.
- ❖ We are aware that swearing causes offence and offensive behaviour is not welcome in our school.
- ❖ We know that good manners cost nothing, therefore we are always polite. This means-
  - ☞ holding doors open for others;
  - ☞ saying please and thank you;
  - ☞ being considerate of others when walking along the corridors (it helps to keep to the left) and standing in queues.
- ❖ We always show respect for the school environment and those who have to look after it, therefore -
  - ☺ we always use the bins provided for litter;
  - ☺ we always use the correct entrances and exits to the school grounds;
  - ☺ we try not to bring mud into school on our shoes;
  - ☺ we only play ball games on the pitch;
  - ☺ after using the toilets, we leave them in the state which we would wish to find them.
  - ☺ We eat and drink only in the canteen or junior social area.
- ❖ We must always be punctual to school and to class. (*NB school starts at 9.00am and 1.45pm. After this you must sign in. If you are late to class it is courteous to apologise and explain.*)
- ❖ Absences from school require a written explanation. Appointments during school time require an appointment card to be shown.
- ❖ We are always mindful of road safety considerations, both in and out of school.
- ❖ When using the School bus we observe the rules for this.
- ❖ We all observe the school dress code.

**There are some things we must not do.**

- No smoking is allowed.
- Mobile phones must not be brought to school.
- Chewing gum is not allowed in class because it leaves a mess on tables and carpets.
- Clothing with a design, logo or words / pictures which cause offence or are contrary to the idea of a healthy school, is not permitted.
- Money or valuables must never be left in the toilets or unattended anywhere in the school

**Here are some things we must remember.**

- Complete homework on time.
- Bring a school bag and a pen and pencil to school.
- Look after our homework diary and bring it to every lesson.
- Report any damage to the building, property or equipment immediately.
- Bring PE kit to all PE classes.
- Bring containers for HE as and when required.
- Wear the correct clothing for practical subjects

## DRESS CODE

*The following code was agreed with pupils in the summer of 2007.*

We come to school to work so we will wear businesslike clothes that do not distract other people or make them uncomfortable.

To achieve this:

- \* We will wear the agreed school uniform of:
- \* Black sweatshirt or fleece with school insignia
- \* White polo shirt or t-shirt
- \* Black trousers or skirt

We will be sensitive to other people's feelings and avoid wearing high fashion items or expensive shoes or jackets. We know that not everyone can afford expensive clothes and we want everyone in our school to feel equally valued.

We will not wear flammable clothing to school because it is dangerous in practical lessons. We will also avoid clothing which is loose and baggy for the same reason.

For P.E., we will not wear football tops that advertise alcohol.

When we are out of school, on courses or in competitions which are school related, we shall dress as smartly as we can so that we do not feel at a disadvantage. We also understand that, on these occasions, we are representing our school, and for the sake of everyone who is associated with our school, we wish to represent it well.

## COMPLAINTS PROCEDURE

The best of organisations need regular feedback from those who use their services. We have fairly robust evaluation and audit procedures but sometimes we miss things or lack clear evidence about a potential problem. We see complaints as a chance to improve, so please do not hesitate to put in writing any problem that you feel strongly about. Write to the Headteacher and you will receive a response within 10 working days outlining what we intend to do about it. If you are not satisfied, you will be able to raise the matter with the Area Education Manager.

Less serious matters can be discussed at any time simply by 'phoning the school.

## PUPIL SUPPORT

Mr John Fisher, Depute Headteacher, has overall responsibility for pupil support and he should be your first point of contact if you need information on your child's performance or if you need to communicate important information to the school.

Working with Mr Fisher will be two Principal Teachers of Pupil Support who have direct responsibility for pastoral care of the pupils. Each PT has a caseload of about 40 pupils: the school is divided into three based on the House system; family members are usually allocated to the same House.

Mr Cargill is responsible for pupils in **Nevis**  
Ms Mundell is responsible for pupils in **Duich**  
Mr Fisher is responsible for pupils in **Hourn**.

In addition to this structure we rely on Register teachers, who have particular care of a small group of pupils in their Registration classes and help them with all their day-to-day problems - social, academic, career-related etc. If the problems are particularly difficult the Register teacher will refer the case on to a member of the Pupil Support Team, who will be able to give the issue the time it deserves and seek expert advice from the various support agencies, if necessary.

There is a programme of interviews, arranged to coincide with the issue of school reports, which ensures that each child is seen individually in the course of the year. These interviews will be carried out by the Pupil Support Team. Children living away from home will be interviewed much more often, as will children who are vulnerable or have particular problems.

## SOCIAL WORK

The Social Work Department may have involvement with families in this area for any number of reasons. They will, if appropriate, keep the school informed of anything that may be relevant to the education of children of those families in school.

Other areas when Social Work may contact the school are: Referrals to the Children's Panel, Allegations of Child Abuse and also Future Needs Assessments for pupils who may require support when they enter employment, having already received support in school.

Both pupils and parents can expect 100% confidentiality at all times

## CHILD PROTECTION

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

More information about Child Protection Procedures within Highland can be obtained from the *Child Protection Development Officer, Mrs Susan MacLaren, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - Telephone (01463) 703483- Fax (01463 713237)*

## SCHOOL LIAISON GROUP

From time to time, the School Liaison Group meets to consider how best to support the needs of specific pupils.

This group includes School Staff (usually Management, Pupil Support and Learning Support), Educational Psychology, and staff from Health and Social Work Services.

It is important that such staff are able to share information in order to co-ordinate planning and delivery of services - the aim being to provide the best possible support to children and families.

Should there be any personal/family information that you would not want to be shared, please let the Headteacher know at the earliest opportunity before the meeting

## TRANSPORT

Pupils from within the school catchment area who live more than three miles from the school are each provided with bus transport by the Education Authority,

Pupils living within a three mile radius have the option of using the local bus service, paying the fare themselves, before and after school and also at lunchtime,

A high standard of behaviour is expected from all pupils who make use of both the public and school bus service and parents are asked to support the school in this matter by insisting that their children are particularly careful when boarding or leaving the bus and that seat belts, if fitted, must be worn.

More detailed information regarding the school transport in severe weather is issued annually to parents and an updated version of the current letter is included at the back of this brochure. (Appendix A)

## MEALS

A cafeteria arrangement provides meals each school day. The menu, which changes daily, offers a wide range of hot and cold dishes, both snacks and main courses, together with fruit and soft drinks, including milk.

Healthy options are available at heavily subsidised prices and the school actively encourages pupils to choose a healthy diet, both through education and through incentives within school.

Pupils who are in receipt of free school meals, including pupils who stay in the Residence, can select items from the menu to a certain value. Parents who are in receipt of Income Support are entitled to free meals for their school age children and forms of application are available in confidence from the school office. It is essential that these forms are returned promptly to the Area Education Office so that there is no delay in making the free meals available.

The school canteen operates a 'cashless' system that involves credit being 'loaded' onto pupils' Young Scot cards. Pupils will be thoroughly briefed on this system during their induction days.

## LUNCH TIMES

Pupils are not restricted to the school grounds during lunch times. Particularly during spells of good weather, many pupils will choose to have lunch in Mallaig village.

Unless a pupil is going home for lunch, they remain subject to school discipline during the lunch hour whether in school or outwith the school.

If parents would prefer that their child stays in school for the lunch hour, they should contact the Headteacher to indicate this preference.

## ABSENCE

Mrs Geddes, the School's administrator, will contact parents or carers by 'phone on the first morning of any pupil absence to confirm that illness is the reason for absence and to offer to make arrangements for work to be sent home if it looks like the pupil might be off for more than a couple of days. If there has been no response by 'phone, pupils should always provide a note from their parents or guardians explaining their absence on the day they return.

The school has to report on absences in terms of those which are authorised and those which are unauthorised.

Authorised absences are essentially those valid reasons which would keep anyone off work: illness, domestic crises, bereavement, weddings of immediate family.

Except in very special circumstances, all other absences would have to be unauthorised. The Headteacher cannot authorise absences from school. Parents should be aware that an unauthorised absence such as a shopping trip or a holiday during term time falls into the same category as truancy.

The following extract from the relevant Scottish Executive circular lays down the conditions under which we can grant absence.

### **Family Holidays During Term Time**

The majority of family holidays taken during term time should be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:

A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the 'authorised absence' category should *not* include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences).

Family holidays with the above and similar characteristics should be classified as unauthorised absence.

In relation to previous Circulars, a criterion of otherwise satisfactory or otherwise unsatisfactory attendance was attached to the differentiation of family holidays as authorised or unauthorised absence. While otherwise unsatisfactory attendance may well be one reason for a school to withhold agreement to absence for a family holiday, it may not be the only factor needing to be taken into account. The decision on recording absence as authorised and unauthorised should therefore be based simply on whether the school has given prior agreement to the absence or not, using the criteria outlined above. Where a school's prior agreement has not been sought the absence should automatically be classed as unauthorised.

**SOURCE:** Scottish Executive Education Dept. Circular No.5/03

The whole document is available on [www.scotland.gov.uk/library5/education/edc05-00.asp](http://www.scotland.gov.uk/library5/education/edc05-00.asp)

## LATE COMING

The school records lateness in three different categories:

- \* Caused by a late school bus
- \* Caused by an appointment with the Doctor
- \* Other

All pupils who arrive after 9.05 must sign in at the school office and also report to their Register Teacher. This is so that we have an accurate attendance roll if there was a fire or a similar emergency where everyone had to be accounted for quickly.

Except in the case of a very late bus, a pupil who arrives after 10 am will need a note from a parent or guardian to explain the absence. This may be brought the following day.

# CURRICULUM

As many parents will be aware, extensive changes to the curriculum in Scottish schools are underway with the introduction of a new 3-18 curriculum, 'A Curriculum for Excellence', from August 2010.

To understand the changes, some comparisons with current arrangements are necessary. The present separate stages, pre-5, 5-14 and the 14-18 exam stages will be replaced by a curriculum which will move seamlessly from 3-18.

As far as secondary education is concerned, this is the biggest change to the curriculum since the introduction of the comprehensive education system approximately 35 years ago. At that time a common course for the S1/2 stage was introduced. In 2004, this school moved to a system of a common course for S1, followed by Standard Grade courses in S2 & S3. However, this curriculum model is gradually being replaced from August 2010 and the information set out in this brochure describes the arrangement which will apply in the future.

During 2002 a national debate on education, involving widespread consultation, was held throughout Scotland. The issues arising from the debate informed the Ambitious *Excellent Schools* initiative launched by Scottish Executive in November 2004. *A Curriculum for Excellence* is a major part of that initiative, and is described by the Scottish Government as "the major driver for transformational change in Scottish education." It aims to provide a single curriculum from 3-18, with the aspiration for all young people to be successful learners, confident individuals, responsible citizens and effective contributors in society and at work. Implementation of the new curriculum will promote learning across a wide range of contexts and experiences, to enable every young person to develop his or her full potential.

The development is supported by a number of publications to support planning, and to challenge all involved in education to think differently about the curriculum, and to focus on how teaching is carried out as much as on what is taught.

**A Curriculum for Excellence** seeks to achieve the following outcomes:

- for the first time ever, a single curriculum 3-18, supported by a simple and effective structure of assessment and qualifications: this will allow the right pace and challenge for young people, particularly at critical points like the move from nursery to primary and from primary to secondary
- greater choice and opportunity, earlier, for young people, to help them realise their individual talents and to help close the opportunity gap by better engaging those who currently switch off from formal education too young
- more skills-for-work options for young people, robustly assessed and helping them to progress into further qualifications or work
- more space in the curriculum for work in depth, and to ensure that young people develop the literacy, numeracy and other essential skills and knowledge they will need for life and work
- young people achieving the broad outcomes that we look for from school education, both through subject teaching and more cross-subject activity
- more space for sport, music, dance, drama, art, learning about health, sustainable development and enterprise, and other activities that broaden the life experiences - and life chances - of young people

## VALUES AND PURPOSES

The curriculum is to be based on the values of **wisdom, justice, compassion and integrity**, and aims to develop four interlinked capacities. The aspiration for all children and for every young person is that they should be:

- **successful learners**, who make progress and achieve
- **confident individuals**, who lead safe and healthy lives
- **responsible citizens**, who make a positive contribution to society
- **effective contributors**, who can communicate in different settings.

By providing structure, support and direction to young people's learning, the curriculum should enable them to develop these four capacities. The curriculum is broadly defined as covering:

- **The ethos and life of the school**
- **Curriculum areas and subjects**
- **Interdisciplinary projects and studies**
- **Opportunities for Personal Achievement**

## PRINCIPLES OF CURRICULUM DESIGN

Instead of the divisions within the current curriculum (pre-school; 5-14; 14-16, 16+) **CfE** provides for a single coherent curriculum from 3-18, with continuity at transition points such as the move from pre-school to primary and from primary to secondary.

In designing the curriculum, the following principles have to be taken into account:

- **Challenge and enjoyment**
- **Breadth**
- **Progression**
- **Depth**
- **Personalisation and choice**
- **Coherence**
- **Relevance**

## CURRICULUM AREAS

Allocation of subjects within curriculum areas provides a guide for ensuring that learning takes place across a broad range of contexts, and offer a way of grouping experiences and outcomes. The specified curriculum areas are:

- **Expressive Arts**
- **Health and Wellbeing**
- **Languages**
- **Mathematics**
- **Religious and Moral Education**
- **Sciences**
- **Social Studies**
- **Technologies**

Literacy, numeracy and aspects of health and wellbeing are identified as skills for life are to be the responsibility of all teachers.

Certain themes, which are currently seen as add-ons, will now be built into the curriculum framework. These are:

- **Citizenship;**
- **Enterprise**
- **Creativity**
- **Sustainable development.**

## 6. PROGRESSION AND LEVELS OF ACHIEVEMENT

CfE levels will replace current attainment and certification provision extend from 3-18 describe both outcomes and experiences for each curricular area, usually as "I can..." and "I have..." statements.

The new levels are:

Level	Experiences and outcomes for most children or young people
Early	<i>In pre-school and in Primary 1</i>
First	<i>By end of P4, but earlier for some</i>
Second	<i>By end of P7, but earlier for some</i>
Third	<i>In S1- S3 but earlier for some.</i>
Fourth	<i>Fourth level broadly equates to Standard Grade General level/ Intermediate 1</i>
Senior	<i>In S4 – S6, but earlier for some</i>

These levels provide scope for challenge for pupils and depth of study. Pupils can progress through them at the pace that suits their progress. It is clear that fast tracking, if appropriate to individual pupils, is catered for within this framework.

Development work has been undertaken with regard to certification at the senior level, but there is as yet no final decision on certification.

Recognition for the wider achievement of pupils is a key feature of the improvement agenda and is to be the subject of consultation. This new element will cater for recognition of wider achievements, beyond attainment in examinations.

## IMPLICATIONS AND CHALLENGES

The proposals deal with education from 3-18, and there are implications within the proposals at every level. The main challenges are at the early level (pre-school/primary) and at the third and fourth levels (S1-3).

## IMPLEMENTATION

**A Curriculum for Excellence** is a phased reform and includes as significant elements some recent initiatives which are either established or in progress in schools. These include:

- Assessment is for Learning - assessment as an integral part of learning and teaching, and used to support learning.
- Determined to Succeed, which is an Enterprise Education initiative and includes Skills for Work courses.
- Health promoting schools.
- Citizenship activities, including Eco-schools.

In terms of the timescale currently in operation, adoption of the new curriculum began in August 2010. The school is moving in accordance with the timeline specified nationally, in terms of staff development and development work.

The outcomes and experiences for the curriculum areas were issued during last session, along with information on curriculum architecture/models of delivery, and on recognition of wider achievement.

Key documents, which can be accessed on the Learning and teaching Scotland website at [www.LTScotland.org.uk](http://www.LTScotland.org.uk) and [www.curriculumforexcellencescotland.org.uk](http://www.curriculumforexcellencescotland.org.uk) are:

A Curriculum for Excellence (November 2004)

A Curriculum for Excellence - Progress and Proposals (March 2006)

Building the Curriculum 1 (October 2006) - focus on curriculum areas

Building the Curriculum 2 (March 2007) - focus on active learning in the early years

### S1.

In August 2010, the School started to introduce some changes to the S1 curriculum to bring it more closely into line with the national initiative 'Curriculum for Excellence'. The criteria against which children's progress is measured have changed under this system, but there will be plenty of continuity with the old system and children should not have a sense of revolutionary change. We hope to have meetings with the parents of next year's S1 in the Summer so that we can discuss the new approaches.

The curricular organisation of the school will continue to provide a broad base in the early years. First year pupils follow a common course in mixed ability classes, except in Maths where the pupils will be set by ability at the October break. In session 2007/2008, the school introduced a system to limit the number of teacher contacts which each pupil experiences in the course of a week, while making sure that the total amount of time spent on each subject area over a year meets national guidelines. This involves a 'rotation' of subjects, so, for instance, pupils will be taught Geography for a six week block, but no History or Modern Studies. They will then move on to History for six weeks and finally Modern Studies for six weeks, before the rotation starts over again.

The subjects studied throughout the year are:-

English

Mathematics

French

Gaelic

Art & Design	Geography	History	Music
Modern Studies	Science	Religious Education	
Health & Wellbeing			

Technology subjects, including Home Economics will be taught mainly through integrated tasks that provide a clear purpose for the skills that pupils are learning. Pupils will spend whole days on these tasks up to a total of twenty days through the year.

## **S2/S3**

S1 Pupils entering the school in August 2011 will find a different system as they move up to S2. There will be a degree of choice in the subjects that they study, but they will not be following externally assessed, exam based courses as they would have done in the past.

Pupils entering the school in S2 or above will find the following arrangements:

Since 2003, the school has moved to a system of SQA presentation which increases demands on the junior pupils and allows us to offer a much broader curriculum to older pupils. In 2006, a transitional period was completed to ensure that Standard Grades will be studied in S2 & S3. The four groups of pupils who have been presented for exams at the end of S3 were very pleased with their results: they achieved very close to the grades that we would have estimated for them if they had sat the exams a year later, at the end of S4. There is also a significant improvement in the qualifications with which pupils leave school: passes at Higher and the quality of Highers have leapt up in the last two years. The school is committed to maintaining this improvement both in terms of attainment and increased motivation.

Most pupils in S2 and S3 will follow a course leading to presentation in eight Standard Grades, including one from each of the following subject areas:-

- English
- Mathematics
- A Modern Language
- Social Subjects
- Expressive Arts
- Core Science and a Science Specialism (Biology, Chemistry, Physics)
- Health & Wellbeing
- A pupil's eighth subject will be determined by her/his interests and career potential and might include Standard Grade P.E.

The options available should make it possible to study two Science subjects or two Languages. In a few cases, where career aspirations require it, three Science subjects can be studied.

The subjects studied in these two years are chosen to suit the ability, interest and career potential of the individual pupils. These choices are important and the S2/3 course for an individual pupil is decided following consultation between parents, pupils, school staff and the careers service.

## S4/S5/S6

Since August 1999, the school's curriculum for Senior pupils has been in line with the National initiative, '*Higher Still*'. In addition to the traditional progression to Higher, this initiative allows the school to provide 160 hour certificated courses in most subjects for pupils who are not yet ready to take Higher courses.

Since 2006, S4 pupils in this school have had access to these courses, at whichever levels are suitable for their ability at that time. Most pupils will move from Standard Grade to Intermediate courses in S4 and then Higher in S5, although some will go straight on to Highers in S4 if they have already achieved a Grade 1 at Standard grade. In the last three years, between a third and half of the S4 pupils have studied at least one Higher; a few have studied four Highers in S4.

Pupils take a maximum of five Courses in one year: more than four hours of class time is spent on each subject each week.

Pupils will be interviewed individually towards the end of their 3<sup>rd</sup> and 4<sup>th</sup> year to discuss their requirements for the next year. Every effort is made to deliver a timetabled curriculum that provides for pupils' needs.

## EXAM PRESENTATION

Until 2013, pupils will usually be presented for eight Standard Grade Subjects at the end of S3.

Decisions about the level of presentation for each pupil - Foundation/General or General/Credit - will be made separately for each subject in the February before Exam presentation. Course work and practice exams will be used as a basis for the judgement.

For pupils with Additional Support Needs, presentations, if any, will be judged on an individual basis. The decision to present will be made jointly by subject teachers and specialist Learning Support staff.

Depending on performance in individual elements of the Standard Grade, pupils who gain a Grade 1 in a subject have access to Higher Grade courses in that subject in the following year.

Pupils with a Grade 3 or possibly Grade 4 in a subject progress to Intermediate 2 courses with the prospect of further progression to Higher in Fifth or Sixth Year. Pupils who achieve a Foundation Grade (5 & 6) can progress to Intermediate 1 courses the following year.

In a limited number of subjects, a Credit level award in a given subject will allow a pupil to pursue a Higher in another, related subject. eg. Credit in Art & Design would allow access to Higher Craft & Design.

The school reserves the right to withdraw the presentation of Higher candidates who clearly have no chance of success, based on the evidence of their course work and/or their Higher Preliminary Exam, held in the March before the SQA Exam. In this case the pupil may be presented for an Intermediate level if the syllabus is sufficiently similar.

After 2013, Standard Grade and Intermediate Levels will be replaced by National Qualifications. Schools will not be permitted to present significant numbers of S3 pupils for external examinations, but as pupils go into S4 the arrangements will be similar to those that operate in the school at present: pupils will generally follow one year courses which are appropriate to their ability at that stage.

## ASSESSMENT & REPORTING

The school pursues a policy of continuous assessment at all stages.

New systems of assessment and reporting are being devised for Highland schools to reflect the new requirement of Curriculum for Excellence. There will be clear guidelines within which the schools have to operate. The Authority is currently consulting on these procedures and we will be able to brief parents on the new formats in the summer term.

At present, in Standard Grade classes, assessment is based on the Grade Related Criteria which are set out nationally for each subject. Progress is reported in the 1 to 6 format which applies for Standard Grade, with Grade 1 being the highest grade and 6 the lowest. In the December before their S Grade Exams, pupils sit formal Prelims in most subjects.

For pupils following Intermediate or Higher courses there are Unit assessments at regular intervals through the year. Typically, these would be in October, January and April. Candidates must pass these Unit tests if they are to achieve an award. Parents will be notified of the results of all Unit tests, by post. Awards for both Intermediate and Higher levels are made on an A–C scale, with A being the highest attainable grade. There will be Preliminary Exams in March when most of the course has been completed.

The Scottish Qualifications Authority Examinations for pupils of S3, S4, S5 & S6 are held from early May to mid-June.

The school issues one report annually: it is a full report which comments on a pupil's progress in detail and includes comments from the pupil on her or his own perceptions of progress. Opportunities will be available for parents to visit the school to consult with the teaching staff following the issue of a school report, although Parents' Evenings are scheduled for early in the year for most year groups, so that there is a chance to set targets for the year, rather than talk over what has already happened.

Parents who are concerned about their child's progress are most welcome to contact the school at any time and arrange a meeting with the Head Teacher, his Deputy or the teacher of a specific subject.

## HOMework

Co-operation between home and school is very important in encouraging pupils to establish the habit of regular homework right through their school career. All pupils are provided with a Homework Diary at the start of each session and it would be helpful if parents would supplement the checks which the school makes by checking each week that all set homework is being done at the due time.

Parents can also assist by providing a suitable, robust schoolbag to protect valuable books and by making a suitable undisturbed location and equipment available for set and informal homework to be done.

If possible, studying should be encouraged each evening and this should take the form of reading notes, learning new words and concepts and checking that the day's work has been fully understood.

The School's Homework policy is appended at the end of this Brochure. (Appendix C)

# CAREERS EDUCATION

The School Careers Service has three aspects:

1. Careers Education, provided by the school.
2. Careers Guidance, provided by Careers Scotland.
3. Careers Library.

All three are managed/co-ordinated by one of the Pupil Support team.

## □ **School**

Careers Education is a major feature of the Social Education programme.

In S1, pupils undertake a project on Personal Career Planning in preparation for course choices for S2.

A similar amount of time is taken up in S3 where the main aim is heightening pupils awareness and ideas of the job market.

The main resource used is a Computer Assisted Learning package. Pupils make responses to over 150 questions. The resultant print-out they receive should give them valid career areas to explore and research.

S4 receive more detailed careers education with Careers Talks and individual interviews being the backbone.

S5/6 have "Options for Higher or Further Education" as a theme

## □ **Careers Scotland**

The Careers Officer, Miss Jo Small, gives all S4 pupils the chance to have a careers interview with her on a one to one basis. She will set out an Action Plan which will be copied for them to take home. This will help them research career opportunities in a structured fashion.

Careers interviews for S5/6 pupils are usually on a self-referral basis.

## □ **Careers Library**

The Careers library is well stocked with up to date information on a wide range of employment types, Further and Higher education.

Many books, information sheets, pamphlets and videos are available to pupils to access.

Large notice boards set aside for Careers information only are positioned as accessible sites around the school. These are used for posters which alert pupils to job opportunities or coming events such as Careers Conventions or College Open Days.

The Pupil Support Team are assisted by Mrs. K. McGee in the upkeep/maintenance of the Careers Library.

## LEAVING DATE

Basically, there are two occasions when the law allows pupils to leave school in this area.

- (i) 31st May
- (ii) First day of the Christmas Holidays

(i) A pupil must be 16 years on or between the 1st of March and 30th September in order to leave school on 31st May.

(ii) A pupil must be 16 years on or between 1st October and the last day of February in order to leave school on the first day of the Christmas holidays.

Pupils will remain on the school roll until they complete a Leavers Form and return all school property: books, etc.

## HOUSE SYSTEM

All pupils are allocated to one of the school houses, **Duich**, **Hourn** or **Nevis**.

Throughout the year, a range of activities is held, using the facilities of the school, providing competition between the houses.

Pupil involvement in running the scheme is encouraged and to this end Junior, Middle and Senior house representatives are elected annually. Their function is twofold. -They serve on a committee together with staff representatives who then decide on the nature of events throughout the year. The general framework of: Games Tournaments, Swimming Gala, General Knowledge Quiz, Drama and Sports Day can be expanded to include ideas from the "Reps". "Reps" also have the responsibility of informing their house members of these events and persuading them to participate.

## PARENT COUNCIL

School Boards ceased to exist in August of last year. Thanks are due to the many members of the community who have served on the School Board over the years, for their invaluable aid and indefatigable campaigning. There have been several issues, since the school opened, where the voice of the School Board was crucial in obtaining a positive result.

Recently, a Parent Council has been formed from the Parent Forum.

The objectives of the Parent Council are:

- \* To work in partnership with the school to create a welcoming school which is inclusive for all parents
- \* To promote partnership between the school, its pupils and all its parents
- \* To develop and engage in activities which support the education and welfare of the pupils
- \* To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

At present, the members are:-

Mr Michael Baker (Chairman)	Ms N. Robertson	Mrs J. Bird
Mrs J. Bryden	Mrs J. Campbell	Mrs L. Colston
Mrs A. Cunningham	Ms J. Taylor	Mrs N. Poole-Fuste
Mrs J. MacDonald		

Any correspondence for the attention of the Parent Council can be addressed to the High School.

## EXTRA CURRICULAR ACTIVITIES

- The school provides various opportunities for different activities during the lunchtime break. Pupils take much of the responsibility for organising competitions in football, volleyball and basketball.
- The library is open every lunch time and this provides a quiet environment in which to study or do homework. A member of staff and a senior pupil are always on hand to give help if required. The Art Room is open at lunch time on most days. Pupils have the opportunity of using the Music Room and its facilities at lunch time.
- Sports training takes place and Inter House games tournaments are also played during the lunch break and after school on Monday and Tuesday.
- Senior pupils have time set aside to contribute to fund raising and project work, mostly through Art, Music & Drama.
- We take advantage of as many opportunities as possible for pupils to take part in Outdoor Activities. This is in addition to the School's Outdoor Education Course for Senior Pupils.

## HEALTH CARE

The School Doctor and District Nurse carry out the routine and statutory medical examinations for children of school age. They also both contribute to the school's Health Education programme as part of personal and social development.

Parental consent will be sought before certain inoculations. It is important that parents should inform the school in confidence of any medical history which might affect their child's performance or safety at school.

The Health Visitor aims to hold a fortnightly confidential clinic for pupils.

In addition to the programme provided by Health professionals the school has an arrangement with the local Swimming school to provide annual fitness checks for all pupils. Each pupil receives an hour long assessment and is given a personal fitness programme to follow. Individual results of the assessment are confidential between the pupil and the assessor.

## THE RESIDENCE

Pupils from the Small Isles & Knoydart will be accommodated in the Mallaig High School residence during the school week; pupils from Knoydart return home every weekend, while Small Isles pupils go home every second week.

Pupils will be cared for by a team currently led by Mairi Maclean, who liaises between parents, pupils and the school, and organises activities for pupils outside of school time. Mrs Maclean should be the first point of contact for parents who have questions relating to the Residence and how the Education Authority provides for children while they are away from home.

## EMPLOYMENT OF PUPILS

It is illegal to employ a child who has not obtained a Certificate of Employment for a part-time job to be undertaken when the school is in session, including Saturdays and Sundays during term time.

- Any child aged 13 or over who seeks a part-time job must obtain an application form from the school.
- The prospective employer is required to give details of the job to be offered in Part 1 of the form.
- Thereafter the child must arrange for Part 2 of the form to be completed by her/his parent or guardian.
- Finally the form is dealt with by the school or the Area Education Manager as appropriate.
- A pupil contemplating working outside school hours is advised to discuss the matter with his/her Guidance Teacher before taking up employment of this nature.
- Parents will be informed when the school feels that the pupil's school work is being adversely affected.

## PUPIL COUNCIL

Pupil representation is an important aspect of the school's daily life. Pupils are consulted on all important initiatives and changes. The pupil Council is the main consultative forum. Pupils are elected to the council on an annual basis. Meetings are related to specific issues, of concern to both staff and pupils, which are publicised to pupils in advance

Mr Fisher meets regularly with the council members. Here the pupils have the opportunity to give their opinions on various matters concerning the smooth running of the school.

The Pupil Council is evolving rapidly into an important institution in the school. It has had significant success in fund raising for charities. The members have contributed to discussions to formulate the current School Development Plan.

## WORK EXPERIENCE

There is no longer a block release of pupils, but from the Summer of their S4 year, all pupils are given the opportunity of up to one week's period of work experience. Pupils can be placed in businesses from Skye to Fort William. Before going on a placement, pupils look at Health & Safety issues, the advantage of going on placement and other issues in class-time. They may have a pre-visit to their placement and then during their week they complete a diary which is discussed in class on their return to school. In S4, the work experience scheme is co-ordinated by the Depute Headteacher to whom pupils must write a letter of application for the placement of their choice from a list available. In S5/6 pupils may undertake further work experience and at this stage are encouraged to make all arrangements themselves with assistance from the Depute Headteacher when required.

Other than the obvious advantage of exposing pupils to the world of work our aim with S4 pupils is to build on their strengths and improve any areas they are less confident in such as communication skills. In S5 the placements are more vocationally orientated, enabling pupils to make an informed choice with regard to their future career. Feedback from pupils and employers show that this experience is both valued and worthwhile.

We are grateful to all the businesses that participate in the scheme and are always ready to welcome new businesses who should get in touch with the Depute Headteacher at the school.

## STAFFING

Head Teacher	- Mr M. Sullivan
Depute Head Teacher	- Mr J. Fisher
Principal Teacher (Management)	- Mrs A. MacGillivray (Geography)
Principal Teacher (Management)	- Mrs H. Race (Art)
Principal Teacher Learning Support	- Miss P. Watt (Special Education)
Principal Teacher Pupil Support	- Mr A. Cargill (Physical Education)
Principal Teacher Pupil Support	- Ms K. Mundell (Biology)
Teacher	- Mrs S. Auty (French)
Teacher	- Ms L. Hodes (Music)
Teacher	- Mrs V. MacKinnon (English)*
Teacher	- Mrs P. MacKenzie (Home Economics)*
Teacher	- Mr J. Morton (History)
Teacher	- Ms M. Müthel (German)*
Teacher	- Mrs M. Norman (Chemistry)
Teacher	- Mr J. O'Neill (Technical)
Teacher	- Ms L. Smith (Mathematics)
Teacher	- Mrs A. Tevendale (English)
Teacher	- Miss Y. Toal (Mathematics)
Teacher	- Mrs H. Wilson (Mathematics)*
Teacher	- Mr. B. Woods (Physics)
Admin. Assistant	- Mrs S. Geddes
Janitor	- Mr J. MacBeth
Science Technician	- Mr. P. Tevendale*
Special Education Auxiliary	- M W. Kong
Special Education Auxiliary/Admin	- Mrs K. McGee
Special Education Auxiliary	- Mrs I. Morton

\* Part-time in this school

## TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

*To enquire about school closures in times of adverse weather please use the Telephone messaging service - Phone 0870 054 699 for the Highland Council number; then enter the school's own PIN when prompted: 04 1160*

**The school updates its procedures for adverse weather closure annually, therefore: -**

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather.
- **the school** will establish a system of communication with parents and transport operators and ensure that parents are fully informed of the arrangements. This may include an 0870 telephone information service, details of which will be issued separately.

**When weather conditions are poor:-**

**Local radio stations** issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain 'tuned in" to ongoing road weather, or school information updates.

**Broadcast times - BBC Radio Highland**

6.55 - 7.00 am : 7.50 - 8.00 am : 12.55 - 1.00 pm : 4.55 - 5.00 pm

In extreme conditions Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins. **Nevis Radio** will carry bulletins at roughly ten minute intervals between 7.00 am and 8.00 am. .

**Please do not telephone local Radio for advice but listen to appropriate broadcasts.**

**For pupils using school transport**

- Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal 'pick-up" time.
- Parents should note differences between **contract** vehicles and **public service** vehicles. Drivers of **contract** vehicles are advised not to drop off children where there is any doubt that they may not safely reach home or other place of shelter. Drivers of **public service** vehicles must travel their normal routes and cannot make special provision for the individual pupils.
- Where parents are concerned about weather conditions at 'drop-off" points, they should contact the school (01687 462107) as early as possible.

**When weather conditions are poor, parents should arrange to have children met at the "drop-off" point, especially where public service transport is used.**

## Appendix A - BEHAVIOUR MANAGEMENT

Indiscipline in schools is a barrier to learning. Without class discipline, little effective learning can take place. Teachers should always address the problems of indiscipline rather than trying to teach in spite of them.

The majority of pupils come to school with a positive approach to learning. The actions of a minority of pupils who misbehave, for whatever reason, has a negative influence not only on their own learning, but on the learning of their peers and creates stress for staff in managing the learning process. The development of a sound ethos and the promotion of positive behaviour are crucial to effective learning in school. The ideal classroom is one in which the pupils have self-discipline, so that they continue working whether or not the teacher is in the classroom. This ideal arrangement can be difficult to achieve, and it may be less common outside of senior classes, but it is by no means impossible and there are examples within this school of such good practice.

The foundation of such apparently 'iron discipline' has little to do with the teacher's ability to instil fear in pupils and it has even less to do with a system of punishments. Children do not show concentration, enthusiasm and dedication simply because they are told to do so. Instead, these qualities are grown from a few vital principles:

- ★ A sense of **security** which comes from setting and maintaining limits, making expectations consistent over time and consistent with other staff.
- ★ Getting to **know the pupils**, giving them time and showing interest
- ★ **Supporting the pupils** in their learning, recognising that lessons should not be a 'one size fits all' experience but that content, pace and type of learning experience may have to be adjusted for small groups or even individuals according to their rate of development and preferred learning style.
- ★ Organising a **structure** for pupils so that they know the routine of a lesson and understand its pattern. They should also have a clear understanding of the way in which individual lessons fit into units and how units lead to progression within the course. They should have a route map of the course.
- ★ There should be a good prospect of **success** for each pupil. Nothing causes discipline problems as easily as repeated failure. Every child must have a sense of achievement and progress if the school is to hold their interest and respect. Some children need short term successes if their commitment is to be maintained.
- ★ Teachers must have a means of receiving **feedback** from pupils. Not all pupils subscribe to the principle that a syllabus is sacrosanct because it comes from the SQA. Teachers need to know how their pupils perceive their courses and address any problems.
- ★ Adolescents can be very **emotional**, and teachers must expect these emotions to feature in the classroom. Good teachers understand this and give time to trying to deal with negative emotions which are clouding the learning experience.
- ★ Pupils must feel valued and the teacher must communicate the **value** of what the pupils are being asked to learn.

Even when all of the above principles are in place there can be pupils who exhibit disruptive behaviour. Pupils who persistently are troublesome are subject to the discipline policy of the school and ultimately can be subject to exclusion where their behaviour is not modified.

The reasons for bad behaviour are many and varied. They include :

- ★ Pupils who find difficulty in adapting to /accepting the routine expectations of classroom behaviour
- ★ Poor parenting
- ★ Higher levels of family break-up and stress
- ★ Pupils with social, emotional and /or behaviour difficulties
- ★ Pupils who wish to wilfully challenge authority and school discipline
- ★ Pupils with significant learning difficulties e.g. pupils with autistic tendencies

All members of staff, pupils and parents are stakeholders in a school's policy and procedures for managing behaviour. The Headteacher has a key responsibility to establish a well defined school policy through appropriate staff consultation and supported through appropriate staff development and training. The education service has a responsibility to ensure a coherent programme of staff development is available to schools.

All Support for Learning staff - teaching and support staff - have a key role in working closely with subject and class teachers and the Headteacher within a clearly defined school policy on behaviour.

Mallaig High School's Behaviour Management Policy is based on behaviourist principles. We assume causes for all actions and therefore look for the causes of indiscipline. By removing or moderating these causes wherever possible, we believe that we can eliminate the disruption of learning which can affect all pupils in the school.

## **POSITIVE STRATEGIES**

### Recognition of achievement

Pupil achievement will be recognised by letters of congratulation to Parents/Carers and by announcements at assemblies. Achieving pupils will be identified through monthly scanning of Performance Reports that teachers fill in weekly. (see Appendix A). Teachers should attempt to record all incidents of good work, not just efforts which are exceptional for that pupil. All pupils with a number of comments in excess of a predetermined threshold will be recognised.

### Liaison

Primary Secondary Liaison, liaison with Further Education Colleges and Community involvement will all play a part in fostering the positive ethos that is a foundation of good discipline.

### PSE

Pupils will explore positive attitudes towards school and learning in annual units within the PSE Programme.

## IDENTIFYING DISRUPTIVE BEHAVIOUR

### Whole Class Screening

New S1 classes will be screened to identify pupils who are not on task and exhibiting disruptive behaviour. Screening will be carried out by Learning support staff using the *Pupil Behaviour Schedule* (Appendix B). Results will be submitted to the Pupil Support Team who will feed back to class teachers.

Class teachers may request the completion of a Pupil Behaviour Schedule for any class that they find difficult. Such screening will involve checklists being completed for a number of subjects as a basis for comparison.

### Performance Reports

Performance Reports are central to the Behaviour Management Strategy. On these weekly reports staff can record all incidences of low-level disruptive or distracting behaviour. Completed Performance Reports are handed in to the office at the end of school on Fridays and are entered into the Phoenix System by the Administrative Assistant. Every four weeks the Depute Head will generate a Guidance report which identifies those pupils who have exceeded a threshold number of entries for different categories of behaviour.

Generally, the parents/carers of each pupil who has exceeded the threshold will be contacted by letter. They will also receive a copy of the Guidance Report which catalogues the incidents of poor behaviour.

Where the Guidance Report shows that a pupil is collecting negative comments in only one class, the Depute Head will consult with the teacher of that class as to whether the same letter should go home.

### Letters will be of three types

- \* A general alert which simply informs parents/carers of their child's poor performance and asks for co-operation in seeking an improvement.
- \* A follow up letter which notes little improvement and invites the parents in to school to discuss their child's disruptive behaviour
- \* A letter which outlines persistent and/or seriously disruptive behaviour and invites the parents in to school to plan joint strategies for improvement.

### Referrals

Referrals (Appendix C) are of two types

#### **Non-Urgent**

Non-crisis referrals to Register Teachers should be made by the class teacher when he/she is concerned about regular indiscipline or lack of effort by a pupil in one of his/her classes. Performance Reports should identify such problems but they are only monitored on a monthly basis, which would not always bring to light a sudden or short term problem. Therefore, non-crisis referrals to Register Teachers play a valuable part in providing a quick response to problems.

The Register Teacher who receives a non-crisis report must make a judgement about whether she/he should deal with the problem or pass it on to the Pupil Support Team. The number of referrals about a specific pupil and/or the seriousness of the complaints will affect this decision. Any referrals which are likely to involve external agencies should be passed to the Pupil Support Team.

#### **Urgent**

Urgent referrals will be made when it is necessary to remove a pupil from a lesson so that effective learning can resume. Such circumstances will arise when a pupil does not respond to a teacher's best efforts to prevent him or her from disrupting the lesson; or where the breach of discipline is so serious that the teacher must signal the gravity of the offence by sending the pupil to a member of

SMT. Violence towards another pupil or any challenge of the teacher's authority are just two examples of behaviour which would warrant immediate referral. Crisis referrals will be made to whichever member of the SMT is non-teaching at the time of the incident.

The member of SMT will take appropriate action once he/she has been briefed by the teacher who made the referral. The teacher will receive feedback on any actions which result from the referral.

Teachers who make referrals should also complete a Pupil Management Checklist (Appendix D) and submit it to the member of SMT who dealt with the referral. The Checklist is designed to ensure that the teacher has looked at all the variables in his/her classroom which can contribute to pupil indiscipline. A teacher who has made several referrals for the same pupil should enlist the help of a colleague in completing a Classroom Situation Checklist to obtain an objective view of the problem in the classroom. This checklist should also be shared with SMT since it may provide valuable evidence regarding the possible settings and triggers which may be contributing to the indiscipline of individual pupils.

All referrals which are submitted to SMT or the Pupil Support Team should be discussed at the next scheduled Pupil Support Meeting.

### **Parents' Referral**

On occasion, parents will contact the school to express their concern about their child's progress and/or behaviour. Such enquiries often come to Register Teachers. Except for the most straightforward and casual inquiries, these referrals should be passed to the DHT who will present them to the Pupil Support meeting for action.

### **Summary**

Causes for concern to be raised at Pupil Support meetings come from four main sources

- ★ Screening
- ★ Performance reports
- ★ Referrals
- ★ Parents inquiries

## **PUPIL SUPPORT - DEALING WITH DISRUPTIVE BEHAVIOUR**

### **Interpretation of behaviour**

It is vitally important to identify the causes of disruptive behaviour, if there is to be any prospect of managing or modifying that behaviour in the long term. It is recognised that, in some cases, the causes may lie outside the school and it may not be possible to effect any change. However, many changes can be made in school to settings, triggers of behaviour and the consequences of indiscipline, which may in turn enable a change of behaviour in school. We have an obligation to the children in our care to assume that there are causes of their behaviour which we can affect and change for the better.

When a problem has been identified, it is necessary to collect as much data as possible about the range of behaviours exhibited by the pupil. This data collection begins with a Behaviour Survey Checklist (Appendix E) to establish the seriousness and extent of any reported problem. All of the pupil's teachers are asked to complete this checklist. In cases where the evidence is inconclusive or contradictory, this stage will be followed by a Classroom Strategy Checklist (Appendix F). This will be administered in a range of classes by Learning Support Staff. It will focus attention closely on the behaviours exhibited by the pupil who is under investigation; it is designed to look for triggers which may be causing or exacerbating the pupil's behaviour.

## **Interview with the pupil**

All of this information will be returned to the DHT who will collate it for discussion at the Pupil Support meeting

The Pupil Support Team will interpret the information and come to a decision about the next course of action. Such action could involve

- \* Further investigation
- \* Straightforward behaviour management strategies such as the use of Behaviour Diaries or other monitoring and target setting tools
- \* The identification of a pupil as a priority for Learning Support
- \* Referral to outside agencies
- \* Special measures within the school such as an adapted curriculum, part time attendance or mentoring
- \* Any combination of the above

## **Behaviour management**

A member of the senior management team, usually the DHT, will interview a pupil to establish the extent to which the people will cooperate with the process of behaviour management. These interviews may involve the child's parents or carers. In urgent cases an Improved Behaviour Record may be issued to the pupil ahead of any interview when more focused targets for improved behaviour can be established.

When a pupil acknowledges her/his indiscipline and shows a willingness to moderate it she or he will be offered the Cooperative Monitoring Diary to support their efforts. Three main problem behaviours will be identified from the data that has already been collected. The pupil will concentrate on improving these three behaviours. Staff will comment on whether there has been improvement in these three behaviours after each lesson. The member of SMT who has worked with the pupil on establishing the targets will review the diary with the pupil each day. Parents will be asked to countersign the entries in the diaries.

When it is established in interview that the pupil does not appreciate the problems that his/her indiscipline is causing or in cases where the pupil feels unable to moderate his/her own behaviour, a member of the SMT will require the people to carry and present to each teacher a Behaviour Target Record. Using the data which has been previously collected, Behaviour targets will set for the pupil to concentrate on improving. Because the pupil is not an eager participant in this process, it may be a lengthy task to convince him/her that there is a problem. To signal to pupils the increasing seriousness of their failure to change their behaviour there will be three color coded stages for the Behaviour Target Records, starting with yellow moving onto orange and ending with the final stage of red.

None of the above strategies precludes the use of the usual punishments such as detention which can be implemented at any stage of the Process.

## **Review**

Cases of ongoing Behaviour Management will be regularly reviewed at Pupil Support Meetings. Such reviews will be essential for exploring a range of strategies and sharing the responsibility for each case.

## **Conclusion**

This scheme is based on the deliberately optimistic premise that pupils' behaviour can be managed effectively to eliminate disruption in classrooms. Its main strategy is to focus closely on the behaviour that a pupil displays; to analyse where, when and under which circumstances the pupil displays disruptive behaviour: so that, where possible, such circumstances can be changed. The system is time consuming, but only because it gives each case the attention which it deserves and needs, if real improvement is to be achieved in the lives of disruptive pupils.

## Appendix B - Policy on Bullying

Any behaviour which is the illegitimate use of power in order to hurt, intimidate or harass others is bullying behaviour. Nobody has the right to hurt other people by hitting them, kicking them, calling them names, spreading rumours about them or by doing anything else which is intended to be upsetting. We will not tolerate bullying in this school and we will implement the strategies below to ensure that it does not take place.

### STRATEGIES TO PREVENT BULLYING

#### Awareness Raising

- S1 induction will feature a slot on the anti-bullying policy of school. This will be based on part of the "Bully Proofing your School" package. Use of this package will be co-ordinated with the local Primary Schools.
- Money will be made available for topical bullying information eg video, worksheets etc.
- Results of an annual questionnaire on bullying will be made known to the whole school.

#### Organisation

- Incidents of bullying will be noted in the Bullying Log.
- In addition, a record of incidents of bullying will be kept by Pupil Support staff.
- In a recurring/major bullying incident both sets of parents will be informed.
- A staff timetable will be displayed in the social area so that there is easier access to staff when they are not teaching.
- Non-teaching staff will be made aware of bullying reporting procedure and a formalised liaison procedure between teaching and non-teaching staff will be established.
- A "Letterbox" will be made available in the school for confidential submission of problems etc.

#### Staff

- Teachers must be sensitive in recognising potential bullies and victims and must react appropriately.
- Every teacher will use their own teaching time to reinforce the school's policy on bullying and not just expect this to be dealt with by PSD lessons.
- Incidents of bullying will be stopped by whichever member of staff is closest at the time.
- Staff will be punctual to classes. Teachers will not be absent from their classes if at all possible. Bullying can occur in classes especially when teachers are out of their classrooms.
- There will be an organised Staff presence in and around the school when pupils are not in classes.
- Time will be set aside, every Wednesday morning before school, to discuss pupil centred issues including cases of bullying or possible bullying.
- Registration teachers will set aside time regularly to discuss bullying issues with their class.

#### Victim Support

- Victim support will be co-ordinated through first line registration teacher. Pupils will know exactly whom they can talk to.
- Victim and bully will be told that all staff will be informed of the bullying incident.
- Any "rehabilitation" strategies negotiated between victim and teachers will be circulated to all staff.

#### Pupils

- Senior pupils will be encouraged to act as go-betweens to allow victims of bullying to pass on problems to staff.
- Extra curricular activities will be encouraged.
- Any pupil who becomes aware of a bullying incident will pass on information to a member of staff.

*Revised January 2011*

## Appendix C - Homework Policy

Parents and pupils have the right to expect the school to:

1. Set homework in accordance with the policy issued.
2. Correct, check or mark homework issued.
3. Praise pupils who regularly do their homework on time.
4. Issue homework at least 48 hours before it is due. The 48 hours should not include week-ends.
5. Monitor the use of homework diaries and inform parents of any problem
6. Keep them informed about when homework is due and the amount of time that is appropriate to the task.

The school and pupils have the right to expect parents to:

1. Provide a reasonable working environment at home for the child to do homework, free from distractions.
2. Encourage attendance at homework club, if appropriate.
3. Help the pupil with homework, if possible, and sign the homework diary.
4. Check that the child attempts to complete the homework on time.

The school and parents have the right to expect the pupil to:

1. Use the homework diary to copy down homework due.
  2. Plan when they intend to do homework and then do it on time.
  3. Complete homework to the best of their ability.
  4. Use their initiative to revise, plan and prepare as required.
- A homework schedule will be provided for parents and pupils and teachers should include this in their planning.
  - Homework Diaries are an essential link. Staff should take care to note any problems with homework in the Homework Diary. Parents should regularly consult the diary to check for problems.
  - Parents will be provided with a short, user friendly statement by each subject area about the approaches to homework that are relevant to that subject.
  - Parents and pupils will be invited, during Parents' Evenings, to discuss approaches to homework and how to get the best out of it.

*Revised November 2008*

## Appendix D - Equal Opportunities

The following is an extract from the School's policy document on Equal Opportunities relating to whole school procedures. Further guidelines exist for classroom practice etc. and are available for any parents who are interested.

- In both documentation and school procedures no distinction should be made between girls and boys. All policy statements should specify the implications for meeting Special Educational Needs.
- The Senior Management Team should attempt to create an ethos where racist activity is not acceptable. Offences should be dealt with in such a way as to reflect the seriousness with which the school perceives such behaviour.
- School timetables and option forms should be so planned as to ensure that girls and boys are not necessarily directed into traditional interests.
- The school should develop its sensitivity towards the needs of minority groups by being flexible in the application of general rules, structures and arrangements, and by ensuring that discrimination does not take place either intentionally or unintentionally.
- The school should have a written Special Educational Needs policy with which all the staff are familiar.
- The school should formulate consistent and objective mechanisms for identifying all young people who encounter difficulties.
- The school should actively encourage girls and boys, and their parents, to consider non-traditional choices.
- Subject choices should be monitored on a gender basis, as a means of identifying any imbalances.
- The school should ensure that all young people have access to a broad and balanced curriculum which is suitably differentiated to take account of Special Educational Needs.
- Equal access should be afforded to public areas of the school, such as playgrounds, social areas and corridors.
- School clubs, organised visits and other such activities should be open to both boys and girls.
- Information should be provided for parents through the school handbook regarding the school's policies on gender, multi-cultural/anti-racist education and the arrangements for meeting Special Educational Needs, under the heading of Equal Opportunities.
- Information should be provided for employers operating within a work-experience placement scheme regarding the school's Equal Opportunities programme.
- Rules for behaviour should be the same for girls and boys. They should be equally rewarded for the same achievements and disciplined in the same way for the same offence.
- Where rules are laid down regarding dress there should be no distinction of a sexist nature.
- A member of the Senior Management Team within the school should have specific responsibility for Equal Opportunities.
- The school prospectus should not reflect a sexist or cultural bias in the images and language used. The same criteria should apply to school circulars, correspondence, papers and documents.
- Visual displays should reflect non-stereotyped images of males and females and should fairly represent the cultural/racial/ethnic nature of the Scottish community and the wider world community.
- The curriculum should actively combat racism and teach about the nature and operation of racism.

# Appendix E - Policy on Learning & Teaching

## Getting it right for every learner

No learner can be fully effective if he or she feels unhappy or troubled or insecure. It is the responsibility of the school community - school staff, pupils, parents and carers, professionals from partner agencies and others in the local community - to work together to ensure that each learner feels safe, healthy, achieving, nurtured, active, respected, responsible and included. Young people think that the teacher has a central role in this process, working with others in the school community to create the right conditions for effective learning.

Over the last sixty years, young people's ideas about what makes a successful teacher have been surprisingly consistent. These focus on personal qualities - how the teacher (*i.e. any person who provides a learning experience including auxiliary staff and youth workers*) acts as a role model - building relationships with individuals and the class as a whole, fostering relationships amongst learners.

According to young people, successful teachers are:

- Aspirational - genuinely believe that all learners can succeed
- Assertive - decisive and confident, firm but fair
- Encouraging - positive, supportive, welcoming genuine error as an opportunity to learn
- Enthusiastic - believe in what they are teaching and enjoy the job
- Humorous - show humour naturally and put learners at ease
- Open - prepared to challenge their own thinking and admit they may be wrong
- Respectful - genuinely like young people, care about them, listen to them, enjoy their company and do not disrespect them individually or collectively.

Before we engage with the key principles and characteristics of our policy, we should consider fully the crucial importance of establishing and maintaining good working relationships if successful learning is to take place.

### Key principles

What are the key principles which inform learning and teaching in our schools, learning centres and beyond in the community? Our starting point is inclusion. Learners should not be subject to discrimination, intentional or otherwise, on the grounds of their social circumstances, gender, race, religion, cultural beliefs, disability or sexual orientation. *N.B. In the statements which follow, 'teachers' comprise all staff undertaking a teaching role.*

Our key principles for all learners are:

#### Engagement

Learners need motivation. They should have a significant reason for engaging in the learning process and positive feelings about involvement.

Learners - especially the young - are often self-motivating; they are desperate to find out, know, understand - it's as natural as breathing. Learning brings its own emotional and/or intellectual reward. Equally often, though, learners require an external incentive to provide motivation - an award, a certificate, a prize, praise, promotion. To be effective, such incentives must be meaningful to the learner.

As teachers - often through personal example - we should foster a love of learning by nurturing self motivation. But we should also motivate - inspire, challenge and praise. We should show that we value all learners, creating an ethos of achievement and organising tasks which will bring rewards that matter from the learner's point of view.

### **Participation**

Learners need to participate in the learning process. They should be active and take as much responsibility as possible for their own learning.

Learners should lead whenever possible. They should make informed choices about what, where and how they learn; they should self and peer assess. Learners should be aware of themselves as learners, conscious of their own preferred styles of learning, confident enough to seek help, perceptive enough to know where help may be best sought, skilful enough to access help readily.

As teachers, we are lifelong learners - a state of mind which should inform our professional practice, development and our own wider learning. Through collegiality, we should create learning communities in our classrooms, establishments and beyond.

### **Dialogue**

Learners need to communicate through verbal and/or multi-sensory dialogue. Research and empirical evidence demonstrate that real understanding takes place when learners work through with someone else what is to be learned and how far they have been successful in their learning.

Learners, where possible, should talk through their learning regularly with their teachers, their peers, parents and others. They should question, answer, expound, challenge assertions, support propositions, offer alternatives, suggest solutions, peer assess ...

As teachers - through personal example and setting standards in our questioning and provision of feedback - we should create the conditions in which communication and dialogue can thrive, where self confidence and respect for others underpin all interaction, where achievement is celebrated and error welcomed as a stepping stone to success.

### **Thinking**

Learners need to think. This thinking should be critical and creative, robust and flexible in order that all may understand and achieve their potential whatever the context.

Learners should be positively critical: questioning, investigating, testing, seeking after the truth about themselves, others and the world in which they live. They should be creative: imagining, expressing, exploring the boundaries of the possible so that there are no limits to ambition.

As teachers we should be thinkers: reflective professionals - self aware, systematically evaluative, focused on our own improvement and that of those in our care. We should use the language of thinkers, ask the questions that matter, enable and empower other learners to ask those questions, so that they and those who respond may make their thinking explicit. Crucially, despite the pressures, we ourselves should take time to think.

## Assessment is for Learning

Effective assessment informs and supports the learning and teaching process, helping to raise attainment and achievement. All involved should understand and take appropriate account of the three main types of assessment:

*Assessment for learning* is essentially formative. It is the process of seeking and interpreting evidence so that learners, parents/carers and teachers can decide, through high quality dialogue, where the learners are in their learning, where they need to go next and how best to get there.

*Assessment as learning* is essentially evaluative. It is about using assessment to learn how to learn and thus encourage the development of autonomous learners. In effective *assessment as learning*, learners through self and peer assessment identify and reflect about their own evidence of learning. Personal learning planning provides a supportive framework for these processes.

*Assessment of learning* is essentially summative. It is about measuring, analysing and reporting performance. Effective *assessment of learning* provides information about individual skills and knowledge leading to awards which are passports to opportunities in life, work and education.

## LEARNING SUPPORT POLICY

### Introduction and Context

Learning and Teaching is at the heart of the education process. Throughout the learning process from early childhood, through schools and further education into lifelong learning, all learners require, at some stage, support in the learning process. Mallaig High School has a policy of Inclusion.

Currently, most of our pupils have their needs met in mainstream classrooms. Where the classroom is deemed inappropriate, pupils can follow a more adapted curriculum in the pupils support base. However, still mindful of individual needs, it is our policy to emphasise inclusion. An inclusive ethos is vital to promoting individual self worth.

The [Standards in Scotland's Schools etc Act 2000](#) requires our school to make provision which maximises the talents of each individual child. Current educational practice in schools, establishments and partner centres in Highland, seeks to ensure that all learners are educated in their local community alongside their peers. At Mallaig High School significant support is given over to include pupils with additional support needs into the wider community of the school. Support for Learners seeks to ensure that the barriers to learning, be they educational, social or emotional are overcome. In doing so, we seek to avoid adopting a deficit model. We aim to encourage all staff to assist pupils to attain their maximum learning potential through awareness of the preferred learning styles of our pupils.

## **Definition**

The fundamental principles of the **Inclusive School** are:-

- \* children have a right to inclusion;
- \* that our school must recognise and respond to the diverse needs of our learners, while also having a continuum of support to match these needs;
- \* they are most effective at building solidarity between children with additional needs and their peers;
- \* increasing the participation of our learners in, and overcoming the barriers to, the curriculum of Mallaig High School's learning community;
- \* improving the school for staff and pupils as participants in an overall learning community;
- \* concerned with fostering good relationships between schools and communities, acknowledging that inclusion in education is one aspect of inclusion in society.

**These principles of inclusion are not necessarily new.** They have, however, been reaffirmed in legislation, including:-

**The Standards in Scotland's Schools etc. Act 2000**

**Disability Discrimination Act (1995) - Code of Practice for Schools (2001)**

**United Nations Convention on the Rights of the Child (1989)**

And are reflected in "How Good is Our School?" (2002), "Count us in: Achieving inclusion in Scottish Schools" (2002)

### **Management Roles and Responsibilities**

The Depute Head Teacher has overall responsibility for Support for Learners in Mallaig High School. The SFL department is headed by a PT.

Head Teacher is required to ensure there is effective joint working between Education staff and colleagues in other services and agencies through School Liaison Groups (SLGs).

At school level, head teachers should work within a multi-disciplinary framework through the School Liaison Groups to ensure effective joint working with colleagues in other services and agencies. These arrangements are designed to ensure the delivery of integrated services to children, young people and families in their local community.

The Head Teacher uses collective time to calendar liaison meetings between the SFL department and other departments.

### **Teaching and Learning**

#### **Ethos and Behaviour Issues**

The establishment of a positive learning environment and an ethos of achievement at classroom level are keys to effective learning and teaching. Effective learning and teaching is also dependent on the relationships established at classroom level through inter-actions between staff and pupil and between pupils themselves in group or whole class settings.

These arrangements have been supported through developments in pupil forums in schools such as the Pupil Council, supported study at lunchtimes and the homework club, which meets on Tuesdays and Thursdays throughout the year and more often in the run up to exams.

### **Classroom Management Issues**

The expansion of Support for Learning in recent years has resulted in a significant investment in staff teams of additional support assistants. Classroom assistants have a key role in literacy and numeracy development; they also make a significant contribution to Support for Learning in the classroom setting.

Insofar as practical, class teachers are expected to plan learning intentions and activities with support staff.

### **Planning Issues, IEP's and Partnership Working**

Planning for the delivery of the curriculum is the prime responsibility of the class or subject teacher taking account of the overall resources available, including the pupil support team resource.

Class and subject staff have responsibility to ensure appropriate differentiation of the curriculum to meet individual learner needs. Where it is necessary to depart significantly from these arrangements to meet the needs of individual pupils, appropriate arrangements should be identified and described in an Individualised Education Programme. Parents, the pupil and others have key roles to play in the development of Individualised Education Programmes. Schools are required to ensure that these partners are all involved in the development of Individualised Education Programmes. In addition, Looked after Children and children educated away from home will also have a Personal Education Plan.

To meet the needs of some pupils it may be necessary to work in close partnership with colleagues in other services and agencies, including Social Work Services and Health. Area Children's Service's Forums are increasingly contributing to efficient joint working between services and agencies. It is necessary therefore, at school level, to establish appropriate multi-disciplinary groups in order that the needs of individuals are jointly assessed, leading to effective individualised programmes within which each key partner service or agency has a clearly defined role. The development of Integrated Community School approaches across the authority will be informed through local decision-making designed to enhance integrated joint working at school and individual pupil level.

### **Transition Issues**

Parents/Carers are the prime educators of their children. A child's early experiences can influence later success in the school system. There is evidence that support through good planning ensures a secure foundation for learning when pupils transfer to education into secondary school.

It is important to ensure effective transition arrangements are in place for all learners at key stages in this process. These include the following:-

- \* Sharing of information between MHS and its feeder primaries
- \* Staff visits to other schools
- \* Residential experience at Outward Bound Centre
- \* Good induction programme

For pupils with additional support needs this programme may be elaborated.

In order to support transition, guidance exists to ensure the effective transfer of information and continuity of experience for learners at the above stages of the learning process. This guidance emphasises the need to ensure effective joint working with Health and Social Work Service and other agencies as appropriate.

The Headteacher manages this process in collaboration with the Area Education Manager, Support for Learning staff and other services and agencies. This will ensure that appropriate arrangements are made for youngsters well in advance of their transfer to the next stage in the learning process. These arrangements are built into schools' liaison processes and the working of School Liaison Groups (SLGs). Multi-disciplinary groups at school level have a key role to play in relation to the management of transition for pupils with high levels of needs. The school is aware that some cases may need to be referred to the Area Children's Services Forums in relation to managing and resourcing certain high level needs.

### **Support for Learning - An Integrated Approach**

Supporting learning is a collaborative activity in which school staff, parents and those involved in the wider school community make key contributions. The child is at the centre and at every stage must be given opportunities and support to participate in making decisions about their learning in school, the local community and at home.

### **In the Classroom**

The educational experience of learners is influenced by all members of the school/learning community. However, class subject teachers and support staff who work directly with pupils on a daily basis have the greatest influence on the learning process. It is important that this key relationship is acknowledged and supported in individual school policies for Support for Learning. Teaching and auxiliary staff have a key role in identifying the support learners require, making provision through appropriate differentiation and seeking additional advice and guidance from school management and Support for Learning staff.

In order to meet pupils' needs class/subject teachers should involve appropriate Support for Learning staff, Pupil Support staff, Guidance staff and/or central specialist agencies.

In the classroom support may take one or more of the following forms:

One to one direct teaching

Group teaching

Co-operative teaching

Individual pupil support

Observation leading to support being provided at the earliest opportunity

Environmental adaptations

Use of ICT or other specialised equipment

### **In Mallaig High School**

Support for Learning staff have an extended role out with the classroom. This involves advising senior management and teachers about the curriculum; facilitating effective Personal Learning Plans/Individualised Education Programmes and offering strategies to meet pupils' needs; providing specialised services to individual pupils and contributing to staff development.

Pupil Support staff in the school have a key pastoral and advice function to individual pupils and families. They provide a single point of contact for pupils and have a distinctive contribution

to make to Support for Learners. Accordingly, Support for Pupils and Support for Learning Teams will work closely together under the management of the Depute Head with responsibility for Support for Pupils as detailed in the Authority's proposals for staffing structures in the post McCrone era.

Mallaig High School recognises that the establishment and maintenance of a multi-agency team approach is key to meeting the needs of the whole child. This approach includes school staff, educational psychologists, health service staff, social work and other agencies.

At area level the Pupil Support Service is co-ordinated by a Senior Educational Psychologist who has responsibility for a range of Pupil Support Services, including behaviour support, education of looked after children and case management of pupils with very high levels of need. The SFL PT meets with the Educational Psychologist at least once a term. The school also calls upon the services of Learning Disability Nurses.

In addition the following specialist services are centrally co-ordinated and offer outreach services to support and advise school staff on the development and implementation of Individualised Education Programmes:-

Autism Outreach Education Service

Deaf Education Service

Assistive Technology Support Service

Pupil Support Service

Education Vision Support Service

At the level of the administrative localities in Highland services come together in Area Children's Services Forums. These Forums bring together Area Managers from Education, Culture & Sport and Social Work (Children's Services), and Locality Services Managers from the Local Health Care Co-operatives. The functions of the Forums are to:

establish appropriate assessment, planning and resourcing networks

identify children with complex needs and link this with planning and allocation of resources

consider issues of policy and practice in consultation with members and senior officers

School Liaison Groups operate within the context of Area Children's Services Forums, around each associated school group. These involve local teachers and practitioners, Head teachers and other managers in:

- \* multi-disciplinary assessment and planning
- \* identifying resource issues and unmet need
- \* planning individual casework

In all cases, meeting individual needs will depend on working in partnership with parents/carers.

The school recognises the need to encourage parents/carers to support and participate in the life of the school in a planned and purposeful manner. To this end, we should actively encourage parents/carers to be partners in their children's learning in a variety of ways - in homework, classroom activities, participation in out-of-school visits and other extra-curricular activities. We should take positive steps to enable all parents/carers to participate effectively in their children's care and education through:

- \* effective two-way communication using a wide range of methods (diary, emails, letters, intranet, telephone calls, meetings, home visits);
- \* clear and well-presented information about a wide range of aspects of the school;
- \* the sharing of general and specific advice about learning needs;
- \* identification of other family/home needs and referral to appropriate agencies.

At Mallaig High school we acknowledge that supporting learning is therefore a collaborative process in which a wide range of professionals make key contributions in partnerships with the learner and parents or carers. Clear communication is fundamental to the collaborative process.

### **Identifying and Supporting Needs**

The identification of needs is central to Support for Learning. This process begins in the classroom at the pupil/teacher interface. Staff who work most closely with the learner are best placed to identify the support the individual learner requires. Where needs are identified which cannot be met by the class teacher additional support should be requested through the agreed staged referral processes (see appendices 1 and 2). This may require consultation with specialist Support for Learning staff based outwith the school and with the educational psychologist and community paediatrician.

### **Individualised Education Programmes**

Learning is a partnership between pupils, parents/carers and education staff supported appropriately, where required, through Individualised Education Programmes (IEPs). The IEP process is of central importance in identifying and meeting needs. It provides a clear focus for the collaborative involvement of the pupil, parents/carers and colleagues in other services and agencies with education staff. Head teachers should ensure the involvement of all relevant stakeholders in this process. The authority expects IEPs to be produced using one of the formats agreed by the IEP Target Setting Group (see appendix 3).

### **Personal Education Plans**

Children who are Looked After will also have Personal Education Plans which will be initiated by Social Work (Children's Services) staff in collaboration with education and health service staff and the pupil. This process will be co-ordinated by the designated school manager for Looked After Children.

Record of Needs these have been replaced by Co-ordinated Support Plans. The school is working with the Pupil Support Service to ensure that transition arrangements are met.

### **Training and Staff Development**

The success of Support for Learning is judged on how effectively identified needs are met, and how far barriers to learning are removed, resulting in enhanced outcomes for learners. Successful Support for Learning is dependent on skilled, well trained staff and all education staff have a right to appropriate training. Support for Learning is a shared responsibility between class/subject staff and Support for Learning staff. Team working is a key feature in Supporting Learning. It is vital that Support for Learning staff are involved in the planning process.

### **Management**

The effective management of Support for Learning requires promoted staff to be aware of relevant legislation, developing practice and the needs of all staff and current models of effective service delivery.

Promoted staff have a responsibility to ensure the effective management and deployment of staff through a team approach and the identification of school development priorities through the self-evaluation/development planning processes. The authority supports school managers in relation to these issues by providing in-service programmes on Support for Learning and Inclusion.

**Staff - Teaching and non-teaching**

Mallaig High, through its annual development plan, identifies priorities and associated staff development needs for Support for Learning and Inclusion.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>School:</b> <i>Mallaig High</i>	<b>Id No.:</b> 270 - 5135834
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*Leaver Destinations Number Of Pupils Leaving In School Year 2009/2010 And Percentage With Destination As:*

	<i>Mallaig H.S.</i>	<i>Highland</i>	<i>Scotland</i>
<b>Total Number of Leavers (=100%)</b>	25	2,690	54,097
<b>Full-time Higher Education</b>	20	34	36
<b>Full-time Further Education</b>	20	22	27
<b>Training</b>	0	2	5
<b>Employment</b>	60	30	19
<b>Other Known</b>	0	12	13
<b>Not Known</b>	0	2	1

<b>Budgeted Running Costs For Financial Year 2009-2010</b>	<i>Mallaig H.S.</i>	<i>Highland</i>	<i>Scotland</i>
<b>School Roll at September 2009</b>	135	14,742	302,921
<b>Total School Running Costs at April 2010 (£)</b>	1,377,958	100,795,568	1,695,802,434
<b>Cost per Pupil (£)</b>	10,207	6,837	5,598

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

		<i>S1</i>	<i>S2</i>	<i>S3</i>	<i>S4</i>	<i>S5</i>	<i>Total</i>
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	<i>Mallaig</i>	11,028	8,960	9,650	8,899	6,250	44,787
	<i>Highland</i>	982,734	967,660	1,033,564	988,342	782,645	4,754,945
	<i>Scotland</i>	20,375,279	20,601,741	21,076,798	20,825,660	15,739,991	98,619,469
<b>Percentage Authorised Absences</b>	<i>Mallaig</i>	5.6	3.7	4.8	8.3	3.3	5.3
	<i>Highland</i>	6.4	7.7	8.0	7.4	7.2	7.4
	<i>Scotland</i>	5.3	6.2	7.0	6.4	5.8	6.2
<b>Percentage Unauthorised Absences</b>	<i>Mallaig</i>	1.1	0.8	2.5	2.3	3.9	2.0
	<i>Highland</i>	1.3	2.1	2.6	3.3	3.0	2.5
	<i>Scotland</i>	1.5	2.2	3.0	3.5	2.8	2.6

**Estimated S5 January Roll As A Percentage Of The S4 Roll  
In September Of The Previous Session**

	2007/2008	2008/2009	2009/2010
<i>Mallaig H.S.</i>	67	88	83
<i>Highland</i>	72	76	78
<i>Scotland</i>	65	67	72

**Examination Results (within Scottish Credit and Qualifications Framework)  
(2008/2009 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
<b>Mallaig H.S.</b>	96	100	96	92	100	88	62	52	46
<b>Highland</b>	92	92	92	81	82	82	38	38	39
<b>Scotland</b>	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
<b>Mallaig H.S.</b>	50	62	48	30	46	26	23	23	17
<b>Highland</b>	43	44	45	24	26	26	10	12	12
<b>Scotland</b>	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
<b>Mallaig H.S.</b>	25	37	46	11	23	23	7	13	38
<b>Highland</b>	34	34	37	22	22	25	12	13	16
<b>Scotland</b>	30	31	33	20	21	22	13	14	14

### **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>Mallaig H.S.</b>	27.9	27.5
<b>Highland</b>	35.0	37.7
<b>Scotland</b>	34.2	33.9

### **For Information:**

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