



PORTREE HIGH SCHOOL
Àrd-sgoil Phort Rìgh

Information Booklet
Leabhran Fiosrachaidh

2011

For Parents and Pupils
Airson Phàrantan agus Sgoilearan



An t-Eilean Sgitheanach

www.portreehigh.highland.sch.uk

PORTREE HIGH SCHOOL

Viewfield Road

PORTREE

Isle of Skye

IV51 9ET

Phone/Fon - 01478 614810

Fax/Facs – 01478 614839

E-mail: portree.high@highland.gov.uk

Welcome to Portree High School.

This booklet is designed to give you and your child as much information about Portree High School as possible.

We believe in partnerships between pupils, parents, staff- including those in our associated schools and the local community. By building on these partnerships we hope to offer your child the best learning and teaching possible and to help them exceed their expectations. Our current action plan is contained in this information booklet. We have a great sense of pride in our school and community and, with our new school we wish to put Portree High School at the forefront of the community. To do this we need your help!

Communication is very important to us here at Portree High School. We have a parent forum and parent council and we also have regular newsletters and open consultation afternoons. However please also feel free to contact the school directly if you have any questions.

We look forward to having a very long and happy relationship with you and your child here in Portree high school.

Leis gach deagh dhùrachd

C A MacDonald

Head Teacher

GENERAL INFORMATION - SCHOOL DETAILS

Portree High School
Viewfield Road
PORTREE
Isle of Skye IV51 9ET

Tel: 01478 614810
Fax: 01478 614839
E-mail: portree.high@highland.gov.uk

Websites:

www.portreehigh.highland.sch.uk

Senior Management Team

Head Teacher
Depute Head Teacher
Depute Head Teacher
Depute Head Teacher

Miss C A MacDonald
Mrs S J Candy
Mr D Esson
Mr K Macdonald

Area Education Manager

Ms R Bridge
Area Education Office
Skye & Lochalsh
Elgin Hostel
Dunvegan Road
PORTREE
Isle of Skye IV51 9EE

Tel: 01478 613697
Fax: 01478 613698

Director of Education, Culture & Sport

Mr H Fraser
Council Buildings
Glenurquhart Road
INVERNESS IV3 5NX

Tel: 01463 234121



Portree High School Parent Council

All parents and guardians of PHS Pupils are automatically members of the PHS Parent Forum. The Parent Forum has elected a Parent Council which meets twice during the school term. Meetings are held in a different part of the island, to encourage parents from more remote locations to attend.

NAME		ADDRESS	TELEPHONE NO
Mrs Marion Douglas	Chairperson Parent	3 Balmeanach, Braes, PORTREE, Isle of Skye IV51 9NH	01478 650209 (H) 01478 612035 (W)
Mr Scott Henderson	Vice Chair Parent	3 Glasnakille, ELGOL, Isle of Skye IV49 9BQ	01471 866331
Mrs Hermione Lamond	Treasurer Parent	4 Glasnakille, ELGOL, Isle of Skye IV49 9BQ	01471 866329 01471 866226 (eve)
Mrs Sandra Dickson	Parent	Kedrah, Heatherfield, By PORTREE, Isle of Skye IV51 9NE	07747 681119
Mrs Susan Edge	Parent	3 Bayfield, PORTREE, Isle of Skye IV51 9EW	01478 611226
Dr Julian Toms	Parent	Creag-a-Charran, Staffin Road, PORTREE, Isle of Skye IV51 9HP	01478 612961
Rev Donald G MacDonald	Parent	3 Sluggans, PORTREE, Isle of Skye IV51 9LY	01478 613286
Mrs Anne Gillies	Parent	Torwood, 1 Peiness, PORTREE, Isle of Skye IV51 9LW	01470 532479
Mrs Katherine Napoli	Parent	Benview, 10 Achachork, PORTREE, Isle of Skye IV51 9HT	01478 611877
Mrs Margaret McDiarmid	Parent	4B Torvaig, PORTREE, Isle of Skye IV51 9HU	01478 613336
Mrs Catherine MacCrimmon	Parent	Hazelbank, 21 Earlish, By PORTREE, Isle of Skye IV51 9XL	01470 542413
Mr Paul Fenner	Parent	9 Feriniquarrie, GLENDALE, Isle of Skye IV51 8WN	01470 511755
Mrs Mary MacDougall	Parent	1 Scorrybreck, Staffin Road, PORTREE, Isle of Skye IV51 9HS	01478 611526
Mr Neil Strachan	Parent	9 Beech Gardens, PORTREE, Isle of Skye IV51 9UR	01478 611858 07766431683
Ms Julie Brook	Parent	Upper Ostaig, TEANGUE Isle of Skye IV44 8RQ	01471 844235
Miss Sandra Armstrong	Co-opted Member	Shanachie, Peinmore, Skeabost Bridge, Isle of Skye IV51 9PG	01470 532411

Staff: Mr N Burrows.

We moved into our fantastic new school in August 2008. Our new community facility includes a swimming pool, fitness rooms, climbing wall and lecture theatre in addition to 21st Century IT provision throughout. Outdoor facilities include an all weather pitch, multi sports courts, pedestrian area and bus and car drop off.



The school is comprehensive and inclusive, catering for pupils from S1 to S6. We have 15 associated primary schools spread across the island and Raasay. At present we have approximately 600 pupils on the roll and about 55 teachers. We anticipate that next session there will be 115 pupils in first year. Our staying on rate is well above regional and national averages.



Here is a picture of our current Head Boy Sam Lawson, Head Girl Philippa MacLeod, Deputy Head Boy Martin MacPherson and Deputy Head Girl Lydia Napoli.



SCHOOL AIMS

Aims developed by, and shared with staff, parents and pupils.

We aim to deliver an education of the highest quality here in Portree High School by:

1. Enabling our young people to be confident individuals, successful learners, responsible citizens and effective contributors.
2. Ensuring equality of opportunity and provision for all pupils.
3. Ensuring that the range of courses offered is relevant and in tune with current developments including promoting the environment.
4. Working in close liaison with our associated primary schools to ensure that continuous progress is made by each pupil.
5. Charting pupil progress so that each individual's existing skills are enhanced and new skills developed.
6. Striving continually to raise levels of attainment and achievement for all.
7. Working in collaboration with parents, the hostel and the local communities to promote excellence.
8. Creating an ethos in which hard work is valued and self-discipline and respect for others are evident.
9. Developing self-esteem, nurturing a sense of community responsibility and so creating a concern for others.
10. Developing an awareness of real life issues to prepare our young people for life.
11. Educating about health issues, and promoting healthy lifestyles.

At the end of your child's time in Portree High School, we will hope to have prepared him/her well for the next steps whether employment, college or university, on or off the island.

Portree High School Improvement Agenda

Each year we produce an improvement plan with projects designed to drive the school forward. These projects are priorities for us in our aim to make Portree High School the best it can be. In

order for us to do this it is important that you have as much information as possible and that we share with you our agenda for these improvements.

Associated Schools project: Improving Literacy

Our English and Gaelic staff are working with our Primary colleagues.

- P7 pupils begin a piece of work which will be completed in S1 in Gaelic and in English – leading to a more consistent approach and a better transition between primary and secondary.
- We aim to improve continuity, progression pace and challenge in writing.

Eco-school

This session we aim to achieve our first green flag. There are 7 elements to this process and we intend to build on the work which was started by last year's Eco Group. Our eco-committee is made up of staff, pupils and volunteer members of the Parent Council. We will shortly be carrying out a survey of all of the areas in which our school may have an environmental impact – litter, waste management, school grounds, biodiversity, energy, water, transport, health and well-being and sustaining our world. Once results are collated we will target specific projects to work on throughout the year. This will also give an opportunity to incorporate curricular links - eg Social Subjects, Science, ICT and English initially but others will be involved as projects develop. Working towards Eco School status also contributes to develop pupils' skills in problem-solving, critical thinking and team working. The committee will keep everyone informed of our progress by providing regular updates at assemblies, SkyeLines and at Parent Council meetings. We are also keen to involve the people from the wider community in the work of the group and we would welcome any other volunteers who would be willing to assist us with any of our projects.

PUPIL SUPPORT

Who Are The Pupil Support Teachers (formerly Guidance Teachers) In Portree High School?

On enrolment, you child is allocated to one of four Pupil Support Teachers, each associated with a House group of form classes (S1-S6). They will remain in that House, with the same Pupil Support Teachers, throughout their time in secondary school.

House Group	Support Teacher
Blaven	Mrs C Waddell
Glamaig	Mrs C Tinney
Marsco	Mr N Burrows
Tianavaig	Mrs D MacLeod

Brothers and sisters are normally in the same House, with the same Support Teacher.

WHAT DO PUPIL SUPPORT TEACHERS DO?

Your child's support teacher is the member of staff within the school who:

- Gathers information about your child and passes it on, where appropriate, to their subject teachers.
- Regularly monitors your child's progress throughout their time in school.
- Keeps their school record up to date.
- Arranges for school work to be provided during long term absence.
- Helps them to make the best possible choice of subjects for third and fourth year, and again for fifth and sixth year.
- Helps them to arrive at a well informed choice of career, training scheme, or university/college course before they leave school.
- Provides references or reports on your child for employers, college, university, or support agencies (eg social work).
- Provides confidential support and advice when things go wrong.

FORM TEACHERS

Each pupil is assigned to a mixed form class. In 1st year these are 1B1, 1G1/2, 1M1, 1M2, 1T1 (B = Blaven, G = Glamaig, M = Marsco, T = Tianavaig). Pupils start the day in this Form Room with a twelve minute registration period. Pupils normally remain with the same Form Teacher throughout their time at Portree High School. Gaelic medium pupils will all be allocated to Glamaig House with a Gaelic-speaking Form Teacher.

REGISTRATION

Pupils go to their Form Rooms for registration every morning at 8.55am. All pupils are reminded that they must provide a note to cover all absences and that this note should be given to the Form Teacher on the day the pupil returns to school. [This is essential to keep the school's attendance records up to date.]

GROUPCALL

Groupcall is an automated message service which informs parents when their child is absent from school without reason. The messaging service is linked to our morning registration system and a recorded groupcall message or text will be sent out automatically to the contact telephone number to inform you that your child is absent from school. Please listen to the complete message before responding to it. If you know that your child is to be absent then please inform the school before 9.30am and this will avoid a groupcall message being sent out.

ATTENDANCE and ABSENCE

If your children are to get the most out of their time in Portree High School, it is important that they attend. You will be aware that attendance rates for schools are now published nationally. The government has given schools guidelines on how absence should be recorded. This is reflected in the following advice.

If your child is absent through illness, a note must be sent to his/her form teacher immediately on return to school. The note should give home address, the pupil's name and form class, reason for absence, and be dated and signed. If the absence is liable to last for some time, a note should be sent to the pupil's Support Teacher as soon as possible. Arrangements will then be made to cover the absence period, including sending home work which the pupil might attempt.

If you wish your child to be off for a special reason (eg to attend a wedding) a note seeking permission should be sent to the Head Teacher. Parents should be aware that this kind of absence is recorded differently on your child's attendance record. Likewise, holidays during term time should be avoided: even if a pupil takes extra work home, the teaching which has been missed cannot be made up.

LATECOMERS

A note must be supplied by parents/carers to explain why a pupil is late. However, this does not apply if buses are late.

DAILY TIMETABLE

The daily timetable is as follows. The rather odd period length allows us to have 6 equal periods during the day.

<i>Registration</i>		8.55	-	9.07
Period	1	9.07	-	10.00
"	2	10.00	-	10.53
<i>Interval</i>		10.53	-	11.08
Period	3	11.08	-	12.01
"	4	12.01	-	12.54
<i>Lunch</i>		12.54	-	1.44
Period	5	1.44	-	2.37
"	6	2.37	-	3.30

A warning bell will ring three minutes before the start of the school in the morning and afternoon. Pupils should proceed to class when it rings.

TRUANCY

Should your child play truant, you will be informed.

RECEPTION

All visitors to the school must report to the reception desk.

HOLIDAY DATES - 2011/2012

Open

Monday 15 August 2011 (Staff Only)
Tuesday 16 August 2011 (Pupils)
Monday 24 October 2011 (Staff Only)
Tuesday 25 October 2011 (Pupils)
Monday 9 January 2012
Tuesday 17 April 2012

Close

Friday 7 October 2011
Thursday 22 December 2011
Friday 30 March 2012
Friday 29 June 2012

Notes:

- Holidays are Good Friday (6 April 2012), Easter Monday (9 April 2012), May Day - Monday (7 May 2012).
- Days Casual Holiday - Monday 13 February and Tuesday 14 February 2012.

Inservice Dates:

- The first day back after summer - Monday 15 August 2011.
- The first day back after October break - Monday 24 October 2011.
- Three days following the February mid-term break - Wednesday, Thursday and Friday, 15, 16, and 17 February 2012.

The School Calendar can also be found at:

<http://www.highland.gov.uk/learninghere/schools/schooltermdates/>
and
<http://www.portreehigh.highland.sch.uk>

SCHOOL CALENDAR 2010/2011 – ALSO AVAILABLE ON THE SCHOOL WEBSITE

August

- 16 Inset Day 1
- 17 First day of term for pupils
- 27 Science Techfest Roadshow
- 30 AH Geography Field trip - returns 1 September

September

- 01 NESTA Pupil Launch
- 06 Blas (Music pupils) am
- 16 S2 idiscover day 1
- 17 Individual photographs
- 23 HUG Drama for S3 - pm
- 25 to 26 Ski trip to Sno!zone, Glasgow
- 27 S2 idiscover day 2
- 28 HPVs 2nd year girls + others
- 29 Scottish Parliament trip - 2 days

October

- 05 DTPs 3rd year
- S4 Parents' Evening
- 08 Last day of term
- 25 Inset Day 2
- 26 First day of term for pupils

November

- 02 HPVs 2nd year girls
- 04 UK Maths Challenge S5/S6
- 05 S2 idiscover day 3
- 11 Remembrance Day Celebration
- 13 Parent Council Concert
- 15 S5/S6 Parents' Evening
- 16 S2 idiscover day 4
- 22 S4 Prelims until Fri 3 Dec

December

- 01 S2 idiscover day 5
- 14 S1/S2 Christmas Dance
- 15 S3/S4 Christmas Dance
- 16 S5/S6 Christmas Dance
- 23 Last day of term

January 2011

- 10 First day of term
AH Chemistry trip to Aberdeen
- 19 S1 Parents' Evening
- 21 Burns' Celebration - tbc
- 24 S5/S6 Prelims Week 1
- 31 S5/S6 Prelims Week 2

February

- 03 UK Maths Challenge S3/S4
- 04 S4 Reports issued to pupils
- 09 S2 idiscover day 6
- 10 S3 Parents' Evening

February (continued)

- 14 Holiday
History Trip departs –
Returns 19 February
- 15 Holiday
- 16 Inset Day 3
- 17 Inset Day 4
- 18 Inset Day 5
- 22 S2 Parents' Information Evening
- 25 S2 Reports issued to pupils

March

- 01 S2 Parents' Evening
- 03 S2 idiscover day 7
- 08 S4/S5 Parents' Information
Evening
- 11 S5/S6 Reports issued to pupils
- 14 S2 idiscover Day 8
- 24 Maths Sans Frontieres S4-S6
- 29 S2 idiscover day 9
- 30 HPVs 2nd year girls

April

- 08 Last day of term
- 26 First day of term
- S4 Study leave begins at 3.30pm

May

- 02 Holiday
- 06 S2 idiscover day 10
English Standard Grade
- 09 S3 Work Experience week 1
- 10 S5/S6 Study leave begins 3.30pm
- 16 S3 Work Experience week 2
Biology/Geography field Trip
- 19 S2 idiscover day 11
- 20 S1 reports issued to pupils
- 23 S2 Sustainability Week
- 30 S1 Health Week

June

- 03 S3 reports issued to pupils
- 06 New S5 return
- 07 New S6 return
- 10 S6 Conference
- 15 S1-S3 Prizegiving
- 16 S4-S6 Prizegiving
- 19 Modern Languages trip to Paris –
Returns 25 June
- 21 Highland Games
- 23 P7 Induction Day 1
P7 Parents' Meeting
- 24 P7 Induction Day 2

July

- 01 Last day of term

STAFF LIST

Miss C MacDonald	Head Teacher	
Mrs S Candy	Depute Head Teacher	
Mr D Esson	Depute Head Teacher	Senior Management Team
Mr K MacDonald	Depute Head Teacher	

<p>Computing Studies Mr H Robertson, Principal Teacher Mrs E Hamilton</p> <p>Creative/Aesthetic Mrs H Grimmer (Music), Principal Teacher Mr S Tinney (Art) Mrs C Docherty (Art) Mrs D MacLeod (Music)</p> <p>English/Modern Languages Faculty Mrs S Mackenzie, Principal Teacher Miss K Gentleman (English) Mrs M Fuge (English) Mr N Burrows (English) Miss L Stephen (English) Miss F Hendry (English) Mrs R Woodtli (Modern Languages) Miss L Ruxton (Modern Languages) Miss M Nolant (Modern Languages)</p> <p>Gaelic/Gaelic Medium R Mac A’Bhiocar, Acting Principal Teacher F McArthur E Stiùbhart S Cormack</p> <p>Home Economics Mrs F Macinnes, Principal Teacher Mrs I Ovenstone Mrs S Candy</p> <p>Mathematics Miss G Dunan, Principal Teacher Mrs N Murray Mrs C Tinney Mr A Graham Mr M Murphy Mr R Tallach</p> <p>Physical Education Mrs W MacRuary, Principal Teacher Mr S Preston Mr M Allan</p>	<p>Religious Education Mrs C Tinney, Principal Teacher Mr J Caldwell Mrs P Lamont</p> <p>Science Faculty - Biology/Chemistry/Physics Mr T Breen, (Chemistry) Principal Teacher Mrs D Matheson (Biology/GM Science) Mrs J Hendry (Biology) Mrs S Turner (Biology) Mr N Roberts (Chemistry) Mrs L Craig (Chemistry) Mr A Watt (Physics)</p> <p>Social Subjects Mrs C Matheson (History), Principal Teacher Mrs M MacDonald (History) Mrs M Robertson (History) Ms J Maddox (Geography) Mr R Forsyth (Geography) Mr M Purrett (Geography) Mr A Matheson (Modern Studies) Mrs M Laing (Modern Studies)</p> <p>Support for Learning Mrs S Marshall, Principal Teacher Mrs A Jarvis, Acting Principal Teacher Mr G Dobson Mrs C Waddell Mrs M Sutton Mrs C Monnelly Mrs H Wright Mr J Cryer</p> <p>Technology/ Business Education/ Enterprise Mr A Taylor (Technology), Principal Teacher Mrs E MacIntosh (Technology) Mr J Crossan (Technology) Miss L Fenemore (Business Education)</p>
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Technicians

Mr I Campbell, ICT

Miss K Boyd, Science

Mr N MacDonald, Technology

Librarian

Mrs G Siwek

Support Auxiliaries

Mrs M Nicolson; Mrs C Mills; Mrs J Liddon; Mrs H Wilson; Mrs A MacKinnon; Mrs F Campbell; Mrs J McClymont; Mrs J Barrett; Mrs K Firth; Ms C Pearce; Mrs M Lamont; Mrs C Gillanders; Mrs E Hunter; Mrs P Prentice; Mrs M Matheson - Gaelic Medium; Miss F MacVicar - Gaelic Medium; Mrs J Khalifa - Home Economics.

Piping Instructor Mr I Finlayson

Strings Instructor Ms J Wychrij

Administration Staff

Mr S Miller; Mrs I Stephen; Mrs I MacAskill; Mrs M Cormack; Mrs A Brandie.

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

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

Data policy

Information about pupils' education is collected in partnership between the Scottish Government and Local Authorities through the ScotXed programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only.

Your data protection rights

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

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

Concerns

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

Photographs of Portree High School Pupils in Local Publications

The school produces a newsletter, SkyeLines, every month which usually includes photographs of the activities pupils have participated in. Occasionally, photographs are sent to the West Highland Free Press and The Hebridean newspapers. If you **do not** wish a photograph of your child(ren) appearing in any of these publications, please inform the Head Teacher as soon as possible.

ASSEMBLIES

A programme of assemblies takes place throughout the school year. One cycle is in the form of year group meetings led by the Head Teacher or the relevant Depute. In accordance with national and Council guidelines - takes the form of Christian worship. We aim to encourage mutual understanding and to help all our pupils to respect the religious beliefs of others. We hope that, on that basis, you will be happy for your son/daughter to attend worship assemblies. However, under the provisions of the Education (Scotland) Act 1980, it is your right to withdraw your child from any or all such assemblies. You can do so by sending a note to the Head Teacher.

HOMEWORK: Planners and Homework

At the beginning of the session each pupil will be issued with a planner for recording homework and other deadline dates throughout the session. We are increasingly trying to ensure that homework is creative, making full use of different resources. It will, at times, involve exercises but also research and personal investigations. Never believe that your child has no homework. There is always work to be learned, books to be read and vocabulary to be learned. Parents are asked to check Student Planner regularly and are welcome to write comments in the notes section. Periodic checks will be made by the Head Teacher and other staff to monitor homework. Pupils who live in the hostel have set study times. Other parents might want their child to follow a similar routine.

RULES OF THE SCHOOL



Respect others



Respect yourself



Respect the school



Respect Staff



Respect the public

Portree High School Classroom rules



Always do your best



Respect others and
their right to learn



Listen and ask for help



Be organised



Respect yourself

‘Aim Skye High’ Reward System

Aim Skye High is a rewards and praise system. The system recognises the pupils who consistently make a good effort, are well behaved and/or participate in events in and outwith school.

What are the Rewards?

Each time a pupils is ‘logged’ they will be awarded one house point and at the end of each term, three pupils in each year group will receive an award in the form of vouchers from store or internet site of their choosing.

The Gold Award voucher is worth £20, Silver £15 and Bronze £10.

An information leaflet is available if you wish further details of our ‘Aim Skye High’ reward system.

FIRE DRILL

Fire drill practice for school is held at regular intervals. Instructions for vacating the school buildings and moving to the muster stations are clearly displayed in every classroom and teaching area. The signal in most parts of the school is a long continuous blast of the siren. Similar procedures will be implemented in the event of a major incident and there are arrangements in place if evacuation of the school is necessary.

MEDICAL ARRANGEMENTS

Medical Histories

The school should be informed if a child is suffering from anything that may necessitate special care being taken (eg avoiding strenuous exercise) or special provision being made (eg sitting near the front of the classroom). This information is treated in the strictest confidence.

School Nurse

We are fortunate enough to have a school health nurse, Mrs Helen Gilpin, who is in school most mornings. She can be contacted on 01478 614831.

Doctor

At the moment the Community Consultant Paediatrician is Dr Malcolm Baxter who is based at Raigmore Hospital.

Hospital Appointments/Medical Care

Local and country pupils whose parents have arranged for them to visit the doctor should report to the reception desk at the beginning of the day. A parental letter or appointment card **MUST** be shown to confirm the appointment. Hostel pupils requiring to visit the doctor should report to the Hostel Matron (unless an emergency arises in school).

Becoming ill during school hours

Should a pupil become ill during school hours, he or she **MUST** report to the reception desk.

Pills/Medicine

Any pupil who requires to bring these to school **must** hand them in at the reception desk at 9.00am and uplift them from there whenever necessary. It should be noted that the school cannot dispense any form of medicine.

UNIFORM

The school is particularly keen that all pupils wear school uniform and we welcome the support of parents in meeting this aim. School uniform is as follows:

Black blazer to be worn by all pupils in S1 to S5, Maroon blazer for S6 Prefects.

White school shirt/blouse and school tie.

Smart black trousers/skirt (no denim or tracksuit bottoms and no writing on them).

Solid black coloured footwear.

Outer jacket with/without hood for travelling to/from school. These will be kept in the pupil's locker during class time and will not be worn in classes.

PHYSICAL EDUCATION KIT

Pupils require the following: shorts, t-shirt/polo shirt/football top, non-marking training shoes for indoor work. For outdoor work, warm jumper/light waterproof/suitable footwear – training shoes or **round plastic studs – NO BLADES.** *All body jewellery and piercings should be removed or covered to avoid injury.* Pupils may wear tracksuits for outdoor work. PE kit should not contain offensive logos and should be clearly marked with owner's name and form class. Pupils unable to take part should bring a note and their PE kit as activities can be adapted to allow participation.

LOCKERS

Lockers are available for all pupils for a refundable deposit of £5.

VALUABLES

The school is not insured for loss of valuables. Pupils should only bring necessary items to school and these should be stored securely in their locker. Or they can be deposited with a Support teacher or Form teacher.

NAME TABS

Please try to ensure that your child's name is clearly marked on **ALL** property (blazers, shirts, tie, PE kit, etc).

ROAD SAFETY

Road accidents pose the greatest single threat of death or injury facing children. The aim of the school's Road Safety Policy is to reduce this risk.

Parents have the opportunity to influence their children's attitude and behaviour on journeys to and from school, whether on foot, by bicycle, or by bus. Parents who drop their children off by car have the responsibility of parking safely at the 'drop off' point at the front of the school.

SCHOOL TRANSPORT

Pupils who live within the delineated area of the school and further than 3 miles from the school are eligible for school transport free of charge.

Pupils who travel on school buses are asked to note the following:

- Pupils will walk to the bus bay and board the buses in an orderly manner.
- If the bus arrives late, pupils should sign in at the reception desk.
- At the end of the school day you should walk, in an orderly fashion, for your bus. A member of staff will be supervising you.

- Exemplary behaviour is expected on the buses. Each bus has one or more Travel Prefects. Their role is to ensure the safety of everyone on the bus and to report any problems. Each pupil has been issued with simple written instructions which must be followed. These are: You must not kneel, stand up or walk around; seatbelts must be worn; objects must not be thrown; foul language must not be used; there must be no fighting or bullying; smoking is forbidden. Any breaches of discipline will be dealt with in accordance with normal school disciplinary procedures.
- Any pupil who misses the bus at 3.30pm must report to reception immediately.

MOTORISED VEHICLES/CYCLES

Pupils should not bring a car or motor cycle to school due to limited parking.

MOBILE PHONES

The onus is on the individual to look after their own belongings and the school will not be responsible for any items lost or stolen.

CANTEEN

Canteen

A wide range of healthy cold and hot foods and snacks are available during interval and lunchtime from our self service canteen.

We operate a cashless canteen system. All pupils use their National entitlement Card (NEC) to make any purchases. Cash/cheques can be credited to the card using one of the machines which are located in the Social Area. Applications for cards are made through the school office.

Free School Lunches

When parents/carers are in receipt of Income Support their children are eligible for free school lunches. An application form for free meals (Form FM1) is available on request from the reception desk. This should be completed by the parents and sent to: Education, Culture & Sport, Catering Services, 30 Harbour Road, INVERNESS IV1 1UA - along with letter from the department of Health and Social Security confirming that the family is in receipt of Income Support.

Families in receipt of Family Income Supplement are not entitled to free meals.

STUDENT ALLOWANCES

1. Education Maintenance Allowances (EMA's)

Any pupils who are past their earliest statutory leaving date (see below) year are eligible to apply provided that their standards of academic progress, attendance and behaviour are satisfactory. The EMA award is means tested and notices giving income thresholds for applications are displayed in the Pupil Support Department.

Application forms are available from Service Points throughout Skye and Lochalsh or they can be downloaded from the Highland Council Website:

<http://www.highland.gov.uk/learninghere/grantsandallowances/ema/educationmaintenanceallowanceedocuments.htm>

LEAVING AGE

There are two leaving dates:-

- 31 May - for pupils who are 16 on or before the 30 September following
- Christmas Holidays - for pupils who are 16 on or before the 28 February following

Before leaving school pupils must obtain and complete a clearance form which is available from the school office.

2. SAAS Student Support

Student support may be available in the form of Student Loans. Application Forms and further information from SAAS website and via college/university.

HOUSE SYSTEM

A wide range of activities are held throughout the year. House Staff and House Captains cooperate to stage activities such as Who Wants to be a Millionaire, Inter House Quiz and Money Mile, the latter generating funds for local charities. A number of sporting competitions are also incorporated into the House System. Cross Country Running and Inter-House football, and Hockey are some examples.

EXTRA-CURRICULAR ACTIVITY

Although the school is geographically remote, an impressive range of activity is offered to pupils at lunchtime and after school. They include: Basketball; Canoeing; Cross Country Running; Badminton; Debating; Hockey; Shinty; Football; Drama; Contemporary Dance; Swimming; First Aid. Late bus passes are available.

The school also enters a number of competitions for some of these activities at Highland and at National level.

All activities are staffed in accordance with the Highland Council's policy documents on School Excursions and Safety In The Outdoors.

ISLE OF SKYE YOUTH THEATRE

The Isle of Skye Youth Theatre is here to provide the pupils of Portree High with the chance to get involved, on and off the stage, in theatre productions to the community. The Youth Theatre has staged a number of productions so far, including the drama 'Shut Up!' and Musicals: Grease, The Demon Headmaster, Chicago and the latest highly successful My Fair Lady. The Youth Theatre have received a major national award in recognition of the standard of their work.

Eden Court help provide us with a drama worker who supports the school with drama within the curriculum in addition to the after school productions.

SOCIAL FUNCTIONS

A pupils' social committee of staff and pupils organises a number of social functions throughout the session - eg the welcome disco, Christmas dances, Valentine's disco, etc.

FINANCE

Considerable demands are made upon school resources particularly by extra-curricular activities. To maintain as full a range of excursions, visits, sporting links and attendance at theatre and drama workshops etc we require to continue the practice of asking pupil groups to subsidise the cost of minibus travel. Also we ask the parent/carer of each pupil to make a contribution towards the School Fund which enables a full range of activities to go ahead both in school and between schools. This is collected by their Form Teacher at the start of session. It is hoped that parents/carers will continue to support the school in this way.

CAREERS EDUCATION/SKILLS DEVELOPMENT SCOTLAND

Careers education in its broadest sense is the concern of everyone who helps pupils towards:

1. Self-awareness
2. Understanding the career implication of curricular choice
3. Obtaining information on jobs
4. Reaching decisions about their careers
5. Successfully making the transition from school to working life.

The local Careers Scotland team work in partnership with Portree High School. It is important that we provide Career Planning at the right time and to the appropriate degree. Our focus will still be those leaving school and those who require earlier intervention, whether those who need help with employability issues or those who need help to plan their career options. We will be offering a range of interview sessions, career planning activities and attendance at parents' evenings by arrangement.

As a result we are taking a team approach, which means the school, its staff, pupils and their parents/carers, will be working with a number of Careers Scotland staff, depending on the service being delivered and to whom it is being delivered. Referrals should be made to the local Careers Scotland Centre so that we can arrange the most appropriate response.

Donna McEwan, Careers Scotland Manager, SDS Centre, King's House, The Green, Portree, Isle of Skye. IV51 9BS

Tel 01478 612328 Fax 01478 612164  www.skillsdevelopmentscotland.co.uk
donna.mcewan@sds.co.uk

EMPLOYMENT OF PUPILS - Pupils employed outside school hours

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 being offered on Part 1 of the form. It should be noted that the child must arrange for Part 2 of the form to be completed by his/her parent or guardian. Thereafter, the application is dealt with by the school and the Area Education Officer as appropriate. A pupil contemplating working outside school hours is advised to discuss the matter with his/her Support Teacher before taking up any employment of this nature. Parents will be informed when the school feels that the pupil's school work is being adversely affected.

WORK EXPERIENCE

From their third year to sixth year pupils are given a limited amount of work experience with a local employer chosen by the pupil from a list of employers compiled by the school. These employers work in close harmony with the school to give the pupils concerned some experience of work conditions, the discipline of the job situation, etc before the pupils actually enter the world of work.

COMMUNITY SERVICE

As stated in the school's aims, contact and co-operation with the community is constantly being developed. For example members of staff make arrangements for senior pupils to:

- Go out on Work Experience and/or have mock interview with a local employer.
- Visit and entertain the residents of Home Farm Nursing Home, Budhmor House and the Kirk Care houses.
- Assist in the primary school, Resource Centre, Nursery School.
- Collect in their own communities for national charities - eg RNLI, ARMS, Blythswood.
- Visit employers with regard to their course work.

In addition, all pupils have the opportunity to contribute to the school's charity programme for Third World Countries, Cancer Research, Children in Need etc. The School also benefits from local people (eg police, health professionals, local business men and women, ministers) coming in to the school to speak to pupil groups, advise Young Enterprise Companies and so on.

PREFECTS

The school has a Head Boy and Head Girl plus prefects. They wear a maroon blazer with gold braid and a badge and their job is to help staff and pupils in the smooth running of the school. The Prefects' work is coordinated by one of the Depute Head Teachers.

PUPIL COUNCIL

There are two Pupil Councils - one for pupils in S1 - S3, the other for pupils in S4 - S6. They meet on a regular basis. The pupils elect a Chairperson and Secretary.


Agendas contain issues like:

- flexi-time for S6 pupils
- litter
- canteen prices
- bus captains
- how to improve PHS
- bullying
- common room

Pupils from all year groups are invited to submit suggestions to the Council. Pupil Council Representatives give feedback on Council proceedings to their own Form Class. Two representatives from the Senior Pupil Council attend Highland 'Youth Voice' meetings where issues such as the need for better rural transport and better leisure facilities for young people are discussed and information passed to Highland Council.

SKYE & LOCHALSH YOUNG CARERS

We work very closely with Skye & Lochalsh Young Carers. A number of our young people are in this group. A Young Carer is someone under 18 years of age who provides care, support or assistance to: a parent; sibling; grandparent or other person who has a physical disability; learning disability; sensory impairment; physical illness; mental illness; drug or alcohol problem or other condition connected with a need for care, support or supervision.

For more information contact Skye & Lochalsh Young Carers, Victoria Cottage, Hedgefield Road, Portree, Isle of Skye IV51 9GF  www.skyeyoungcarers.co.uk

FORM CAPTAINS

Form Captains and Vice Captains are elected by their form class during the first week of term. First year form classes elect their Form Captains during the third week of term. Form Captain duties include:

- Helping Form Teacher with attendance check.
- Taking daily attendance sheet to reception.
- Attending Form Captains' meetings.
- Being responsible for new pupils to Form Class.
- Reporting business of Form Captains' meetings to Form Class.
- Carrying out messages for Form Teachers.
- Representing Form Class on Pupil Council.

COMMUNITY FACILITIES

Certain facilities are available for use by the community eg sports. Computers are also available for use in the Community Library. The school's meeting room can also be used by outside groups.

IMPROVEMENT PLAN

Portree High School, in keeping with all schools in Scotland, has an improvement plan. It charts where the school is and where it is going. Issues covered by the plan all relate to the school aims. Copies of the plan and the full documentation are available in school. More information may be requested by phoning the Head Teacher.

"FÀILTE"

"Fàilte" is a short information booklet given to all P7 pupils coming to PHS. Its question and answer format deals with many of the queries a pupil may have about the school.

BUDDY SYSTEM

Buddies are sixth year volunteers who have successfully completed training provided by Childline. A group of buddies are linked to each first year form class and through regular contact with the pupils. They help them settle into secondary school.

HOSTEL

Some pupils who live too far from the school to travel daily (eg Elgol, Sleat, etc.) spend the week in the school hostel and go home at weekends. Further information can be obtained from the hostel staff :

Residence Manager - Mrs M A Beaton

Residence officer – Miss R Beaton

Assistant Resident Manager - Miss C MacKenzie

Telephone 01478 612320 (girls) - Telephone 01478 612277 (boys)

An Information Booklet can also be obtained from the school office.

LIBRARY

With Portree Community Library being located on the school campus Portree High School pupils and staff have access to the full range of services available from Highland Libraries. There is a wide range of children's and teenage fiction and non-fiction books available as well as audio books (children's audio books are free) while DVDs are available to rent. The Robert MacDonald Library – a collection of materials covering Highland and Scottish history, culture, literature and music is complemented by the library's Gaelic collection, local history collection and family history collection on the mezzanine. Pupils have access to 15 computers during school hours and after school from Mondays – Fridays in school term time and access to the 8 People's Network

computers after school, at weekends and during school holidays. The Community Librarian is Mrs Gillian Siwek.

Further information about Highland Libraries is available online at-
<http://www.highland.gov.uk/leisureandtourism/libraries/>

Telephone: 01478 614823 **Fax:** 01478 614824 **email:** portree.library@highland.gov.uk

LOST PROPERTY

Items of lost property are retained for one term only. Items can be reclaimed from Morrison's office on Level 1. At the end of each term all unclaimed items are displayed at lunchtimes during the last week.

OPEN LEARNING

Open Learning offers S6 students and adults the opportunity to study a course of their choice in a flexible manner. Following enrolment on a course students are linked to a tutor who is normally a specialist in the student's area of interest. Students agree with their tutor and mentor the pace and level at which they wish to progress. Much of this work is now done via video/audio conferencing or using e-mail and internet.

WEST HIGHLAND COLLEGE

This is now based in Portree High School. The Manager is Mrs Maggie MacDonald. Telephone 01478 614833/614834.

QUALITY ASSURANCE

We believe Portree High School is a very good school but that does not mean we cannot improve. Staff, parents and pupils all have an important part to play in monitoring what goes on. The management team will organise formal evaluations from time to time but informal comment is always welcome. Please let us know what your concerns are. Equally please let us know what you are happy with.

RELIGIOUS EDUCATION

Pupils receive appropriate periods of religious education each week. A copy of the syllabus is available on request for parents. Private study arrangements are made for the one or two pupils whose parents have agreed with the Head Teacher that they should not take religious education.

SCHOOL PSYCHOLOGIST

The School Psychologist pays regular visits to the school. Mr Robert Leadbetter, the Senior Psychologist for Skye & Lochalsh, is based in the Elgin Hostel. Referrals are usually arranged by Support staff. Contact – 01478 613697.

SOCIAL WORKERS The local team works closely with the Support staff.

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, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - Telephone 01463 703483- Fax 01463 713237.*

SFL Department Supporting the Curriculum

Support teachers deliver and support the curriculum. Support assistants working under the direction of teaching staff provide support in class and specialist support for practical needs

Where can you find us?

We work in departments for most of the time supporting youngsters in class. The Support for Learning department is located on the ground floor near the main entrance to the school.

How do we support the curriculum?

We support the curriculum by working alongside subject teachers in their departments. Together we:

- develop materials to differentiate the curriculum;
- plan lessons deploying a wide range of strategies;
- write assessments which reflect the range of ability;
- identify or develop resources and promote the use of IT to support class work;
- identify resources and software to support class work;
- work with small groups to reinforce or extend as required;
- offer support to pupils in practical subjects where safety or organisation may be an issue.

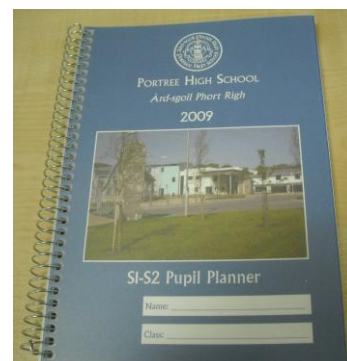
In addition to working in departments

- we undertake development work with departments;
- we offer Supported Tutorial time - to support some pupils with course work;
- we monitor the progress of pupils with specific learning difficulties and provide support including reading and scribing for assessments for some students;
- we are available for consultation with subject staff;
- we offer specific courses for a small number of pupils with additional support needs;
- we offer diagnostic assessment to help identify specific barriers to learning;
- we support pupils who need to catch up e.g. absence through illness or school transfer;
- we provide support to pupils whose behaviour and well being affect their progress.

Mrs S Marshall is Principal Teacher for Support for Learning. Please feel free to contact her or Mrs A Jarvis, Acting PT, with any enquiries.

Student Planner

A Student Planner is issued to all pupils at the start of session. It should be carried every day and used to note down things done and to do both in and out of school. It is particularly important for recording homework issued by subject teachers. The planner helps teachers communicate with parents. The information in the planner will be built up over the years and used for a pupil's progress file which needs to be compiled by all school leavers.



THE CURRICULUM

Each subject in the curriculum is given a time allocation in accordance with national guidelines. This ensures that each pupil receives a broad and balanced curriculum. Of course, we make sure that individual needs and preferences are met wherever possible. From August 2010, the S1 curriculum will be in line with the Curriculum for Excellence.

S1 and S2

Every pupil studies these subjects for the following reasons.

Drama^a

- Be aware of and observe dramatic conventions.
- Use a range of dramatic forms to express ideas and feelings.
- Explore a variety of human emotions.
- Gain confidence in their own abilities, particularly to communicate verbally and non-verbally.
- Learn to respect and cooperate with others.
- Derive a sense of achievement from completing practical work for which they are responsible.
- Evaluate their own and other's achievements.

English

To ensure that each child is able to communicate effectively in reading, writing and talking.

Mathematics *

To acquire skills in mathematical thinking and develop confidence in using and applying Mathematics.

French/German

To develop each pupil's ability to communicate in a foreign language and to promote understanding of other cultures.

Gaelic *

To ensure that pupils can communicate effectively in the language and benefit from its rich culture.

History *

To develop a sense of time and heritage.

Geography *

To develop an awareness of the world's peoples and places.

Modern Studies *

To develop an awareness of the modern world.

Science *

To be aware of the natural, physical and chemical world.

Art

To be able to appreciate and create.

Technology

To be able to design, make and evaluate, communicate clearly using graphics and to solve practical problems using technology.

Home Economics *

To develop basic skills required for pupils to cope with everyday life.

Music

To invent, perform and appreciate all musical styles.

Physical Education

To be aware of and participate in a healthy, active lifestyle.

Religious Education *	To be able to think about world truths.
Personal and Social Education *	To develop skills for a healthy and responsible life.
Computing Studies (S2)	To introduce and/or enhance the concept of problem solving in a computing environment and to raise awareness of Information Technology in society.

^a Drama enables pupils to explore, develop and express ideas and concepts which working in a safe and controlled environment. Drama is both a life skill and a creative art form. It helps pupils develop their ability to use voice, movement, gesture and facial express in acting, mime and improvisation. The development of these skills encourages self confidence and self awareness. It promotes the development of the individual in a group context: roles and ideas are negotiated, problems solved and decisions made together.

* Available to fluent Gàidhlig speakers, through the medium of Gàidhlig.

In S1 pupils are for the most part grouped in mixed attainment sections. This does not mean that they will always be taught as a single class but different teaching and learning strategies will be used to ensure that every pupil is working to his/her full potential. All pupils will be supported in their learning. By S2, pupils in English and Maths are grouped according to prior attainment.

In S3/4 every pupil follows a broad and balanced course which reflects national guidelines given. This is demonstrated in the option sheet later on in this section.

The S5/6 Curriculum allows of further specialisation. The course choice form on page 41 is typical of the sort of options which may be available in due course to your son/daughter.

ASSESSMENT

Why assess? If your child does not know what he/she has to learn and cannot measure how successful the learning has been, then progress is very difficult. Assessment, therefore, begins with teachers carefully preparing their lessons so that each pupil is made aware what the learning outcome should be.

How will my child be assessed? Each teacher will make use of a wide range of assessment techniques. These will range from an informal assessment of your child's work to formal tests. However, the most usual kind of assessment will be the ongoing comments given to your child. Please read these comments yourself and join with us in encouraging your child to progress.

Pupils in the senior school will be given preliminary examinations in preparation for their SQA examination. S4 prelims will take place in November/December or March.

National Qualifications courses are now in place throughout the school. In those courses S5/S6 will complete end of unit assessments throughout the session. They will also sit timetabled prelims in February.

Levels of Achievement

Levels of achievement are assessed using the following National scale:

Developing

- Has started to engage in the work of the new level.
- Is beginning to make progress in an increasing number of outcomes across the breadth of learning described in the experiences and outcomes for the level.

Consolidating

- Has achieved a breadth of learning across many of the experiences and outcomes for the level.
- Can apply what he/she has learned in familiar situations.
- Is beginning to undertake more challenging learning and to apply learning in unfamiliar contexts.

Secure

- Has achieved a breadth of learning across almost all of the experiences and outcomes for the level including any significant aspects of the curriculum area.
- Has responded consistently well to the level of challenge set out in these experiences and outcomes.
- Has moved forward to more challenging learning in some aspects.
- Has applied what he/she has learned in new and unfamiliar situations.

What is the Assessment is For Learning Programme?

The *Assessment is For Learning* Programme is a major piece of work by the Scottish Executive to review assessment procedures in Scottish Education. Schools are encouraged to look at how they use the results of a range of assessments to inform what they do in the classroom. There are ten separate projects within AiFL. Schools and individual departments tap into the projects that best suit them, although some projects are core to all subjects.

What is Assessment?

The main message is that assessment is not just about tests, exams, levels and grades. Assessment is an essential tool that teachers use to help children learn. Most people associate exams with assessment. This kind of assessment is called '**summative assessment**'. It focuses on measuring current performance to ascertain how successful the learner has been. Summative assessment tends to come at the end of a topic or a piece of work with the emphasis on giving a final grade or mark, correcting mistakes and putting right what the pupil has got wrong.

The other kind of assessment is called '**formative assessment**'. Like summative assessment, information is gathered about pupils' learning. However, this information is used to help pupils to improve their learning and to do better. It also helps teachers improve their teaching and the support that they give to your children.

One of the best ways to understand the difference between the two kinds of assessment is to think about learning to drive. **Formative assessment** happens during every driving lesson. The instructor says what manoeuvre is going to be taught and explains how it is done. The learner has a go and gets feedback about how it went. Both the learner and the instructor have a say in how things went and what can be done to improve. Afterwards the learner tries again – and keeps trying until they get it right. **Summative** assessment is the driving test – no help or support – an opportunity to show what you know and prove what you can do.



What AiFL strategies does Portree High School use?

A range of strategies are used and these vary between subjects. Some strategies are common to all subjects. Individual teachers may be using different techniques to achieve the same ends. So the fact that a teacher does not use all the strategies and techniques mentioned in this leaflet is not a cause for concern.

AiFL strategies include:

- Sharing learning intentions and success criteria with pupils. These are revisited at the end of the lesson to help pupils gauge their progress.
- The teacher waiting longer before taking an answer to a question.
- Pupils being given an opportunity to prepare group responses.
- Training pupils to ask each other questions to consolidate their learning.
- Giving oral and written feedback instead of always giving a mark.

What are the benefits of AiFL?

There are many benefits to adopting the AiFL programme. Some of these benefits are evident quickly while others take a little longer. Some of the benefits are:

- Increased pupil confidence.
- Greater motivation to work.
- Improved performance in class.
- Improved pupil/teacher dialogue.
- A quicker pace of learning.
- Better understanding of new topic areas.
- Improved contributions to group work.
- Pupils having a better understanding of how they learn.
- Contributing to young people's desire to learn and to their belief that they can learn.

How can parents contribute to improving learning?

- Help your child to believe that everybody has the potential to improve. Improvement can be achieved through effort, persistence, practice and learning techniques.
- Encourage your child by focusing on their strengths and successes rather than on their weaknesses and their failures.
- Draw attention to contemporary role models who have succeeded through effort, practice and technique. Encourage them to be positive about themselves rather than talking themselves down.
- Talk to your child about learning. To become better learners, children need to think much more about what they are learning and how they are learning it. To help them do this, they need to focus on what they are learning in school and in general. Find opportunities to talk about what helps them to learn and what makes it difficult to learn.
- Look for comments from the teacher that suggest specific improvements and help your children to meet them. These may be recorded as 'next steps' or 'wishes'.

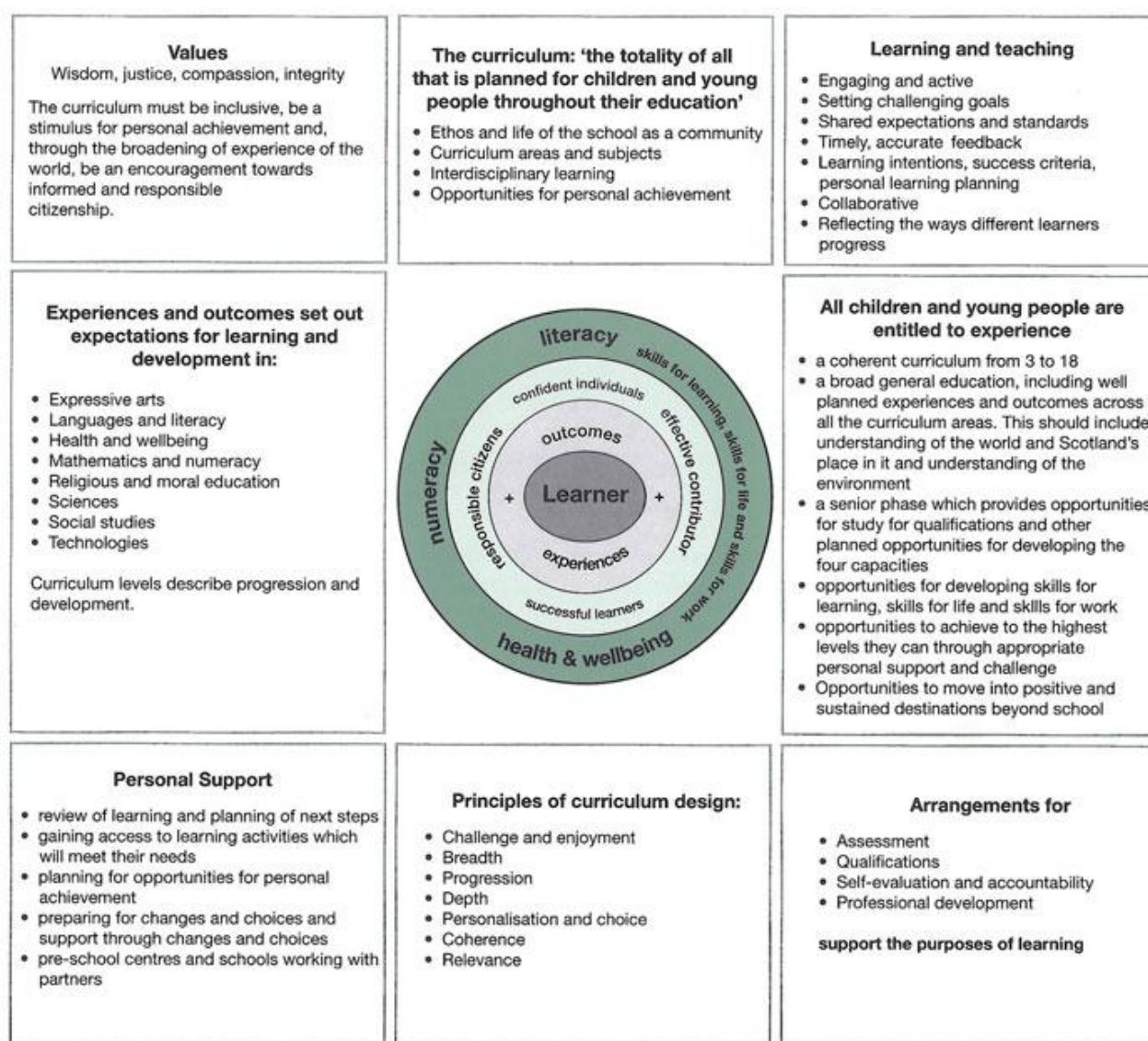
A Curriculum for Excellence

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It is underpinned by the values inscribed on the mace of the Scottish Parliament - wisdom, justice, compassion and integrity.

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The curriculum at a glance

A schematic guide which presents a summary of the components used to build the 3-18 curriculum, with the learner at the centre.



A separate leaflet about Curriculum for Excellence will be available soon.

REPORTING

Formal Reports

At Portree High School, we believe that reporting is extremely important. We continue to refine our practice and a computerised report will be issued annually.

Reports will be issued at the appropriate times during the year. Dates will be given at the start of the session and in the School Calendar.

While pupil reports are very important, providing scope for an informed discussion between parents and the school, you need not wait until these are issued to get in touch with us. Simply contact your child's support teacher and you will be given an update on your child's progress. A meeting can be arranged or, if appropriate, his/her support teacher may report back by telephone. The Head Teacher and other members of the Senior Management Team will review the work of a sample of pupils throughout the year.

SCOTTISH QUALIFICATIONS AUTHORITY PRESENTATIONS

Pupils in S4, S5 and S6 are following certificated courses at 'S' grade, Access, Intermediate, Higher or advanced level will be presented in a particular subject if they have demonstrated an appropriate standard in their course work.

We will make every effort to ensure that each pupil meets these requirements. There is a pupil monitoring system in place which will help to identify and target underachievement at an early stage.

Parents' Meetings

Throughout the year, we will have a series of Parents' Meetings. The main function of these meetings will be to allow you time with your child's teachers. However, other meetings will also be held on topics such as the curriculum, course choice, PSE, etc. A series of meetings may also be held in associated primary schools so that it is easier for all parents to attend.

Gaelic Medium Education In Portree High School

Transferring from a Gaelic Medium class to Portree High School is a very important milestone in the development of your child's bi-lingualism. They can reflect on all their achievements at Primary level **and** look forward with confidence to the new challenges of their S1 GM curriculum.

We know that they have already reached a high level of proficiency in Gàidhlig and that parental encouragement as well as a fully rounded school experience have helped them reach this stage.

We know that they have worked hard at the same time to achieve in English topics. Gaelic Medium pupils have a good track record of achieving at or above the level of their peers across the range of the curriculum. Children who have two languages tend to do better, showing slightly higher performance in tests and examinations - research from bilingual education systems as far afield as Canada, the USA, the Basque country, Catalonia and Wales shows this.

We aim to maintain and extend that level of progress by offering them as full a range of subjects as we currently can through the medium of Gàidhlig.

Gàidhlig Home Economics Mathematics Science Personal and Social Education Religious and Moral Education Geography History Modern Studies

These subjects combined with time with a Gaelic speaking form teacher make up more than half your child's class time in the first year. The benefits of pursuing this GM course are that the pupils

are able to sustain their language progress, seeing their skills recognized and valued throughout the school. They take part in an increasing amount of project work across their range of subjects which builds their self-confidence in using the language in practical situations.

This in turn prepares them for the challenges of examination courses further on in their school career and in turn the world of work.

You will already be well aware of the advantages of GM education in terms of a sense of community, of cultural richness, of understanding other languages and cultures and of raised self esteem. Perhaps the most favorable advance for young people fluent and literate in Gàidhlig has taken place in recent years in the field of employment.

Gaelic Medium Departments have now been established throughout Scotland. In recent years Sgoil Ghàidhlig Ghlaschu has opened its doors and a new purpose built Gaelic school has opened in Inverness. In the foreseeable future there will be a growing demand for Gaelic medium primary teachers and secondary teachers able to teach their subjects through the medium of Gaelic.

Being bilingual is not a guaranteed meal ticket, but it does give young people an additional valuable skill. The Gaelic Act which has given equal status to Gaelic and English has led to further expansion of already flourishing employment market in sectors other than education. The requirement for public bodies to prepare and implement a Gaelic plan has created more jobs in both the public and private sectors for people with Gaelic qualifications.

An exciting new era for Gaelic media began last year with the establishment of a dedicated television channel.

The opportunities for talented young Gaels to gain professional experience and contribute to wider Gaelic society have never been better. Portree High School aims to give all our Gàidhlig pupils the preparation they need to choose their future path with the language.

Should you have any queries about Gaelic medium education in the Portree High School we would urge you to discuss these with our Gaelic Medium Coordinator or one of our experienced Gaelic Medium teachers.

PORTREE HIGH SCHOOL CULTURE: A STATEMENT OF ENTITLEMENT

The pupils of Portree High School are entitled to a curriculum which recognises the value of Scottish, Highland and Gaelic cultures, and which helps to promote:

- A knowledge of Skye, the Highlands and Scotland generally, including a knowledge of the history of their peoples.
- A feeling of pride in Portree High School and in the Island of Skye, and a feeling of shared experiences with others from the school and the Island.
- Scotland's languages, with the historic and contemporary contribution of Gaelic in particular to personal, social and cultural identity.
- The cultural aspects of the Gaelic language - music (eg Skye's unique contribution as regards Piobaireachd), song, dance, art and literature - and the part they play in encouraging confidence and creativity in the pupils.

- The enjoyment of shinty.
- A knowledge of all the faiths and beliefs found in Scotland - including the historic background of the church pre- and post-Columba, and the development of Christianity - allowing them to be acknowledged and explored without bias.
- An appreciation of the Skye and the Highland natural environment, and the features of historical and architectural interest.
- An understanding of the local economy, and the need for sustainability.
- An awareness of the distinctiveness of Skye, in its various contexts: the Highlands, Scotland, the UK and Europe.
- An awareness of the links with the other islands of Scotland, and with other Celtic cultures throughout the world.

Pupils are entitled to develop and apply their knowledge, skills and understanding of the cultural and natural uniqueness of their home area in all aspects of school life, without sacrificing the quality of materials and resources and the balance and breadth of the curriculum.

DEPARTMENTAL INFORMATION

CREATIVE & AESTHETIC FACULTY

Art & Music departments: Pupils are encouraged to build on skills and so rely on regular access to instruments and materials. Purchasing a musical instrument through the school is to be encouraged, taking advantage of the ex-VAT price. A pencil and eraser is essential for all Art and Music classes.

The Art Department displays past and present artwork around the school and we would encourage parents to view them. Extra support is provided through occasional 'open' lunchtimes when pupils are welcome to develop pieces. Given the nature of art classes, pupils may find it appropriate to bring with them an old shirt to cover school clothing during messy activities.

The Music Department is open most intervals and lunchtimes for extra-curricular activities including singing groups, folk groups, Musical show rehearsals, band sessions and pipe band. Council tutors provide rotational lessons during school hours for bagpipes, violin/fiddle and clarsach, but we also have welcomed visiting private tutors who are invaluable in supporting us with lessons on drumkit, piano, guitar, bass guitar and accordion.

Musical instruments may be stored in the Music Department during school hours but must display a name, address and form class on the case. Leaving instruments is, however, at the pupils' own risk.

ENGLISH & MODERN LANGUAGES FACULTY

English Department: Every session there is a lot going on in the English Department. Here are a few examples of the events that took places during session 2010/11:

- Debating: North of Scotland and The Big Green Challenge.
- Youth Speaks Public Speaking Competition.
- S1 Burns' Supper.
- Film and theatre trips to the Aros Centre.
- Residential Writing courses in the Moniack Mhor Centre.

- Live web-streaming of published authors.
- Visiting speakers.
- Lunchtime clubs for debating and creative writing.

In addition we take part in various national competitions such as Young Writers and Poetry Matters. We also publish pupils' work in our school's monthly magazine SkyeLines.

Modern Languages Department: The Modern Languages Department believe that one of the best ways to become confident in a language is to have the opportunity to speak that language as often as possible and here at Portree High School there are plenty of opportunities to do just that!

- S1 can show off their skills with a football as well as their skills in French during the inter-class French football match.
- All pupils can have a go at becoming a Eurovision star by singing any song of their choice in any European language of their choice.
- S2 enjoy a French breakfast.
- Various projects take place including an opportunity for S3 pupils to act and make a film of themselves (in French of course).
- There will be a grip to Paris before the summer.

And.....for the first time ever, we are having a Snail Dégustation – that's to say a chance for S1 and S2 pupils to taste (cooked) snails, especially imported all the way from France.

ROINN NA GÀIDHLIG

Seachdain nan cleas. Bidh fileantaich ann an AS1 a' cur seachad seachdain nan cleas anns a' Chèitean anns na h-Eileanan an Iar - a' fuireach ann am Beinn nam Fadhla agus a' tadhal air gach eilean bho Bhatarsaigh gu Leòdhas. Tòrr ri fhaicinn is ri ionnsachadh agus spòrs dhe gach seòrsa air an oidhche. Cha bhì facal ri chluinntinn ach Gàidhlig! [*First year fluent Gaelic speakers spend Activities Week in the Outer Hebrides*]

Tursan Luchd-ionnsachaidh. Bidh buidhnean de luchd-ionnsachaidh ann an AS2 a' cur seachad feasgar Dihaoine agus fad an latha Disathairne ann an ceann a deas an eilein. Bidh iad a' fuireach oidhche ann an Sabhal Mòr Ostaig agus a' tadhal air àiteachan inntinneach.

[Learners' Weekends. We offer all Gaelic learners in S2 an overnight stay in Sabhal Mòr Ostaig, the Gaelic College in Sleat. Each group spends Friday afternoon and Saturday visiting places of interest in the south of Skye. Friday evenings are given to entertainment – quizzes, indoor football and shinty, Scottish dancing etc. This initiative is supported financially by Bòrd na Gàidhlig in recognition of the important part they see learners playing in the preservation and future development of the language. All who take part each year want to repeat the experience!]

Am Mòd Nàiseanta Rìoghail. Bidh sgoilearan tàlantach a' dol chun a' Mhòid gach bliadhna a' gabhail pàirt ann an raon farsaing de cho-fharpaisean – seinn, aithris, labhairt, drama, còmhlain-ciùil is ionnstramaidean-ciùil. Tha sinn a' feuchainn ri còisir a chur air bhonn a-rithist – trobhad agus cuiridh mi geall gun còrd e riut!

[The Royal National Mòd. Talented pupils attend the Mod and take part in a range of competitions: singing, recitation, conversation, drama, musical instruments and folk-groups. We are presently trying to establish a Gaelic choir so come along and give it a try – you'll enjoy the experience!]

Ceanglaichean is Iomlaidean. Thairis air beagan bhliadhnaichean tha sinn air fàilte a chur air buidhnean de dh' inbhich is de sgoilearan bho iomadh ceàrn dhen t-saoghal, m.e. dùthaich nan Sàmi

an ceann a tuath Nirribhidh, Limpopo ann an Afraga a Deas agus Ceap Breatainn is Eilean a' Phrionnsa an Canada. Tha buidhnean bhon sgoil air tadhal air Ceap Breatainn. Bha còrr is fichead Sàmi còmhla rinn airson deich latha san t-Samhainn agus bidh buidheann ann an AS3 a' falbh suas a dh' fhuireach còmhla riutha aig a' Chàisg. Tha na buidhnean sin uile a' dèanamh an dìchill airson nam mion-chànain aca fhèin a chumail beò.

[Links and exchanges. Over the last few years the department has welcomed groups of adults and pupils from many parts of the world, e.g. the Sàmi country in the far north of Norway, Limpopo in South Africa and Cape Breton and Prince Edward Isle in Canada. Groups from the school have visited Cape Breton. A group of over 20 Sàmis spent 10 days with us. All of our visitors are doing their best to maintain their own minority language.]

Deasbad Nàiseanta BT Alba. Bidh sgoilearan ann an AS5/6 a' dol chun na co-fharpais seo agus a' cur eòlais air sgoilearan Gàidhlig eile às gach ceàrn dhen dùthaich. Bidh cuairtean dhen co-fharpais air an cumail anns na h-Eileanan an Iar, an Glaschu agus ann an Dùn Eideann. [BT Scotland National Debate. Pupils in S5/6 take part in this competition and get to know Gaelic pupils from all parts of the country. The first rounds are held in the Outer Hebrides and the final ones in Glasgow and Edinburgh.]

Ri Chèile. Is e co-fharpais òraid a tha seo anns am bi sgoilearan Albannach is Èireannach a' dèanamh òraidean ann an Gaidhlig is Gaeilge. An uiridh bha sgoilearan ann an Ard Mhacha an Eirinn agus am bliadhna choinnich sinn ann an Glaschu.

[Ri Chèile. This is a speech-making competition in which Scottish and Irish pupils deliver speeches in Scottish or Irish Gaelic. Last year pupils travelled to Armagh in Ireland and this year we met in Glasgow.]

ICT (*Information and Communications Technology*)

This school has achieved the Government's targets for one computer per five pupils and one computer per classroom. Most of these machines are connected via a Local Area Network, which gives access via the University of the Highlands and Islands to the World Wide Web. Staff and pupils who have accepted the rules have various levels of restricted access to the Internet. The internet access uses Broadband and so is faster than by ISDN line.

Business Education, Computing, Art and Technology are able to make use of mini-networks while benefiting from communication with the rest of the school. A reporting system based on monitoring pupil performance is already proving to be a boon to staff and pupils.

MATHS DEPARTMENT

UK Maths Challenge

60 S1 and S2 pupils took part in the UK Junior Maths Challenge organised by the University of Leeds. The problems in this challenge all depend on mathematical thinking and are designed to challenge more able pupils. 7 silver and 7 bronze certificates were awarded to our pupils. Kenneth Nicolson 1T1 won the best in school certificate.

60 S3 and S4 pupils took part in the UK Intermediate Maths Challenge organised by the University of Leeds. The problems in this challenge are the same type as for the Junior Challenge – but even more demanding! 5 silver and 13 bronze certificates were awarded to our pupils. Lorna Masson 4T2 won the best in school certificate.

30 S5 and S6 pupils took part in the UK Senior maths Challenge organised by the University of Leeds. The problems in this challenge are **very** demanding – causing much discussion amongst the

Maths teachers! 1 silver and 3 bronze certificates were awarded to our pupils. Nathan Jones 6M received a best in school certificate.

Advanced Higher Maths Weekend

Mr Graham and three pupils from the Advanced Higher class attended a Maths weekend at the Lagganlia Outdoor Centre sponsored by British Aerospace. The weekend was a variety of team-building exercises including a blindfold walk through a forest at the dead of night and an obstacle course in 'crystal maze' style, workshops on the use of hi-tech graphic calculators, talks from British Aerospace employees on the design of modern day aeroplanes, lectures on numeracy from professor Adam McBride of Strathclyde University, an informative presentation from 'Heather the Weather' on the use of Maths in weather forecasting, an evening ceilidh and many other indoor and outdoor events. The weekend was enjoyed by all although the pupils thought it compared more to a training course for the marines than a Maths weekend.

PHYSICAL EDUCATION DEPARTMENT

The PE Department offer a wide range of extra-curricular activities at both lunchtime and 3.30pm. All pupils are encouraged to participate in both competitive and non-competitive activities. Pupils represent the school in a number of inter-school, Highland and National events.

Senior pupils involved in the Community Sports Leader Award are active in organising and running inter-house events.

SOCIAL SUBJECTS DEPARTMENT

GEOGRAPHY

Geography enables the development of knowledge and understanding of current events from the local to the global scale. It involves the investigation of the world around us and how people have affected it in the past and will affect it in the future. Geographers study how landscape features are formed and the processes which bring about change over time.

Geography encourages the development of a range of useful skills such as map reading, data collection ICT and problem solving to enable a fuller understanding of how people affect the environment they live in. To facilitate this, pupils in all year groups undertake local fieldwork to develop their Enquiry Skills abilities.

HISTORY

History aims to increase knowledge and understanding of life-changing events and to discover how these events impacted on the lives of ordinary people. In addition, provision is given to study certain periods and events in depth such as the Middle Ages, World War One and the Native Americans. History also provides opportunities to develop transferable skills in research and ICT, for example, and also aims to develop Enquiry Skills through the analysis of a variety of primary and secondary evidence. Furthermore, in order to bring history to life, opportunities for role-play activities, listening to visiting speakers and attending local exhibitions and site visits are provided.

Over the years the History Department have run very successful overseas trips to Italy visiting the sites of ancient Rome and Pompeii, Belgium and France for example. A return visit to the battlefields of the Ypres Salient and the Somme is planned for February 2011 with 35 pupils from S3-S6 participating.

MODERN STUDIES

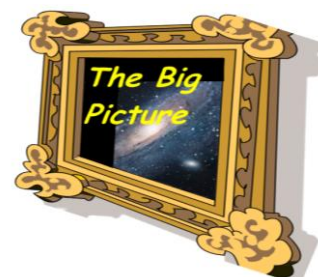
Modern Studies, a bit like the first few pages of a daily newspaper, is concerned with political, social and economic issues locally, nationally and internationally. We are interested not just in how we are governed but the ways in which, as citizens, we are able to influence decision making. Along with these matters of participation and representation, we are particularly concerned with wider issues of power and need, ideology and equality and rights and responsibilities.

Modern Studies has been described as *“a window on an ever-changing world”*. To enhance our understanding we like to regularly ‘step out’ in that world regularly visiting the Scottish Parliament in Edinburgh. We have even, on occasion, travelled to Europe. We also like to ‘open the door’ and welcome MSPs, MPs and MEPs as well as other key public servants in to the classroom.

SCIENCE

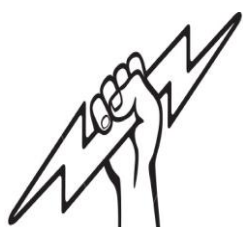
Imagine a world without Science. Over the last two centuries, science has changed the way we live, including progress in medicine & genetics, transportation, plastics, electronics and engineering. As a result, Science at school is practical, relates directly to the world we live in, and leads to qualifications which are highly prized by both employers and Higher Education establishments.

The Science curriculum in S1-2 starts by providing a basic level of science skills with a “How to...” project. We follow this by introducing “Science – The Big Picture”, where we investigate energy, life, earth & space and materials. These practical-based classes encourage students to think like scientists and learn how science is so important in the everyday world.



These courses are designed to be challenging and interesting, yet supportive as required. Pupils are encouraged to take responsibility for their own progress, and a portfolio of work is collected over the 2 years.

In S3-4, students opt to take discrete sciences of Biology, Chemistry or Physics, or a general Science course. Those students wishing to progress further in S5-6 can take sciences through Intermediate 2, Higher or Advanced Higher in all three subjects, as well as Geology. We also offer the “Science Baccalaureate” for academic students studying 2 Advanced Highers and Higher Maths.



The science department is involved in a number of extracurricular activities, such as offering a science club, running science challenges, and organising Biology, Chemistry & Geology field trips. We have established links with various Universities, who have visited our school to run workshops and seminars, and have been fortunate to receive funding from the British Association to provide Forensics days and genetics studies.



Portree High School
 Third Year Course Option Form
 2009/2010

1 (A-E) MANDATORY	2 (F)	3 (G)	4 (H)
English Maths PE Core PSE RME	French Gaelic Gàidhlig German Modern Studies History (English medium only)	Geography History History (GM) Modern Studies	Biology (G/C) Chemistry (G/C) Physics (G/C) Science (F/G/C)
5 (I)	6 (J)	7 (K)	
Business Management Computing Studies Construction Crafts (Int 1) Food Technology (Int 1) Graphic Communication	Art & Design (Int 1) Biology (G/C) Craft & Design Music (Int1/Int 2) PE	Administration Chemistry Craft & Design Food Technology (Int 1) Gaelic Gàidhlig Music (Int 1/Int 2) Physics	

Notes on Third Year Choice of Course Form

The courses offered are subject to the number of pupils who choose each course and the availability of staffing and accommodation.

1. **COLUMN 1** All pupils will study **ALL** the subjects in the column.
2. **COLUMNS 2-7** All pupils must choose **ONE** subject from each column.
3. Restrictions on the choice in column 7
 - a. You cannot choose a subject already chosen elsewhere.
 - b. If you choose Science in Column 4 you cannot choose Physics or Chemistry in Column 7.
4. Courses marked I1 or I2 are offered as National Qualifications at Intermediate 1 and Intermediate 2 level rather than at Standard Grade.
5. The form will be completed jointly by each pupil and his/her Support (Guidance) Teacher during an individual interview and agreed by parents or guardians.
6. History Standard Grade is also offered through the medium of Gaelic in Column 3 only.

S5/S6 Timetable Columns 2009/10

Level	Column A	Column B	Column C	Column D	Column E
Units	ECDL Bundle: (Intermediate 1/2) delivered by Skye and Wester Ross College through flexible learning.		Pool Lifeguard/SLA Fashion and Textiles Int 1/Int 2 – Skye and Wester Ross College through flexible learning.	Web bundle: (Int 1/Int 2) Skye & Wester Ross College through flexible learning	BCS Digital Cre8or and Personal Study Skye & Wester Ross college though flexible learning.
Intermediate etc	Chemistry Int 2 PCS Wood/Metal Int 2 Gàidhlig Int 2/Int 1 English Int 2 Geology Int 2	Early Education and Childcare Int 1 (Skye and Wester Ross College) Administration Computing Int 2 Graph Comm Int 2 Maths Int 1/Int 2 Physics Int 2 Hospitality Practical Cookery Int 2	Maths Int 2 French Int 2 Gaelic Int 2/Int 1 Hospitality Practical Cookery Int 2 Sport & Recreation (Skills for Work) Int 2	English Int 2/Int 1 Art Int 2/Int 1 German Int 2 Music Int 1/Int 2 Travel & Tourism Int 1 (College course) Travel & Tourism Int 2 PE	Geography Int 2/Int 1 Modern Studies Int 2/Int 1 Business Mgmt Int 2 Biology Int 2 Construction Crafts Int 2 History Int 2/Int 1
Higher	Human Biology Chemistry Physics Gàidhlig English	Administration Computing Graph Comm Maths History	French Gaelic Chemistry Maths Geography	PE Art Music German English	Geography History Modern Studies Biology Business Mgmt
AH	English Chemistry Music	Art Folio History Physics	Maths Gàidhlig	Modern Studies Geography	Gaelic Biology Computing

Notes on Option form:

1. Courses will only run if numbers are sufficient and staffing and accommodation are available.
2. All S5 pupils must choose 1 subject from each column. (Each column represents 5 periods per week + 1 period of study.)
3. Pupils should select first **and** second choices from each column.
4. All courses delivered by Skye & Wester Ross College will have a maximum of 8 pupils. Pupil Support and the College will be involved in the selection process for these limited places.
5. S6 may also have 1 Study Column. Flexitime will only operate from October. 3 periods may be negotiated from the Study Column only. The other 3 periods will remain as study.
6. S6: A selection of Open Learning courses are available – eg Veterinary Terminology, Medical Terminology, Psychology Int 2, Child Care Int 2. For more information please contact your Support Teacher.

SCOTTISH OFFICE INFORMATION: EXAMINATIONS AND AWARDS

The following pages give all the available statistics of the school's performance in the national examination system together with Budgeted School Running costs, Attendance and Absence performance by stage, Leavers destinations, Exam results and Staying on Rates. Our results are good. However, we are not complacent. Please be assured that your child will be encouraged to achieve the very best set of grades that s/he can.

INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

School: Portree High School	Id No.: 270 - 5128234
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Leaver Destinations

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

Total Number of Leavers (=100%)	107
Higher Education	31
Further Education	13
Training	0
Employment	42
Other Known	12
Not Known	2

Key to symbols:

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

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

Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	617
Total School Running Costs at April 2010 (£)	7,809,738
Cost per Pupil (£)	12,658

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

INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

School: Portree High School

Id No.: 270 - 5128234

Attendance And Absence For School Year 2009/2010

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	40,714	38,750	45,862	43,124	31,365	199,815
Percentage Authorised Absences	6.8	8.6	10.1	8.7	8.4	8.6
Percentage Unauthorised Absences	0.8	2.4	0.8	2.0	2.4	1.6

Key to symbols:

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

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

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

INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

School: Portree High School	Id No.: 270 - 5128234
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Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session

2007/2008	2008/2009	2009/2010
67	80	83

Examination Results (within Scottish Credit and Qualifications Framework)

(2009/2010 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
	93	93	96	81	80	88	39	38	46

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		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
	44	42	39	25	19	25	9	8	12

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		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
	34	31	33	22	19	15	21	16	15

Key to symbols:

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

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

INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

School: Portree High School	Id No.: 270 - 5128234
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Minimising Overall Absence

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
Absence	36.6	39.6

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

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

For Information:

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

INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

Education Authority: Highland

Leaver Destinations

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

Total Number of Leavers (=100%)	2,690
Higher Education	34
Further Education	22
Training	2
Employment	30
Other Known	12
Not Known	2

Key to symbols:

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

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

Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	14,742
Total School Running Costs at April 2010 (£)	100,795,568
Cost per Pupil (£)	6,837

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

INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

Education Authority: Highland

Attendance And Absence For School Year 2009/2010

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances (Pupil Half Days)	982,734	967,660	1,033,564	988,342	782,645	4,754,945
Percentage Authorised Absences	6.4	7.7	8.0	7.4	7.2	7.4
Percentage Unauthorised Absences	1.3	2.1	2.6	3.3	3.0	2.5

Key to symbols:

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- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

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

INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

Education Authority: Highland

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

2007/2008	2008/2009	2009/2010
72	76	78

Examination Results (within Scottish Credit and Qualifications Framework)

(2009/2010 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:

By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
	92	92	92	81	82	82	38	38	39

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		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
	43	44	45	24	26	26	10	12	12

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		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
	34	34	37	22	22	25	12	13	16

Key to symbols:

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

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

INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

Education Authority: Highland

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
Absence	35.0	37.7

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

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

For Information:

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

INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

National Data

Leaver Destinations

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

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

Key to symbols:

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

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

Budgeted Running Costs For Financial Year 2010-2011

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

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

INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

National Data

Attendance And Absence For School Year 2009/2010

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

Key to symbols:

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

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

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

INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

National Data

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

2007/2008	2008/2009	2009/2010
65	67	72

Examination Results (within Scottish Credit and Qualifications Framework)

(2009/2010 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/20 08	2008/20 09	2009/20 10	2007/20 08	2008/20 09	2009/20 10	2007/20 08	2008/20 09	2009/20 10
	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		
	2007/20 08	2008/20 09	2009/20 10	2007/20 08	2008/20 09	2009/20 10	2007/20 08	2008/20 09	2009/20 10
	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		
	2007/20 08	2008/20 09	2009/20 10	2007/20 08	2008/20 09	2009/20 10	2007/20 08	2008/20 09	2009/20 10
	30	31	33	20	21	22	13	14	14

Key to symbols:

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

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

INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

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

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

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

For Information:

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