



2023/2024

ARDNAMURCHAN HIGH SCHOOL
ÀRD-SGOIL AIRD NAM MURCHAN



Drimnatorran
Strontian
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SECTION 1

INFORMATION

Please note that this handbook was updated for the Highland Schools' Publication deadline of 2nd December 2022

Information is subject to subsequent change.



WELCOME TO ARDNAMURCHAN HIGH SCHOOL



We are delighted to welcome your child to Ardnamurchan High School, whether as a new S1 pupil coming up from one of the primaries across Ardnamurchan, Morvern and beyond, or as an older pupil moving into the area. We hope that you will share in a happy and positive partnership with us.

Since Ardnamurchan High opened its doors in August 2002, we have been a community school with a real focus on meeting a wide range of educational needs incorporating community links and involvement wherever possible. The school, together with Àrainn Shuaineirt, (The Sunart Centre) and the Library (Leabharlann) provide a wide range of lunchtime and after school activities. Youth clubs run on Tuesday and Thursday evenings for seniors and juniors respectively. Many of the evening concerts and events run by Àrainn Shuaineirt are of value and interest to all ages and active participation is encouraged. In addition, the West Highland College has a presence in the building, with which we have a growing partnership to support young people's learning.

Our curriculum is varied and flexible with a strong focus on the best learning and teaching possible. We believe in working together to make learning links between curricular areas. We believe in reflecting on our learning and teaching, both as staff and as pupils and that learning should be challenging and enjoyable. We believe in respecting each other and helping our young people to develop positive attitudes as responsible citizens and effective contributors to the school ethos. We encourage all learners to do their best as confident individuals and successful learners.

We firmly believe that Ardnamurchan is a superb place to be. This school was founded upon the principle of parity between English and Gaelic and there is a rich culture and history associated with this area. As such, Gaelic is encouraged and integrated wherever possible and our Gaelic Medium provision provides continuity from primary for those entitled to progression and development in their own language.

We are very proud of this school and our pupils and the positive feedback we have about our young people and, in our various school trips, we frequently get positive feedback praising our young people. That, and the fantastic contributions our pupils make to our talent shows, pantomimes, trips sporting fixtures and events, bears witness to the very supportive and positive ethos here at Ardnamurchan High school.

I hope you find this prospectus helpful and we look forward to seeing you in whatever capacity, parent, visitor, supporter, or at an evening event in the months and years ahead.

You may have already visited our website at <http://www.ardnamurchanhighschool.org/> which we aim to keep up to date as possible, with our publications and latest news and information about the school.

Ardnamurchan High School is now operating as a 3-18 Campus with Strontian Primary School and, if interested, our Strontian Primary School handbook is also available.

Christopher Millar-Craig—Headteacher



FÀILTE GU ÀRD-SGOIL AIRD NAM MURCHAN

Tha sinn glè thoilichte fàilte a chuir oirbh agus ur cuid cloinne gu Àrd-Sgoil Aird nam Murchan, co dhìù ged a tha sibh a' tighinn bho bhun sgoil ann an Ard nam Murchan fhèin no às a' Mhoirbhairne, no bho àite sam bith eile. Tha sinn an dòchas gum bi dàimh dlùth eadarainn

'O dh'fhosgail na dorsan ann an 2002, tha Àrd Sgoil Aird nam Murchan air a bhith na sgoil coimhearsnachd a tha ag amas a bhith a' coileanadh feumlachdan foghlaim agus ceanglaichean coimhearsnachd. Tha an sgoil, Àrainn Shuaineirt agus an leabharlann còmhla a' tabhainn tòrr churseachadan aig àm lòn, no as dèidh na sgoile. Tha an club òigridh airson a' chlann as òige ann air oidhche Dhiardaoin agus oidhche Mhàirt airson an fheadhainn as sine. Tha na cuirm 's tachartasan a th'air an ruith le Àrainn Shuaineirt freagarrach do chloinn 's inbhich le chèile agus thathar an dòchas gun gabh sibh páirt. Tha Colaiste na Gàidhealtachd an Iar OGE, an seo cuideachd, agus tha an com-pàirteachais eadarainn a fàs airson cothroman ionnsachaidh airson na cloinne a' leudachadh.

Tha an curraicealam againn eadar-dhealaichte agus sùbailte, agus tha am fòcas againn air an ionnsachadh agus an teagasg as fhèarr a libhrigeadh. Tha sinn a' creidsinn ann a bhith ag obair còmhla airson ceanglaichean a thogail eadar na cuspairean. Tha sinn a' creidsinn gu bheil fhèin-chnuasachadh – airson clann agus tidsearan – glè chudromach agus gum bu chòir dha ionnsachadh a bhith tlachdmhòr agus dùbhlach. Tha sinn a' creidsinn gu bheil e cudromach meas a thoirt do chàch a chèile agus taic a thoirt don chloinn airson a bhith nan luchd-ionnsachaidh shoirbheachail, com-pàirtichean èifeachdach, daoine misneachail agus saoranaich ciallach.

Thathar gu mòr a' creidsinn gur e sàr-àite foghlaim a th'ann an Àrd-Sgoil Aird nam Murchan. Chaidh an sgoil seo a steidheachadh le co-ionannachd eadar Gàidhlig 's Beurla aig a cridhe agus tha beairteas de chultar agus de dh'eachdraidh co-cheangailte ris an sgìre seo. Mar sin, thèid a' Ghàidhlig a' brosnachadh cho fad 's a ghabhas agus bidh FTMG againn a' toirt leantainneachd do na sgoilearan bho na bun sgoiltean far an robh iad air an teagasg tro mheadhan na Gàidhlig.

Tha sinn glè mhoitèil às an sgoil agus às na sgoilearan againn agus tha e uabhasach taitneach a bhith a' cluinntinn moladh bhon choimhearsnachd agus bidh sinn a' faighinn moladh cuideachd bho dhràibhear nam busaichean agus bho fhir an taighean aig aiteachan fuirich nuair a bhios sinn air falbh air turasan. Tha na sgoilearan an sàs ann an cuirman ciùil, turasan, panto-maim agus uiread tachartasan spòrs agus tha seo a' dearbhadh na faireachdainn sònraichte a tha againn an-seo ann an Àrd-Sgoil Aird nam Murchan.

Tha mi an dòchas gu bheil na tha sinn air innse san ro-shealladh seo cuideachail dhuibh agus tha mi a' coimhead air adhart ri ur faicinn anns na h-amannan ri thighinn.

Dh'fhaodadh gu bheil sibh air tadhal air an làrach-lìn againn aig

<http://www.ardnamurchanhighschool.org/index.asp> far a bheil naidheachdan agus fiosrachadh mun sgoil.

Tha Ard Sgoil Àird nam Murchan ag obair mar àrainn 3-18 le Bun Sgoil Sròn an t-Sithein. Ma tha ùidh agad anns an leabhar-làimhe bun-sgoile cuideachd, tha e ri fhaighinn air-loidhne

Crisdean Millar-Craig
Ceannard

THE SCHOOL AND ITS CATCHMENT AREA/SGOIL AGUS RAON-TÍONAIL

Ardnamurchan High School is a 12-18, S1-S6 comprehensive, non-denominational school for the communities in Ardnamurchan and Morvern. The school first opened its doors in August 2002 and its current roll is approximately 130.

The school's **catchment area** includes Kilchoan, Acharacle, Strontian, Lochaline, and Ardgour primary schools, but we also welcome pupils from further afield. Parents should be aware, however, that transport is not provided free of charge to placement pupils outwith the catchment area, albeit that pupils with Young Scot cards travel free on public transport if space is available.

Most pupils are within **daily travelling distance** of the school. However a small number of pupils from the Kilchoan and Drimnin community areas have access to the residence for boarding during the week.

Gaelic is offered to learners and fluent speakers throughout S1—6 with a Gaelic Medium Education available in a number of subjects areas in S1-3, GM RME and Gaidhlig in S4 and Gaidhlig in S5-6

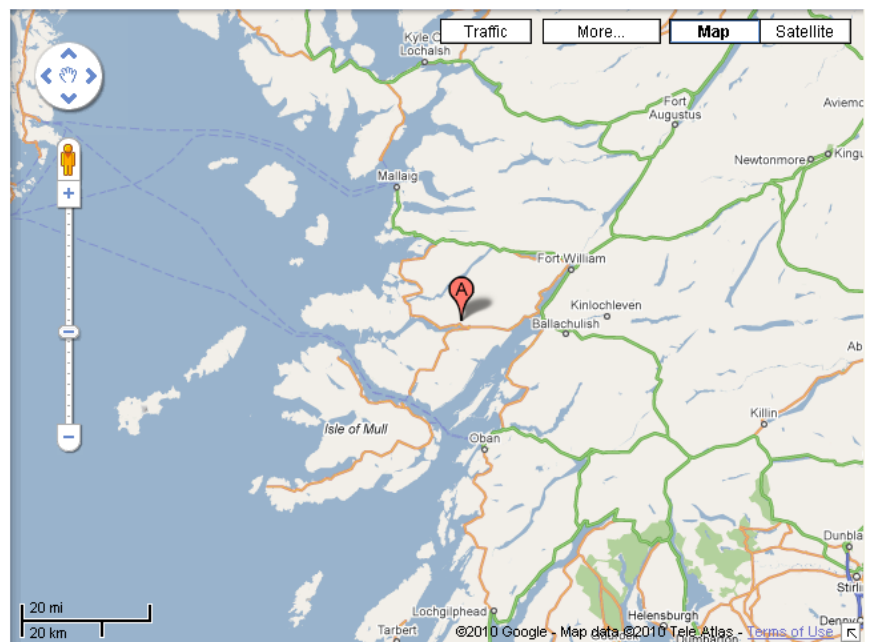


Our Residence

Áite Coimhnaidh

Background

This is an area of exceptional beauty and character with a widely dispersed population. The villages of Acharacle (population c.560) and Strontian (population c.350) are the main centres of population. Services and tourism account for 48% of the local jobs and primary activities of 31% reflects the growth in fish farming. The area has a rich history and cultural heritage which gives it a unique identity in the West Highlands.





The school is in the village of Strontian – an important service and tourism centre approximately 15 minutes from the Corran Ferry which is one of the gateways to Ardnamurchan and Morvern.

The village is also famous for giving its name to the element Strontium in the eighteenth century when first discovered.

Public Private Partnership School

The school has been constructed through the public private partnership initiative (PPP) with a number of investors in partnership with the Highland Council and is owned by Community Schools (Highland) Ltd. In general terms, MITIE have the responsibility for the building, maintaining the school and for the supply and maintenance of specified school equipment. Department equipment has been provided through the normal channels.



A janitorial team employed by MITIE are responsible for the day to day maintenance of the building and are very much integral to the school team.



SECTION 2

CONTACT DETAILS



CONTACT DETAILS

Headteacher: Mr C Millar-Craig

Ardnamurchan High School
Drimnatorran
Strontian
ACHARACLE
Argyll
PH36 4JA

Telephone: 01397 700105

Email: ardnamurchan.high@highland.gov.uk

Website address: <http://www.ardnamurchanhighschool.org/>

Facebook page: <https://www.facebook.com/Ardnamurchan.High.School/>

Parent Council Contact Details:

Ms H Taylor	Chair	01967 402343
Vacant	Vice Chair	
Mrs T Cameron	Secretary	01967 431385
Mrs L Sutherland	Treasurer	01967 402463

Àireamhan Fòn	
<i>Àrd- Sgoil</i>	01397 700105
<i>Àite-Coimhnaidh</i>	01397 709224
<i>Àrainn Shuainneirt</i>	01397 709228
<i>Leabharlann</i>	01397 700226
<i>Colaiste na Gàidhealtachd an Iar</i>	01397 874280
<i>Foghlam Coimhearsnachd</i>	01397 700225

Contact details for:	
Ardnamurchan High School	01397 700105
Ardnamurchan High Residence	01397 709224
Sunart Centre	01397 709228
Library	01397 709226
West Highland College	01397 874280
Youth Development Officer	01397 709225
Active Schools' Co-ordinator	01397 709225

LUCHD-OBRAICH/STAFF

Mr C Millar-Craig	Headteacher
Mr S Patterson	Depute Headteacher/Head of Pupil Support
Mrs J Campbell	PT Faculty, Language and Literacy and Music/Teacher of Music
Mrs K Rough	PT Faculty Social and Expressive (not Music)/Teacher of Geography (Part-Time)
Mr A Hughes	PT Faculty, Science, Maths and Technologies/Teacher Biology and Science
Mr S Henderson	PT Pupil Support (Fixed Term)/Teacher of Technical
Mr R Paterson	PT Pupil Support (Fixed Term)/Teacher of Physics/Maths
Mr C O'Rua	Teacher of Gaelic/History
Ms S Druon	Teacher of Modern Languages (Part Time)
Mr T Larasser	Teacher of Chemistry and Science
Mr J MacInnes	Teacher of Gaelic/GME
Mrs K Paterson	Teacher of Physics /Maths
Mrs D Musset	Teacher of Art (Part-Time)
Mrs D White	Teacher of English (Part-Time)/Teacher of RME
Mr A MacKay	Teacher of ASN/Gaelic
Ms G Herickx	Teacher of English
Ms I Akmolova Bertelje	Teacher of PE (Probationer)
Mrs T Hughes	Teacher of General Education (STEM) (Fixed Term)
Mr A Dawes	School Technician (Part Time)
Mrs P Kennedy	Team Leader (Schools) (Part Time)
Mrs K Skeath	Team Leader (Schools) (Part Time)
Miss F Henderson	Clerical Assistant (Part Time)
Mrs E Lamont	Clerical Assistant (Part Time)
Mrs E MacDonald	Pupil Support Assistant
Mrs C Duncan	Pupil Support Assistant
Mrs L Sutherland	Pupil Support Assistant (Part Time)



Strontian Primary Nursery

Ms L Wilson

Early Years Practitioner

Ms M Beaton

Early Years Practitioner

School Accommodation Residential Staff

Ms Sue Currie

Acting Residence Officer

Mrs J Mellis

House Parent (Part-Time)

Mr S Malcolm

House Parent (Part-Time)

Highland Council Catering

Mrs E Wilson

Cook in charge

Mrs J Mellis

Cook

Mrs J Pleming

Cook

Highlife Highland

Mr A Gray

Active Schools Co-ordinator

A Nicholson

Network Librarian

Mrs H Tait

Library Supervisor

Mrs E Jackson / Mrs R Henderson /
Mrs B Roberts

Part Time Library Assistant

Mr J Green

Community Centre Co-ordinator

Ms H Michie

Youth Development Officer (Part Time)

Mitie

Mr I Turner

Senior Property Services Officer

Mr D Adams

Property Services Officer

Ms B Tenant

Cleaning Supervisor

Ms M McIntyre

Cleaner

Ms S Wright

Cleaner

Mrs J Gunnell

Cleaner

West Highland College

Mr M Campbell

Practical Cookery/Hospitality Tutor

Mrs L McCorkindale

Computing Science/ICT Tutor

School Nurse Service

Mrs E MacLellan

School Nurse



ENROLMENT/CLÀRACHADH

Ardnamurchan High School is the local school for pupils from Strontian, Acharacle, Lochaline, Ardgour, Kilchoan primaries. Enrolment forms for such pupils are distributed through the primaries when the children are in Primary 7. Transport arrangements, organised by Planning, Infrastructure, Environment & Economy Services, will be finalised once pupils numbers are confirmed.

If pupils live outwith the delineated area of the school and their parents wish their child to attend Ardnamurchan High School, i.e. a **placing request**, then they should, in the first instance, contact the Head teacher.

Placing request applications are made online at: https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Transportation to and from school, for placing request pupils, is a parental responsibility

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact either their child's guidance teacher in the first instance, or the Head Teacher for more serious issues.

Information and help on resolving concerns can be found at:

<https://www.children1st.org.uk/help-for-families/parentline-scotland/>

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation remain unresolved, parents can contact the Area Education and Learning Manager (West), The Fingal Centre, Viewfield Road, Portree, Isle of Skye, IV51 9ES.

Please note that Transport is not an Education Service responsibility and any queries should be addressed to the Local Transport officer, Planning, Infrastructure, Environment & Economy, Carr's Corner, Lochybridge, Fort William, PH33 6TL

Information can be found from the website link:

http://www.highland.gov.uk/info/878/schools/12/school_transport

Contact numbers:

Ardnamurchan High School: 01397 700105

Area Education Office: 01349 781410

Area Education Manager: 01470 572272

Transport Office: 01349 781098



Section 3

Parental Involvement/ Parents and Carers as Partners

PARENTS AND CARERS AS PARTNERS

The support and involvement of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practising language (Gaelic, French and English) helping with homework management and encouraging responsibility are important ways of supporting children's family learning. This partnership in our children's education is greatly valued at Ardnamurchan High School and is what makes the school a success.

We always welcome parents to come and meet with the Head Teacher, Depute or member of Guidance staff if there are questions or issues that you would like to discuss.

The school will always seek to involve parents in any key decisions about their child's education and keep parents informed about progress. This includes:

- Monitoring and Tracking reports (Currently 2 per year spread across the academic year reflecting next step targets from each subject teacher and Guidance teacher.)
- Parent's evening (one per year group at key times with an early additional settling in meeting with a Guidance teacher for parents of S1 pupils).
- Letters regarding unit assessment failure and dates for resit for pupils in the Senior Phase.
- Letters regarding homework issues from subject staff and Depute Head teacher.
- Ongoing homework information and deadlines provided through Google Classroom.
- Letters giving information and updates from the Head teacher.
- Course choice information where we involve parents at the early indication stage prior to the finalising of the column/choice structure.
- Phone calls from Senior Management or Guidance staff if we have issues or concerns to share with you.
- Regular consultations including an annual Ethos Questionnaire and other issues identified in partnership with the Parent Council.
- Letters seeking signed consent for all school trips.
- Information on the school website for news
<http://www.ardnamurchanhighschool.org/>
- School Facebook page
<https://www.facebook.com/Ardnamurchan.High.School/>

Key decisions about the future direction of the school, e.g. in regard to the curriculum for excellence will always be taken in partnership with parents and the Parent Council.

DIRECT ACCESS TO INFORMATION AND HELP

We endeavour to make communication and requests for service as straight forward as possible for parents and carers. Our telephone service has a menu system to allow you to quickly get through to the help you need, or to leave a message. You can also e-mail us at ardnamurchan.high@highland.gov.uk

We warmly welcome parents and carers coming to speak to us. Your child's Guidance teacher is usually your first point of contact if you have a concern and they can always arrange a meeting for you with a particular member of staff if your child is having particular difficulties with a subject. For more serious issues or just general queries, you may wish to speak to the Depute Head, Mr Patterson who is in overall charge of Pupil Support or the Head Teacher, Mr Millar-Craig. Parents do sometimes come directly to the school with a query and we will endeavour to answer your question there and then, but a meeting with any member of staff is better pre-arranged to make sure that your query can be dealt with at a suitable time.

FAMILY LEARNING

Family learning incorporates three key aspects of working with parents. These are:

1. Engaging Families in Learning; we do this through Monitoring and Tracking Reports and events such as Parents Evenings and our annual 'No Surprises' evening for the Senior Phase. We also do this through our new approach to informing parents about homework through your child's Google Classroom where you will receive e-mails regarding assignments and deadlines.
2. Early Intervention and Prevention; we do this through tours of our local primaries in the Spring term every year where we meet with Primary 7 pupils and invite parents to come and ask questions. Our Depute Head, who is in charge of Guidance and support, liaises closely with primary heads and parents for early transition for pupils who benefit from extra support to make the move to secondary. We do of course liaise with, and contact parents as soon as possible if there are concerns or support issues arising during your child's time at Ardnamurchan High School.
3. Family Learning programmes; we engage with you as parents and families in a supportive way through e.g. our No Surprises evenings where our school nurse may also advise on Health and Wellbeing issues. We are currently embarking on a programme of Digital Literacy and Digital Learning for families where our school Digital Leaders provide information about use of Chromebook and all the 'cool' things you can do in the Google Chrome environment to support learning

PARENTLINE

Please be aware that further information and support for parents is available at: <http://www.children1st.org.uk/what-we-do/how-we-help/parentline-scotland/>



PARENT FORUM AND PARENT COUNCIL/COMHAIRLE NAM PÀRANT

All parents who have a child enrolled here are automatically members of the AHS **Parent Forum**. One of the ways Parent Forum members will be able to express their views will be through the Parent Council. Parents can participate in deciding how the Parent Council operates and can expect to be consulted by the Parent Council on issues relating to school.

The **Parent Council** is primarily a group of parents selected by the Parent Forum to represent all the parents of children at the school. The Parent Council can co-opt members from out with the parent body and the Head Teacher also has a duty and a right to attend. He advises and consults with the council.

The Parent Council meets termly to discuss issues, fundraising events and opportunities to support the school and the education of their children. The AGM is held every year in March/April

The current membership of Ardnamurchan High School's Parent Council is:

Ms H Taylor	Parent Member	Chair
Vacant	Parent Member	Vice Chair
Mrs T Cameron	Parent member	Secretary
Mrs L Sutherland	Parent Member	Treasurer
Mrs R Curtis	Parent Member	
Mr J Tait	Parent Member	
Mr J MacIntyre	Parent Member	
Ms S Jones	Parent member	
Mrs A Munro	Parent Member	
Mrs M MacLachlan	Parent Member	
Vacant	Staff Representative	

Useful information for parents, including how to get involved in your child's education, how to support the school, information on curriculum developments and the new Curriculum for excellence can all be found at Parentzone: <https://education.gov.scot/parentzone/>

The constitution of the AHS Parent Council can be found at Appendix 2

Information on the Parent Council can be found on our website at: www.ardnamurchanhighschool.org or Facebook page <https://www.facebook.com/ahsparentcouncil/>

The email address to contact the Parent Council is: ardnamurchanhighpc@gmail.com



Section 4

School Ethos



SCHOOL AIMS/AMASAN NA SGOILE

Our vision, values and aims





LOGO/SUAICHEANTAS

Our school logo, which also appears on the school dress code, was designed by Primary 7 pupils in the lead up to the opening of the new school in 2002



The Logo conjured up several images:

The sea: The sea encapsulates Ardnamurchan, and Ardnamurchan Point is the most westerly point on mainland Britain, looking out over the Atlantic.

The area: The area is surrounded by some of the most beautiful mountains in Britain.

The school: The school is new and wants to be contemporary and forward looking.

The Logo is based on the image of a wave, which is reflected to create an arrow, and a mountain in the background. The wave and mountain both symbolise the landscape while the arrow symbolises two things:

- It points west to show the importance of where the school is located in Scotland
- It symbolises a desire for accuracy and achievement.

POSITIVE BEHAVIOUR

Here at AHS we are committed to an ethos where we encourage mutual respect, cooperation and commitment to achievement. We recognise and praise positive behaviour.

Pupils are expected to follow and respect the two school rules:

1. Respect the environment, yourself and others in it
2. Do your best

The examples of pupils responsibilities associated with these rules are/

From Rule 1:

- Wear Dress Code
- Be polite/respectful
- Avoid bad language
- Avoid fights/confrontations
- Eat at interval and lunchtimes only
- Put up hands rather than shouting out
- Help keep the school tidy

From Rule 2:

- Be on time
- Keep on task
- Complete homework
- Follow teacher instructions
- Keep quiet when appropriate
- Come to class prepared (e.g. with jotter, pen etc.)



PUPIL VOICE

Pupil Council Review 2022-23

Members of the council for this period are:

- S1 – Oren Manthorpe and Nathan Arthur
- S2 – Colla MacDonald and Isla McKechnie
- S3 – Rowan Willis and Matthew Cameron
- S4 – Arran MacLennan and Max Power
- S5 – Jack Mullen and Jamie Rowantree
- S6 – Isabella Sutherland and Ishbel MacIntyre



Pupil Council 2022/2023

Pupils' Voices/Guthan nan Sgoilear 2022-23

During the current session, the Pupil Council have:

- Led the AHS contribution for the National Discussion, for which all pupils were consulted
- Attended the Highland Cares consultation around Community Resource & Well-being
- Consulted with all pupils in the school and identified the need for an upgraded bag storage / locker area
- Organised a fundraising event in support of the Blytheswood Care charity in the way of a dress down day in October.

The Pupil Council will continue their work in the next session with:

- A review of the Pupil Ethos Questionnaires & addressing pupil concerns.
- The organisation of further fundraising events

Eco Schools: Ardnamurchan High School was awarded its second Green Flag in 2020 through the Ecoschools initiative. Our Ecoschools committee is reformed annually with representatives from each house, and at the time of writing has just been awarded our latest Green Flag for the school.

ACHIEVEMENT AND SUCCESS

At Ardnamurchan High School, we believe in encouraging all our young people to have high aspirations and in supporting them to reach their highest potential. Pupils are encouraged to record and evaluate their achievement and successes. The school celebrates praise through regular Praise Assembly and the annual Celebration of Success rewards our young people for all their achievements throughout the year.



Clas Gaidhlig Writing Competition
Erin Rowantree, Alasdair MacKay,
Colla MacDonald,



Film G Winners
Parker Dawes, John MacPherson,
Ruairaidh MacAulay, Alexander Pervan,
Roscoe Dawes



Highlife Highland Award
2022
Mya Carmichael



Lochaber Housing Association Cup for
Academic Achievement 2022
Joseph Tait

AHS Camanachd
Winning Team 2022



Gymnastics Success
Miguel Reis-Forrester



Small Schools' Football Success



Mod Aird nam Murchan
2022 Winners
Alasdair MacKay, Isla MacKechnie



Leannachan Challenge 2022
Ashley Merritt, Bella Sutherland,
Calum McIntyre, Leon Halloran



CONFIDENT INDIVIDUALS, RESPONSIBLE CITIZENS, SUCCESSFUL LEARNERS, EFFECTIVE CONTRIBUTORS/NA CEITHIR COMASAN

Here at Ardnamurchan High School, we offer a wide range of trips, excursions, extra-curricular and fundraising events to allow all our pupils to develop and maximise their potential.



S2 Bannockburn Trip

Blythswood Christmas Boxes



Talent Show 2022



Talent Show Winners



EXTRA CURRICULAR ACTIVITIES AND WIDER ACHIEVEMENT

Extra-curricular activities take place at lunchtimes and after school. These vary from year to year, but can include sport, music, cooking, revision support and subject activities.



Summer Dance
2022



Graduation Dinner



Halloween
Disco

Opportunities change from year to year but regular activities have included:

Sports

Volleyball
Rugby
Girls Football
Boys Football
Girls Shinty
Boys Shinty
Skiing
Badminton

Lunchtime Activities

ICT Club
Science Café
Boccia
MakerSpace
Why Not Wednesday
Craft Club
Music Club
Vocal Group

After School Classes

Biology
Chemistry
Art
Gaelic
English
Maths
Music

Other Activities

Rotary and Springboard Young Chef competitions
Scottish Engineering Leadership Awards for S2
Pantomime / Christmas Concert
HLH Leadership Programme
Youth Philanthropy Initiative
Youth Clubs with activities
Highland Youth Voice
Curriculum Field Trips
Sports Ambassadors
Biennial School Trip
Maths Challenge
Dance Leaders
Sports Leaders
Gaelic Singing
Mod Club
Film G



Quilt Making Project



CLIC Sargent

PARTNERSHIPS

Our Local Minister is invited to share leadership of regular monthly or termly assemblies providing an opportunity for religious engagement. Parents have the right to request their child is removed from assemblies with a Christian focus for alternative reflection.

Ardnamurchan High School has been a community school since its inception and an integral partnership has been with Àrainn Shuaineirt (the Sunart Centre) and with the wider community. Many of the extra curricular opportunities and activities for our children which school staff organise are supplemented and supported by Partner staff working from the centre under Highlife Highland. These staff are:

Jacob Green (Community Centre Coordinator)
Helen Michie (Youth Development Officer – Part Time)
Alan Gray (Active Schools Coordinator)
Ann Nicholson (Network Librarian)
Helen Tait (Library Supervisor)

Activities include, youth club, sporting events, drama and music events and festivals, reading and book events and fitness activities. The rural transport initiative allows us to provide regular buses to the communities throughout Ardnamurchan and Moidart to allow children to attend events on Tuesdays and Thursdays.



Gaidhlig folk group at
Mod Aird nam Murchan 2022

Our Partnerships with the wider community also support the curriculum and wider skills for Learning, Life and Work development. These include:

Rotary Club of Lochaber
The Forestry Commission
The Highland Council Ranger Service
Shielfoot Organics
Ewen's Room
Springboard Scotland
The Highland Council Catering Service
Skills Development Scotland (SDS)
Ardnamurchan Parish Churches
Associated Primary schools and Nurseries
Duke of Edinburgh Partners

A wide range of business, local estates and services throughout Lochaber support our PSE and Work Experience programme.

Skills Development Scotland, Lochaber Chamber of Commerce, Social Work, NHS Highland and our school nurse are also all key partners in the integrated care of children and young people.



Newton Room



Mock Cop 27





Youth Philanthropy Initiative



Hostel
End of Term Buffet





Section 5

The Curriculum

CURRICULUM RATIONALE

The *ethos and life of our school* is summed up in our vision statement:

Ard Sgoil Aird nam Murchan, coimhearsnachd cruinn còmhla
Ardnamurchan High School, a community together

Our shared vision is to provide a happy, caring and stimulating environment where our young people will recognise and achieve their fullest potential and so, as responsible citizens, make their best contribution to the world we live in.

As such, we believe in fostering the four capacities of successful learners: confident individuals, responsible citizens and effective contributors through the totality of curriculum, the *opportunity for personal achievement* and the celebration of wider contribution throughout the community.

At the core of our curriculum lies our belief in *high quality learning and teaching*. We provide opportunity to share good practice, observe, encourage, challenge and listen to each other, listen to pupil voice, and evaluate our own practice. This is how we aim to improve our practice continually.

Our curriculum at Ardnamurchan High School aims to be *relevant* to both the local area and the national context. As such, we continue to improve our curriculum by taking advantage of local partners and opportunities in the environment and within the tourism and cultural context. Our curriculum reflects our Gaelic heritage and Highland Council's commitment to continuity of Gaelic Medium Education.

Our curriculum provides *progression* and takes account of prior learning in our associated primaries. Through sharing of standards and interpretation of the CfE experiences and outcomes, we provide smooth pastoral and curricular transitions from Primary to Secondary.

Pupils experience a revised *curriculum* based on *areas and subjects* featuring largely level 3 and 4 outcomes and experiences until the end of S3. Our focus is on both *challenge and enjoyment* and *Interdisciplinary learning* features across the curriculum. *Personalisation and choice* at the start of S3 features a 'major/minor' curriculum model* which ensures appropriate balance of greater *in-depth* learning, taking cognisance of compatibility of National 4 outcomes with CfE level 4 for those who chose, with continued *breadth* of all curriculum areas. The personalisation and choice is appropriate and *relevant* for prospective learner pathways into the Senior Phase.

For Senior Phase, our curriculum maintains breadth and builds on current strengths, providing *progression and depth*, meets pupil need and, while taking into account parental and pupil choice, ensures that national guidance is implemented. As such, pupils will have the opportunity to study up to 6 subjects* (mainly at National 4/5) in S4 through appropriate pathway *personalisation and choice* in S3. (it is expected that courses for S4

are largely, but not exclusively, selected from 'major' choices in S3. The new curriculum focuses on application and depth and choice options are built through negotiating learner pathways with our young people.

Through an integrated Senior Phase model, the principle of greater choice and flexibility for learners through, e.g. partnership opportunities, or bypassing National 5 to Higher are considered through learner pathway conversations and personal support.

For the senior phase, we aim to develop further vocational opportunities at 16+. Skills For Work (SFW) courses have moved to the senior phase and in line with the Developing Scotland's Young Workforce (DYW) initiative, our developing provision with West Highland College also helps to provide flexible learning pathways for our young people.

Ardnamurchan High School is a small school and we have prided ourselves in being flexible in meeting pupils' individual and curricular needs. Taking into account the requirements of the BGE, our aim is to continue to provide broad and flexible opportunities to curricular personalisation and choice, beginning in S3 and developing in senior phase. Our aim is that our opportunities for personal achievement provided through the curriculum, through interdisciplinary opportunity, shows, concerts, sport and sports leadership, inter-house competitions, trips and events, volunteering and other local partnerships, will develop the totality of the pupil experience to that of excellence.

*In 2022-23 the school is consulting on a modification to the curriculum model which would change the S4 offer to 7 subjects instead of 6. This outcome is to be confirmed.

CURRICULUM /OIDEACHADH

The curriculum has been designed to provide pupils with breadth, progression and balance in mind. Gaelic plays a very important part in the life of Ardnamurchan High School and has equal status with English.

The curriculum reflects current good practice both locally and nationally. The aim is to meet the needs of all pupils through relevant, interesting and stimulating courses.

– **Broad Education in (S1-S3)**

One of the key entitlements of Curriculum for Excellence (CfE) is that all children should receive a rounded education, known as a Broad General Education, (BGE) from early years through to the end of S3*. Thereafter, pupils move on to a Senior Phase in S4 to S6 which includes studying for qualifications. This broad general education should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continue to change.

During the BGE pupils study courses and programmes within the curriculum areas of Expressive Arts, Health and Wellbeing, Languages (Gaelic, French and English) Mathematics, RME, Sciences, Social Studies and Technologies.

The broad general education phase of CfE is closely connected to the senior phase with the learning undertaken up until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability and interests

– **S4/S5/S6 (Senior Phase)**

In S4, most pupils select 6 subjects* (at National 3, 4 and 5) leading to 6 qualifications at the end of the session. Most pupils will study English and Maths and then choose the other four subjects.

In S5/S6 pupils progress to study National Qualifications at the appropriate level (currently these are mainly National 5, Higher, Advanced Higher). Pupils study 5 subjects in S5 and a minimum of 4 in S6. (A minimum of 3 subjects is permitted for those studying all courses at Advanced Higher.)

Most pupils in S5 study English and then choose the other 4 from the following subjects: Maths, Biology, Chemistry, Physics, Geography, History, Gaelic, Gàidhlig, French, a Technical subject, Computing Science, PE, Art and Design and Music. In S6, Open and Distance learning opportunities, West Highland College (WHC) provision in subjects and Open University Distance Learning Courses are also available.

Pupils will be given support in choosing the appropriate level of course by individual interview and parental consultation.

Parents have supported the school in recent years in helping to prioritise broadening of the curriculum and in 2017 in partnership with the WHC, the First Foundation Apprenticeship (Business Skills) was added to our curriculum.

*currently under review

GAELIC MEDIUM EDUCATION/ FOGHLAM TRO MHEADHAN NA GÀIDHLIG/ BI-LINGUALISM

Acharacle Primary School provides teaching through the medium of Gaelic and offers its complete curriculum in both English and Gaelic.

Here at Ardnamurchan High School, we aim to provide a suitable transition to Gaelic Medium pupils which allows them to develop their bi-lingual skills. We firmly believe in the central importance of Gaelic culturally and strategically to Scotland and to the Highlands in particular. We have three members of staff dedicated to Gaelic and Gaelic Medium education and a number of other staff, teaching and non-teaching, who are able to, and do, use Gaelic with the pupils as appropriate. In accordance with both National and Highland Council policy we aim eventually to provide up to 5 subjects through the medium of Gaelic and currently in S1—S3 we offer Gaelic, RME, History, and Geography within a dedicated Gaelic Medium environment. In 2017, our successes in Gaelic Education were formally recognised with the Scottish Education Award for Gaelic.

Gàidhlig ann an Àrd-sgoil Àird nam Murchan

Tha Bunsgoil Ath Tharacaill a' tabhann teagasg tro mheadhan na Gàidhlig agus tha an curraicealam innte ri fhaotainn an dà chuid ann am Beurla agus anns a' Ghàidhlig. An-seo ann an Àrd-sgoil Àird nam Murchan tha sinn airson a dhèanamh cinnteach gum bi gluasad freagarrach aig na sgoilearan eadar a' bhunsgoil agus an àrd-sgoil agus gum bi cothroman gu leòr aca airson an cuid sgilean da-chànanach a leasachadh. Tha sinn làidir nar beachd gu bheil a' Ghàidhlig air leth cudromach gu cultarail agus gu ro-innleachdail airson Alba agus gu sònraichte airson na Gaidhealtachd. Tha dithis luchd-teagaisg againn airson foghlam tro mheadhan na Gàidhlig agus airson teagasg luchd-ionnsachaidh na Gàidhlig a-mhàin ach a' bharrachd air a-sin tha luchd-teagaisg agus luchd-obrach eile an-seo a bhios a' cleachdadh na Gàidhlig nuair a tha iad a' bruidhinn ri na sgoilearan aig amannan freagarrach.

A-reir na stiùiridhean Naiseanta agus polasaidh Comhairle na Gaidhealtachd, tha sinn ag amas aig a cheann thall gum bi 5 cuspairean air an teagasg tro mheadhan na Gàidhlig agus aig an àm seo ann an AS1 gu AS3 tha sinn a' tabhann Gàidhlig, Creideamh, Cruinn-eòlas agus Eachdraidh ann an suidheachadh far a bheil a' Ghàidhlig air a cleachdadh a-mhàin. Ann an 2017, chaidh an soirbheachas againn air comharachadh leis an duais nàiseanta foghlam Gàidhlig



Skills for Life Learning and Work, including Literacy, Numeracy, Health and Wellbeing

The skills for Life Learning and Work include:

- Literacy across learning
- Numeracy across learning
- Thinking skills across learning
- Health and wellbeing across learning
- Personal learning planning and career management
- Working with others
- Leadership
- Physical co-ordination and movement
- Enterprise and employability

Skills, such as Physical coordination and movement are covered in subjects such as PE and wider sporting activities, and employability and career managements skills are developed through PSE and partnership working with Skills Development Scotland - covered in Section 8 on Transitions.

Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if young people are to gain access to learning, to succeed in life and to pursue a healthy and active lifestyle.

Literacy and numeracy are used in all areas of learning. They involve using language, symbols, text and data of all kinds to explore, understand and use important concepts and ideas in our personal, social and working lives. (Building the Curriculum 4, 2009)

Literacy and Numeracy are developed across the curriculum, but it is through English and Maths that these skills are certificated. In Ardnamurchan High School, Faculty PTs have responsibility for developing awareness of how all staff can help young people develop the transferability of their skills in literacy and Numeracy.

Health and wellbeing is developed through PSE which is taught for 1 period a week, PE which is taught for two periods and through relevant learning across the curriculum.

ICT plays a major part in enabling pupils to access a curriculum appropriate to their individual needs.

We believe that each pupil will be offered a curriculum that is challenging and relevant.

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

AHS has a wide and varied educational programme targeting health and well-being across all year groups. We regard ourselves as a health promoting school. In line with the Curriculum for Excellence, our PSE programme tackles contemporary issues including relationships / sexual health, mental health, choices / changes, substance misuse, food and nutrition.

The school programme is well supported by visiting experts from outside agencies such as the school nurse, mental health organisations, the Lochaber Drugs and Alcohol Forum, The Rotary club, University representatives, the Ambulance service / Heart start, local businesses and the police. We run a variety of sports clubs and activities at lunchtimes and after school.

An outline of the aspects which make up the PSE programme, including the more sensitive areas covered, are published on our website

<http://www.ardnamurchanhighschool.org/index.asp?pageid=547361>

Health and wellbeing is a shared responsibility for all staff and the broader holistic activities offered by staff and other subject areas are interlinked within the school's Personal and Social Education Programme.

More information on the curriculum can be found at: <https://education.gov.scot/parentzone/>



Gaidhlig Debate 2022
Christy MacPherson, Katie MacGillivray



Section 6 and 7

Assessment and Reporting

ASSESSMENT AND REPORTING/MEASADH AGUS AITHISGEACHD

As a school, we seek to provide information to pupils, parents and staff to assist in the aim of improving the effectiveness of the teaching and learning process and in raising attainment.

The purposes of assessment relate to the intended audience:

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform Learning and Teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter's progress through Pupil Reports and through contact with their child's Guidance Teacher where there are concerns.

Tracking, Monitoring & Reporting

AHS's model for Tracking, Monitoring and Reporting (TMR) involves two short TMR reports for each year group per session. These TMR reports are designed to give a few short targets/next steps for improvement for each subject on a more regular basis than a yearly report.

Pupils are also encouraged to reflect on their progress, achievements and best work.

As well as the formal reports mentioned above, we regularly monitor the progress and performance of all our pupils. Where a pupil's progress is causing concern, you will be contacted and become involved in helping to ease the problems.

Parents' Evenings/Oidhche nam Párantan

During the school session, Parents' Evenings are held to provide the opportunity for parents to meet and discuss with staff their son or daughter's progress. Details of these Parents' Evenings are posted on our school website and information letters will be issued in advance of each year's parents' evening

Broadly speaking, the following is an outline of the present pattern of Parents' Meetings.

S1 Guidance Evening—September

S1 Parents' Evening—June

S2 Parents' Evening—May

S3 Parents' Evening—January

S4, S5 & S6 Parent's Evening —February

In addition to these formal Parents' Evenings you should feel free to contact the school at any time to discuss any matters concerning your child's progress.



Section 8

Transitions

ASSOCIATE PRIMARY SCHOOLS/AR BUNSGOILTEAN AND TRANSITIONS

The Associate Primary Schools are:

Acharacle and Kilchoan Cluster	Headteacher	Mrs L Bradley
Acharacle Primary School Acharacle, Argyll, PH36 4JU	01397 708404	
Kilchoan Primary School Kilchoan, Acharacle, Argyll, PH36 4LH	01972 510258	
Ardgour and Lochaline Cluster	Acting Headteacher	Mr A Kent
Ardgour Primary School Ardgour, By Fort William, PH33 7AB	01855 841347	
Lochaline Primary School Lochaline, Morvern, Oban, PA34 5XT	01967 421245	
Ardnamurchan High School and Strontian Primary Cluster	Headteacher	Mr C Millar-Craig
Strontian Primary School School Road, Strontian PH36 4JA	01967 402363	
Gaelic Medium Provision:	Acharacle Primary School / Ardnamurchan High School	

TRANSITION

Transition arrangements begin with on-going and close liaison between the high school and associated primary schools over particular needs and priorities for the children. The procedures and timing may vary depending on the need and the transition process may well start earlier for some pupils. This decision will be made in consultation with Primary Head Teacher, Head of Pupil Support at AHS (Depute Head), PTs Guidance/Pupil Support and parents.

We believe that parents are a vital part of the transition process. Parents will be invited to a parents evening in April/May (following the themed transition day). Parents and pupils are also welcome to visit the school informally at any time to aid the transition process.

Annual Road Show visits, involving the Head Teacher, Depute Head and staff representing wider achievement opportunities, travel to all associated primary schools after Christmas. Through these, we aim to give children, mainly in P5, P6 & P7 a flavour of the school, its strengths and opportunities.

In March, all P7 pupils are invited to AHS for a themed transition day. This involves completing a project with fellow pupils, often with a Literacy, Numeracy and interdisciplinary focus. We have a key emphasis on pupils from all schools working together and celebrating success.

Early in June we have a Timetabled Day where P7 pupils follow a normal day and get a feel for secondary school life. For many this is a highlight as they experience secondary practical subjects for the first time. Following this, pupils can attend a 3 day / 2 night residential experience. This will involve group activities, the opportunity to bond, discuss hopes and fears and have fun together.

AHS TRANSITION DAY

P7 pupils from our associated primary schools come together at AHS for their first transition day in April.

The theme this year was 'Teamwork'. Pupils spent time in a variety of classes and focused on key skills relating to subjects that are relevant to teamwork. There was also lots of opportunity for bonding, getting to know teachers and each other.

The pupils worked very well together in their groups. They were inspired by the range of subjects they will be studying in secondary school and hopefully have started to see the relevance of these subjects to future careers.

As we prepared to say goodbye to many of our senior pupils it was great to see a new intake of hard working, supportive and enthusiastic young people. Thank you to our associated primary school staff for the work they do in preparing the P7's for the move. We always hope that the new S1's are excited and ready for the move to high school and the challenges and opportunities that lie ahead.



Transitions—S1 Residential 2022

The new S1 pupils enjoyed a residential transition trip to the Abernethy Trust Activity Centre in Nethybridge. The pupils had a great time doing various outdoor (and indoor) activities which included canoeing, raft building, assault courses and archery amongst other things. They were accompanied on this trip by Guidance teachers Mr Paterson and Mr Henderson, who reported a very successful 'getting to know you' three days and exemplary behaviour from all the pupils involved.



S1 REFLECTIONS 2022:

It has been a real pleasure to welcome our new S1s. We had some great times on the transition classroom with them last term and it clearly shows how well they were already getting on before physically arriving at Ardnamurchan High School. The new S1 pupils have many positive things to say about being in High School. Here are some of their reflections in their own words, with only a very light touch to editing

New S1 pupils—reflections in their own words...

"My first week at high school was very interesting. I have got lost a few times but I think I have got the hang of it. On Tuesday morning I was so nervous I felt sick. I met some people in my year. There are some really nice people. So far my favourite class is tech but that might change." - Lexie

"Getting up early in the morning was a bit of a down but otherwise it was fine. I wasn't too nervous because I know a lot of the senior pupils and my sister two years above. I've enjoyed it mostly, and my favourite subjects so far are probably tech, Gaelic, history and Maths. Breaktimes are definitely better because I'm actually getting to run about." - Donnie

"My first week at school was very chaotic and quite a nice change from primary school. I was running around, trying to look for the RE class, with Mr MacInnes, who is very nice, by the way. At first I was really worried about the buses to and from the school, but I'm fine about it now though. I really like science, with Mr Larasser, Geography with Mr MacKay, English with Mrs White and music with Mrs Campbell. I also like how the second floor is just a square, so you can just walk around and find your class." - Eliza.

"I really enjoyed my first week at the high school. One of my favourite subjects was Tech. We're making a wooden practical boat with a propeller. I also enjoyed science because Mr Hughes is really funny. I got lost quite a few times but everyone around me was happy to help and showed me where to go." - Eve





"I enjoyed my first week in high school and I loved the lunches. My favourite classes are definitely Tech and music. I have had lots of fun here and also it wasn't too hard to find my way around. I am in the house Coll and so far I have gained us one point. My favourite classes are probably Tech Henderson, or Science with Mr Larasser, I am so excited for my second week." - Nathan

"My first week was very fun. I wasn't nervous the day before, but then when we actually got there I was so scared. I kept forgetting where all the classes were so I was using Macy and Ellie as maps. I like the fact that you can walk to all the classes because I don't like staying in the same classroom for six hours straight. Now that I've been here for a week I think I know where all the classes are now the top floor is just a big square." - Niamh

"My first week of being in high school was very good and I wish to do more. The first thing is that I was getting lost sometimes but was still able to find the class in time. I also made some friends here in high school and I met some familiar faces. The teachers are very nice and encouraging to do more." - Cailean

"I am really tired but high school is amazing, because you can go to the shop and you're not sitting in the same seat for 6 hours. And the classes are amazing - definitely tech - and it is so easy to find the classes. And P.E is so fun and so is English." - Cohan

"My first week has been amazing but I have got lost a few times. We got there in the end - it was on the way to RME and Geography. My favourite classes have been Sciences with Mr Hughes, Cooking with Mr Campbell, Computing science with Mrs McCorkindale and Craft and Design with Mr Henderson. On the first day I was really nervous because of not knowing where to go and being late. Once I got to school it was fine." - Ellie

"My first week has been amazing. I've enjoyed every lesson I have had so far. I'm excited for all the other days to come. When I first came I was very excited but nervous. I really enjoy doing science and I enjoy craft and design and PE. High school is a bit different to Primary school but I like high school better." - Iona



"I have enjoyed my first week at high school. At first I was excited and nervous at the same time. There are a lot of classes that I enjoyed so much like craft and design, a little bit of French and science. The teachers in all classes are very nice and helpful." - Lizzie

"My first impression of high school was how big it was and the fact of getting to classes in such a big place would be hard. Through the first week I didn't realise how burnt-out I was until I got home. I was worried about going to high school and leaving the teachers of my old school behind but when I got here I realised it's the Exact same but on a bigger scale. I don't have a "favourite" class but I liked English class, and science with Mr Larasser. It's very stressful but it's just part of life and something I need to do. I'm hoping to study science and chemistry and hopefully go on to study them in college." - Mary-Anne.

"In my first week at Ardnamurchan high school we did craft and design where we started to make some wooden boats, then sciences where we had to learn about being safe. Art was next but my favourite class is computing science and PE core where we did dodgeball. In computing science we created animated stick figures and learnt about PowerPoint and I enjoyed my first week." - Miguel

"My first week in high school has been quite nerve racking and scary because it's a new school and new people but that has changed. I remember being lost a couple of times but now I know my way around the school and my favourite classes are probably Maths, Craft and Design, English, sciences Computing Science, Practical Cookery and P.E. I'm definitely coming back to high school because it's the best and it's really fun." - Oliver.

"I have very much enjoyed my first week of high school, and hope that next week goes just as well. My favourite lessons include Theology, PE, and Mathematics. I don't really have a subject I dislike. I have enjoyed all the lessons and break times, and am comfortable with the lunch set up. I think I might need to think a bit more about where the lessons are, because I have almost got lost quite a few times now. So far, I find secondary school very fun and the teachers are kind and friendly. I hope that I do well and enjoy the rest of my years at Ardnamurchan High." Oren





CAREERS ADVICE AND POSITIVE DESTINATIONS (DYW)

With the current focus on developing Scotland's Young Workforce (DYW) we work ever more closely with our partners to ensure appropriate career management skills, leading to positive destinations for our young people.

All AHS pupils are supported in the transition from school into Employment, Further Education or Higher Education. We have close links with Skills Development Scotland (SDS), as well as our own careers input within school in order to advise and guide pupils in to positive destinations. Pupils are given guidance on the UCAS process and application to Colleges / Jobs / apprenticeships.

Our SDS link is Elizabeth Fisher who can be contacted on 01397 536304 or via email at Elizabeth.Fisher@sds.co.uk

All pupils will participate in a planned programme of careers' education delivered by a range of people including PSE teachers, school librarian and representatives from SDS. At key stages such as option choice decision making, most staff will be involved in making recommendations or giving general advice. We rely on the good links between home and school to ensure that through open dialogue, the most appropriate decisions for individual pupils are arrived at.

Skills Development Scotland looks to support pupils to develop their Career Management Skills so they can seize the opportunity that's right for them; be it a modern apprenticeship, job, training, further or higher education. In line with the recommendations from the Scottish Government's Developing the Young Workforce strategy our comprehensive service to schools includes group work sessions from S1 to S6, individual one-to-one interviews with all S3 pupils around subject choice time while continuing the intensive one-to-one career coaching to S4-S6 pupils as in previous years.

The school will work to ensure that all pupils leaving school have a positive destination. Parents should spend time with their child looking at the My World of Work website which has a specific area for parents to support them support their children throughout their school years.

<http://www.myworldofwork.co.uk/parents>

Further information can be found at:

<http://www.highland.gov.uk/learninghere/16pluslc/>

<http://hi-hope.org>



Section 9

Support for Pupils

Information about the 2009 Additional Support for Learning Act

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it came into force on 14 November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.



- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email at info@enquire.org.uk

2009 Additional Support for Learning Act: <http://www.legislation.gov.uk/asp/2009/7/contents>



SUPPORT FOR PUPILS

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model, every child has a '**named person**' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being. **In AHS, the named person is Mr Simon Patterson, Depute Head Teacher.** He is the person to contact at school if you think your child needs additional support or if you have any questions or need advice.

What "Getting It Right For Every Child" means (GIRFEC)

For children, young people and their families:

- They will feel confident about the help they are getting
- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

For practitioners:

- Putting the child or young person at the centre and developing a shared understanding within and across agencies
- Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners

Additional Support Needs (ASN)/How we use targeted support

Most pupils will have needs diagnosed at primary school which will be shared through the transition process and liaison between staff but sometimes needs are identified at secondary school. This can be triggered through teaching staff, parents or pupils and will be assessed and diagnosed through partnership with all concerned. Once additional support needs have been identified, pupils will be supported through 1:1 tutorials either with the Learning Support Teacher or Pupil Support Assistant or through targeted support in class.

We extract pupils from classes on a rota for 20 minute sessions where we use specialised teaching resources and work with pupils in the Learning Support Base as necessary. Where possible and appropriate we support in class where we target pupils and support subject teachers in delivering the curriculum. This is the preferred method in S3 and above to reduce class disruption and pupils missing class time.

Where appropriate, a Universal Child's Plan may be put in place to outline an Action Plan to help organise, monitor and regularly review your child's progress. On the rare occasion that a pupil's curriculum has been modified substantially, an Individual Education Plan may be used. Parents and pupils will be involved in these procedures and any reviews.

Once pupils with learning support needs reach senior school, there is a focus on supporting with assessments and exams through the use of ICT, use of readers and scribes, adapted exam papers, extra time. We will also need to closely consider appropriate courses and levels.

Sometimes a Children's Service Worker will be involved in supporting a child. A visiting **Children's Service Worker** (CSW) will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents are a vital partner in meeting learning needs and will be involved in the process.

Pastoral Care

All children are entitled to **Universal Support** and a **Key Adult** in school who knows them well. At AHS, Universal Support is provided by the Guidance staff.

The Guidance team are the key adults for those in their houses. We will meet formally with pupils in our house/s through planned Guidance interviews at Tracking, Monitoring and Reporting times which occur three times in the year. We meet pupils informally as required and are always available should pupils need us. We provide regular careers advice and support applications for jobs, colleges and universities. The guidance team are the link between subject teachers and parents and should be the first point of contact.

Monitoring and Tracking

Twice in the year, information will be gathered from teachers with regards to pupil progress in each subject so that progress can be tracked. This information will be discussed with pupils through learning conversations in classes and then followed up in PSE time where there will be an opportunity to reflect on the information and the next steps in a meeting with a guidance teacher. The information will also be shared with parents through 2 interim reports which will have a next step focus. Pupils identified by Guidance staff as needing targeted support will be referred to The Head of Pupil Support who will meet with pupils, discuss any problems and come up with a plan to support. Records of all interactions will be kept by Guidance staff.

[education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement](https://www.education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement)



Resources and Universal Support

Universal support starts with the ethos, climate and relationships within every learning environment. An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning potential (Education Scotland)

All young people receive support, through Learning & Teaching, learning conversations, Monitoring and Tracking, the Guidance team, one-to-one support from the Head teacher or Depute, from SDS, parents and partners. Resources are purchased and allocated to support all pupils and from time to time decisions may be made to support individuals according to their needs at the time. This may involve additional teacher time support with UCAS applications, or a particular resource. In the senior phase, parental support is particularly important in regard to transitions to the world of work or Further/Higher education. This can involve, e.g. going to University Open days.

Pupil Equity Fund

The aims of the Scottish Government's Pupil Equity Fund is to reduce the poverty-related attainment gap in Scottish children. The current allocation model is that budgets are allocated according to the school's Free School Meal (FSM) Entitlement in September each year. In Ardnamurchan high school our budget has been joined with partners ASG schools for additional Pupil Support in class.

Information: Please note that the time of Writing the 'Named Person' Model in Scotland is under review by the Scottish Government. However currently, 'Getting it Right for Every Child', GIRFEC, is still in operation as a working model in Highland until further notice.

If you wish to find out more about The Highland Practice Model or GIRFEC, you can access more information at:

forhighlandschildren.org/5-practiceguidance/

www.scotland.gov.uk/Topics/People/Young-People/gettingitright/background

www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

There are also Information sheets available at: www.chipplus.org.uk click on Education.

Support for Learners Information can be found at:

[Support for Learners Website](http://supportforlearners.org.uk)

<http://enquire.org.uk/>

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

The following organisations can provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527; <http://enquire.org.uk/>
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

School Nurse Service

Our school nurse is also a key partner in the Health and Wellbeing of our young people. The school nurse will be in school regularly and appointments can be made through guidance teachers. She will also have input into PSE lessons, and can be contacted via your child’s Guidance Teacher or directly on:

Eilish MacLellan
Telephone: 01967 431408
Mobile: 07798850832

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil’s wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed here: <https://www.wellbeinghighland.co.uk/wsa-to-wellbeing>

Schools have access to Highland Council’s Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10.

Information on your school’s service can be accessed from your child’s guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed here: <https://www.kooth.com/>

Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.



Details of our Model:

There are times when we all need someone to talk to. Young people, like adults, can be adversely affected by difficult and stressful situations and may find it hard to cope. Counselling provides the opportunity to talk about things that are troubling them, in

confidence, with a qualified counsellor. While the issues brought to counselling vary from person to person, some typical examples are:

- Low self-esteem or confidence
- Feeling anxious or depressed
- Bullying
- Relationship problems
- Family difficulties
- School or work related stress
- Loss or bereavement

Young people often talk to friends, family or teachers about their problems and their Guidance Teacher is always available but sometimes it is helpful to speak to someone who is not involved in their everyday lives. Counsellors do not give advice but listen without judging and help the young person to sort out their thoughts and feelings and to explore strategies to manage themselves and their relationships more effectively.

Referrals can be received from young people themselves, from parents or from the school. However, it is essential that the young person is aware of the referral and wants to attend counselling. For pupils under 16 years of age, parent consent will be sought before commencing. A Counsellor referral from can be requested from Mr S Patterson (DHT and Named Person for AHS).



Section 10

School Improvement

SCHOOL IMPROVEMENT

Over the academic year for 2021/22, our main project was to continue to focus on certain key priorities as follows:

- Health and wellbeing post Covid-19
- Recovery of learning, teaching and assessment (including new opportunities with digital learning revealed by the Covid-19 situation / remote learning.)
- Attainment in session (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Our new format of Standards and Quality Report is available on our website at <http://www.ardnamurchanhighschool.org/index.asp?pageid=599114>

In this, we outline our progress against the National Improvement Framework Priorities as defined by Education Scotland. Some of the key attainment messages include:

- In secondary BGE, all pupils achieved the benchmark of level 3 in Literacy by the end of S3, while 68% achieved level 4. In Numeracy 96% achieved the benchmark of level 3 in Numeracy, while 56% achieved level 4.
- Also, in Secondary, for S4, our analysis shows that we continue to make good progress in Literacy and Numeracy where 100% of the S4 cohort achieved at least N4 English (93% who sat N5 Achieved an award) In Maths 86% achieved at least National 4 (100% who sat National 5 achieved an award)
- Overall, 50% of the cohort achieved 5 level 5 awards (i.e. National 5 level) compared to a Highland average of 41%
- In S5, 24% of pupils achieved 5 level 6 awards (i.e., Higher level) compared to a Highland average of 16%

Our School Improvement Plan is also available at: <https://www.ardnamurchanhighschool.org/index.asp?pageid=599114>

We outline below the context of the two main projects which form our Priorities for 2022/23 :

1. Curriculum Model Revision:
There is national pressure on increasing the certification tariff for each pupil. Increasing the number of qualifications by the end of S4 is one way of addressing this. In addition, there is growing evidence that the original CfE model with its reduction to 6 subjects in S4, may no longer be fit for purpose. The number of pupils taking a language has dropped nationally and even the proportion of Gaidhlig pupils continuing to certification level is dropping. This is the situation which the school community wishes to explore.
2. Understanding and Improving Assessment and Moderation Strategies:
This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. .

Further Data on Ardnamurchan High School's Performance at local and National Level, can be found at:

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Secondary/Introduction>



Section 11

School Policies and Practical Information

HEALTH PROMOTING SCHOOL

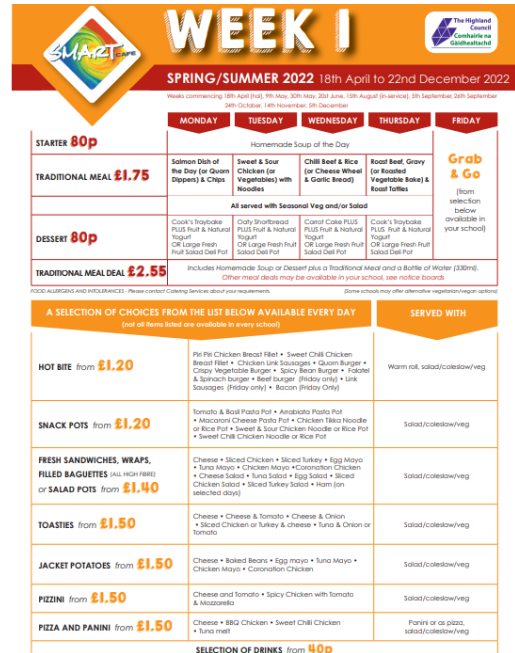
As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles.

The school has achieved level 4 health promoting status and we value all the activities that make up a healthy and happy community.

SCHOOL MEALS/BIADH

Highland Council's Catering Company run the school meals' service. The canteen is open at morning interval and at lunchtime and a wide variety of options are available. –see sample menu.

The Highland Council operates a “**Cashless catering**” system which utilises pupils' Young Scots cards and requires them to keep their cards in credit.



WEEK 1
SPRING/SUMMER 2022 18th April to 22nd December 2022

Meals commencing 18th April (Fri), 19th May, 20th May, 21st June, 19th August (In-arrival), 28th September, 5th September, 18th October, 19th November, 26th December

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STARTER 80p	Homemade Soup of the Day				
TRADITIONAL MEAL £1.75	Solomon Dish of the Day (or Quorn Stoppers) & Chips	Sweet & Sour Chicken (or Vegetables) with Noodles	Chilli Beef & Rice (or Cheese Wheel & Coleslaw Sauce)	Roast Beef, Gravy (or Roasted Vegetables Sauce) & Roast Potatoes	Grab & Go (from selection below (available in your school))
DESSERT 80p	All served with Seasonal Veg and/or Salad				
TRADITIONAL MEAL DEAL £2.55	Includes Homemade Soup or Dessert plus a Traditional Meal and a Bottle of Water (330ml). Other meal deals may be available in your school. See notice board.				

A SELECTION OF CHOICES FROM THE LIST BELOW AVAILABLE EVERY DAY (not all items listed are available in every school)		SERVED WITH
HOT BITE from £1.20	Pig Pie Chicken Breast Fillet • Sweet Chilli Chicken Breast Fillet • Chicken Link Sausages • Quorn Burger • Curry Vegetable Burger • Spicy Bean Burger • Fish Pie & Spinach burger • Beef burger (Friday only) • Link Sausages (Friday only) • Bacon (Friday Only)	Warm roll, salad/coleslaw/veg
SNACK POTS from £1.20	Tortilla & Roast Potato Pot • Amalito Pasta Pot • Macaroni Cheese Pasta Pot • Chicken Tikka Noodle or Rice Pot • Sweet & Sour Chicken Noodle or Rice Pot • Sweet Chilli Chicken Noodle or Rice Pot	Salad/coleslaw/veg
FRESH SANDWICHES, WRAPS, FILLED BAGUETTES (ALL WITH 1000K) or SALAD POTS from £1.40	Cheese • Sliced Chicken • Sliced Turkey • Egg Mayo • Tuna Mayo • Chicken Mayo • Coronation Chicken • Cheese Salad • Tuna Salad • Egg Salad • Sliced Chicken Salad • Sliced Turkey Salad • Team (on selected days)	Salad/coleslaw/veg
TOASTIES from £1.50	Cheese • Cheese & Tomato • Cheese & Onion • Sliced Chicken or Turkey & Cheese • Tuna & Onion or Tomato	Salad/coleslaw/veg
JACKET POTATOES from £1.50	Cheese • Baked Beans • Egg Mayo • Tuna Mayo • Chicken Mayo • Coronation Chicken	Salad/coleslaw/veg
PIZZINI from £1.50	Cheese and Tomato • Spicy Chicken with Tomato & Mozzarella	Salad/coleslaw/veg
PIZZA AND PANINI from £1.50	Cheese • BBQ Chicken • Sweet Chilli Chicken • Tuna meat	Panini or as pizza, salad/coleslaw/veg

SELECTION OF DRINKS from 40p



Pupils may receive free school meals if family circumstances warrant, i.e. those receiving income support. Application forms are available from the school reception or can be made on line at http://www.highland.gov.uk/info/878/schools/9/school_meals/2

Pupils receive credit on their account which they can use during break and lunchtime in the canteen.

The Highland Council operates a 'Cashless catering' system which utilises pupils' Young Scots cards. For further details please see: http://www.highland.gov.uk/info/899/schools_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

If a pupil has special dietary needs, please inform the school. More information and a form for doing this is available at: http://www.highland.gov.uk/info/878/schools/9/school_meals/

Lunchtime Choices

Pupils are welcome to bring packed lunches to school and should eat them in the dining area.

Parents are responsible for pupils who decide to go out with school grounds at lunch time.

SCHOOL AND CENTRE FACILITIES/GOIRESDEAN NA SGOILE

The school boasts excellent facilities which are available to the community by arrangement with Àrainn Shuaineirt

Outdoor Games Area

A synthetic pitch ideal for full 11-a-side football matches or several games with smaller teams, and also a grass shinty pitch, complete with full floodlighting facilities

Games Hall

A large Games Hall laid out for badminton, basketball, football and indoor tennis, ideal for any sport that requires a large indoor space, and with access to showers and changing facilities.

Fitness Suite

A state of the art fitness suite fully equipped with running, rowing, cycling and cross training machines and weights all available on an occasional or season ticket basis.



Arts Venue

Complete with stage lighting and curtains, PA system and a high resolution LCD projector with large cinema screen and surround sound. The Àrainn Shuaineirt Management Committee, The Highland Council and other groups use the venue to promote cultural and artistic events such as concerts, theatrical productions, exhibitions and films. The venue is also used as part of the Àrainn Shuaineirt Conferencing Facility.

Library

There is a Public Library equipped with a wide range of books and two computers linked to the People's Network for community use.



Adult Learning Centre

West Highland College offer a range courses from their suite at Àrainn Shuaineirt.

Childcare

There is a suite of rooms dedicated to pre-school aged children, accessible to nurseries, playgroups and crèches. Occasional crèches are run in support of other activities in the centre.

ÀRAINN SHUAINÉIRT/THE SUNART CENTRE

Àrainn Shuainéirt (The Sunart Centre) is the name chosen by the local community for the complex that includes Ardnamurchan High School and all the additional community facilities.

Àrainn Shuainéirt is a constituted community group with membership open to everyone living in the area. The centre is managed by the Àrainn Shuainéirt Management Committee, with representation from each of the five Community Council areas within the school catchment area. This management committee is a sub-committee of the Parent Forum who advise the Community Centre Co-ordinator and Highlife Highland on how it would like the centre run, and also develops initiatives of its own based on the centre's activities.

Developments within Àrainn Shuainéirt include:

- A year-round programme of the performing and visual arts including educational and outreach opportunities.
- A Youth Development Programme focusing on encouraging access to and use of all the facilities outside school hours for the 8-16 year age range
- Access by the community to a wide range of sporting, recreational, cultural and lifelong learning opportunities.
- A community-based transport initiative specifically designed to increase access to the centre
- Nursery and crèche facilities
- Commercial letting of the facilities and of the school residence bring in additional income which creates new opportunities for developments within the centre.

To find out more about the facilities available and the wide range of activities including our varied programme of concerts, theatre etc, visit our website:

www.sunartcentre.org or to be added to our mailing list please contact Jacob Green by e-mail at Jacob.green@highlifehighland.com or by telephone on 01397 709228

Core Hours for the Building are as follows:

School Day	0800—2200
Non school working day	0900—2200
Saturdays	1000—2200*
Sundays	1000—1700*

*The building is generally open 1400-1600 on Saturdays and closed on Sundays, but can be booked for events during core hours.



SCHOOL HOLIDAYS /SAOR LÀITHEAN

Details of published school term dates can be found from this link:
https://www.highland.gov.uk/info/878/schools/32/school_term_dates

Highland School calendar 2023/24

Please note - Dates may be subject to change

August 2023							
wk	Mo	Tu	We	Th	Fr	Sa	Su
32		1	2	3	4	5	6
33	7	8	9	10	11	12	13
34	14	15	16	17	18	19	20
35	21	22	23	24	25	26	27
36	28	29	30	31			
37							

September 2023							
wk	Mo	Tu	We	Th	Fr	Sa	Su
36					1	2	3
37	4	5	6	7	8	9	10
38	11	12	13	14	15	16	17
39	18	19	20	21	22	23	24
40	25	26	27	28	29	30	

October 2023							
wk	Mo	Tu	We	Th	Fr	Sa	Su
40							1
41	2	3	4	5	6	7	8
42	9	10	11	12	13	14	15
43	16	17	18	19	20	21	22
44	23	24	25	26	27	28	29
45	30	31					

November 2023							
wk	Mo	Tu	We	Th	Fr	Sa	Su
45			1	2	3	4	5
46	6	7	8	9	10	11	12
47	13	14	15	16	17	18	19
48	20	21	22	23	24	25	26
49	27	28	29	30			

December 2023							
wk	Mo	Tu	We	Th	Fr	Sa	Su
49					1	2	3
50	4	5	6	7	8	9	10
51	11	12	13	14	15	16	17
52	18	19	20	21	22	23	24
1	25	26	27	28	29	30	31

January 2024							
wk	Mo	Tu	We	Th	Fr	Sa	Su
2	1	2	3	4	5	6	7
3	8	9	10	11	12	13	14
4	15	16	17	18	19	20	21
5	22	23	24	25	26	27	28
6	29	30	31				

February 2024							
wk	Mo	Tu	We	Th	Fr	Sa	Su
6				1	2	3	4
7	5	6	7	8	9	10	11
8	12	13	14	15	16	17	18
9	19	20	21	22	23	24	25
10	26	27	28	29			

March 2024							
wk	Mo	Tu	We	Th	Fr	Sa	Su
10					1	2	3
11	4	5	6	7	8	9	10
12	11	12	13	14	15	16	17
13	18	19	20	21	22	23	24
14	25	26	27	28	29	30	31

April 2024							
wk	Mo	Tu	We	Th	Fr	Sa	Su
15	1	2	3	4	5	6	7
16	8	9	10	11	12	13	14
17	15	16	17	18	19	20	21
18	22	23	24	25	26	27	28
19	29	30					

May 2024							
wk	Mo	Tu	We	Th	Fr	Sa	Su
19			1	2	3	4	5
20	6	7	8	9	10	11	12
21	13	14	15	16	17	18	19
22	20	21	22	23	24	25	26
23	27	28	29	30	31		

June 2024							
wk	Mo	Tu	We	Th	Fr	Sa	Su
23						1	2
24	3	4	5	6	7	8	9
25	10	11	12	13	14	15	16
26	17	18	19	20	21	22	23
27	24	25	26	27	28	29	30

July 2024							
wk	Mo	Tu	We	Th	Fr	Sa	Su
28	1	2	3	4	5	6	7
29	8	9	10	11	12	13	14
30	15	16	17	18	19	20	21
31	22	23	24	25	26	27	28
32	29	30	31				

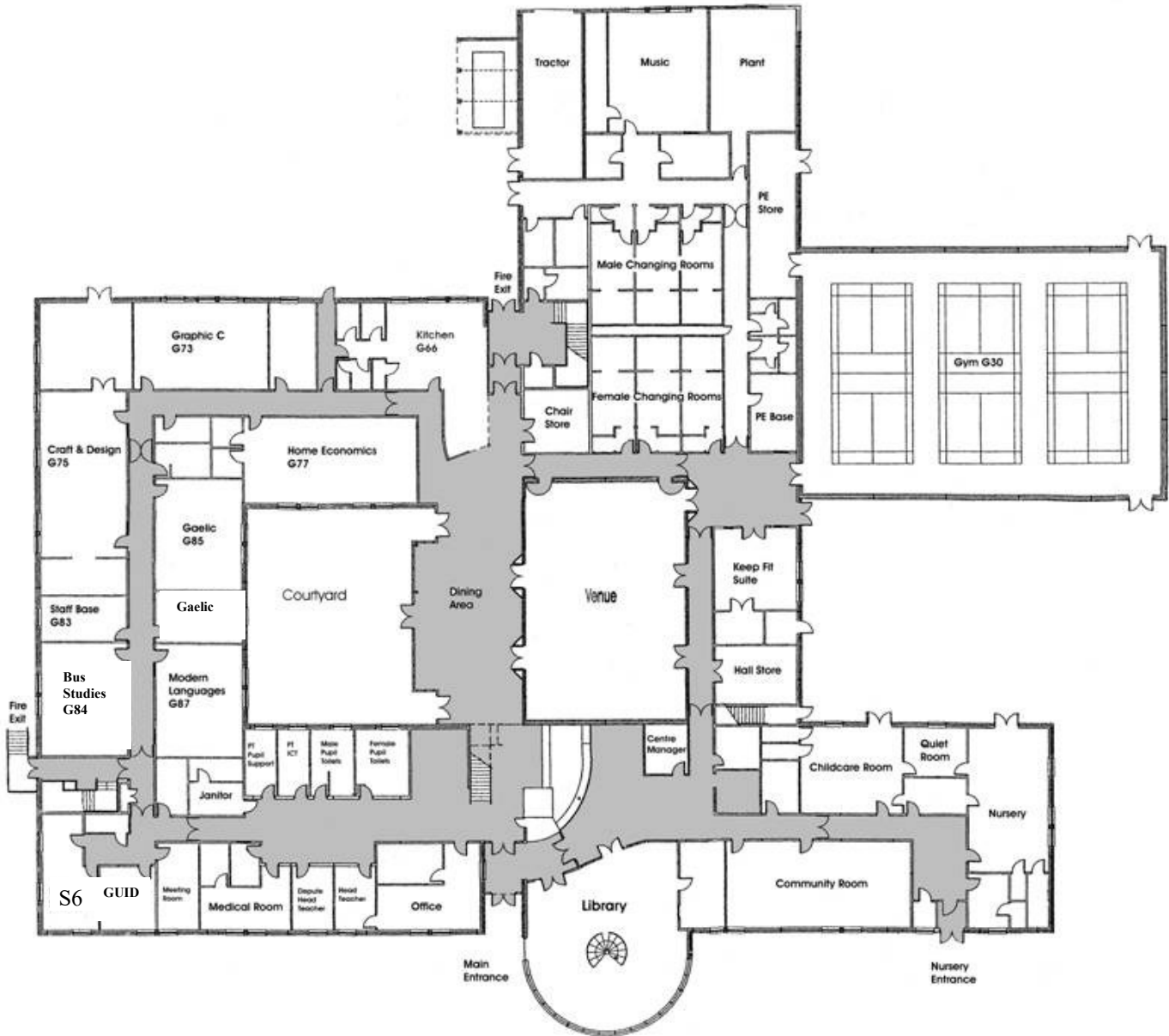
School holidays
In-service days

School days



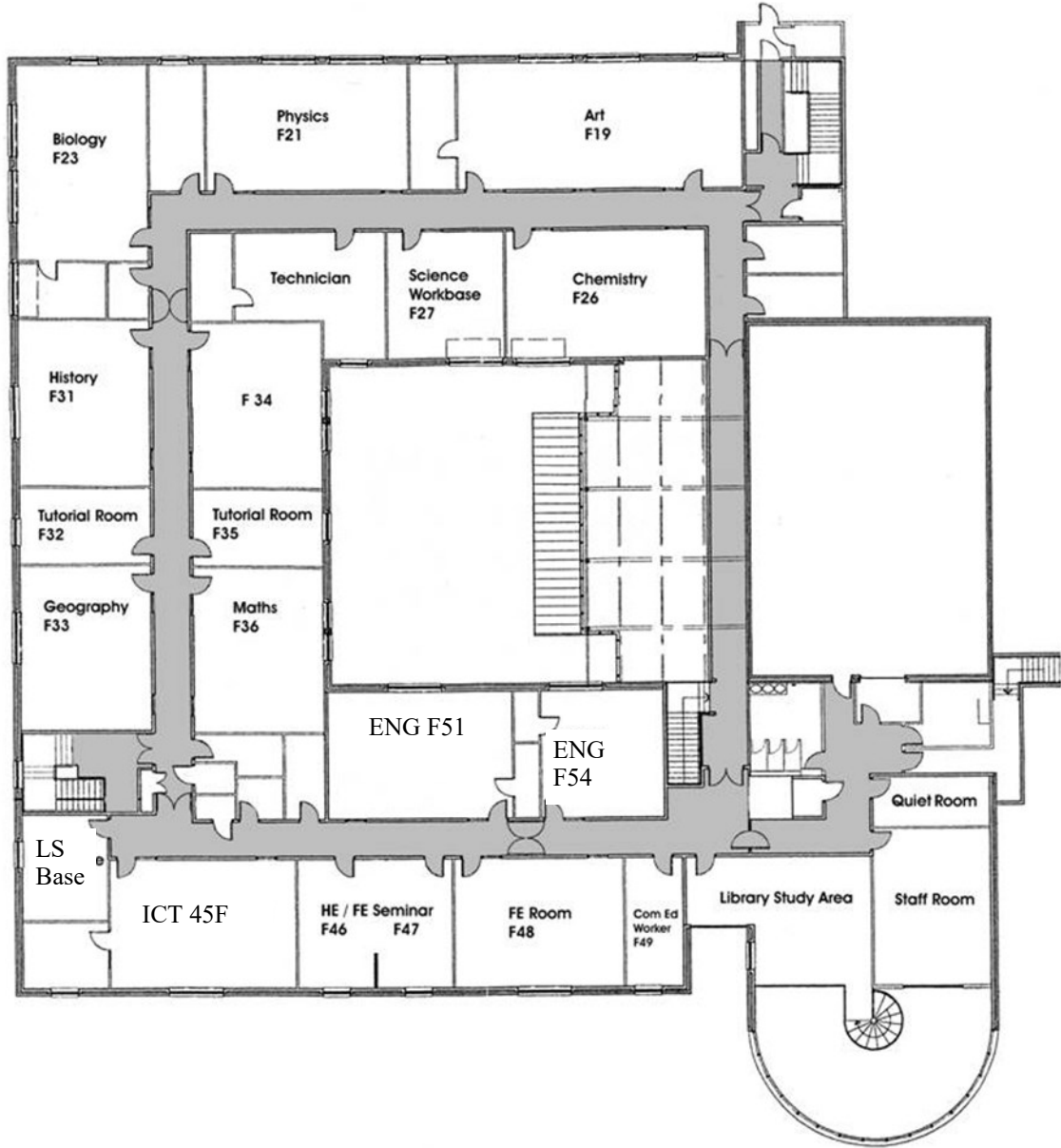
PLAN OF SCHOOL/ PLANA NA SGOILE

Ground Floor/Síos Staidhre





Upper Floor/Suas Staidhre





DRESS CODE / TRUSGAN SGOILE

Dress Code

- White polo shirt (school logo preferred)
- White blouse or shirt
- Black V-neck jumper or cardigan (school logo preferred)
- Black zipped cardigan
- Black trousers or skirt
- Black hoodie (no other colours or logo other than the school logo)
- School ties are available

Trainers should be worn for P.E. only.
Casual clothing, including denim and football tops, will be for Fun Days only.

Highland Council offer financial assistance with funding for school clothing which can be claimed under certain circumstances. An application form can be obtained on line at http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

See [Appendix 1](#)

SCHOOL DAY / LATHA NA SGOILE

The school week is an asymmetric week with 33 periods.

Monday to Thursday have 7 x 50 minute periods per day Friday has 5 x 50 minute periods.



	Monday to Thursday		Friday
Period 1	08.50 - 09.40	Period 1	08.50 - 09.40
Period 2	09.40 - 10.30	Period 2	09.40 - 10.30
INTERVAL	10.30 - 10.45	INTERVAL	10.30 - 10.45
Period 3	10.45 - 11.35	Period 3	10.45 - 11.35
Period 4	11.35- 12.25	Period 4	11.35- 12.25
Period 5	12.25—1.15	Period 5	12.25—1.15
LUNCH	1.15- 2.00	LUNCH	1.15—1.35
Period 5	2.00—2.50		
Period 6	2.50—3.40		

ATTENDANCE/NEO-LÀTHAIREACHD

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone or email the school on each day of absence unless there has been prior notification.

If a pupil is absent and we have not received a phone call or email, you will be contacted by the School Office to confirm reasons for absence.

If parents know in advance of an absence/late arrival then they should contact their child's Guidance Teacher seeking the Education Authority permission to be absent detailing the planned absence. Confirmation should be given to the school office explaining the reason for the proposed absence and requesting that it be considered an 'authorised absence'.

Where a pupil has an unacceptably high rate of absence, the parents will be contacted by the school. Unexplained or condoned absences leading to a pattern of unsatisfactory attendance will be reported to the Area Education Manager.

We would like to emphasise the importance of knowing the whereabouts of absent pupils. This is because we have a responsibility for the care and welfare of all pupils during the school day. Schools are required to keep an attendance register by law, and to record an attendance in respect of each morning and afternoon of every school day.

MEDICAL AND DENTAL APPOINTMENTS

Where possible, medical and dental appointments should be made outwith school hours. However, it is recognised that this is not always possible. If a pupil has a medical appointment or has to leave the premises for some other reason, they must report to the School Office to 'Sign Out'. This can be done in advance before registration or during break. If returning the same day, they must again report to the Office to 'Sign In'.

PUPIL WELFARE AND SAFETY

The school has excellent medical room facilities if children fall ill. This is administered by staff in the school office. Our normal policy is that we ask parents to come and pick up their children should they require anything longer than a brief lie down or rest. Therefore, it is important that we have day-time contact numbers for you, or for an alternative named person.

Our school nurse monitors and administers inoculations as appropriate and you will be contacted when these are due.

HOLIDAYS/SAOR LÀITHEAN

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;

Under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering: https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

TRIPS AND VISITS

Curricular and Extra-curricular Trips can be organised by any member of staff or department to enhance the learning experience of pupils. For non-adventurous local excursions during class-time e.g. a visit to local woodland, the village centre etc., your permission will generally be assumed to be given. A permission letter for local excursions is sought from parents during first year.

For off-site excursions, the Head Teacher will make the decision as to whether to give the go ahead for planning a trip and only once appropriate plans, permissions and risk assessments have been put in place, is a trip signed off. For off-site excursions, your permission, as parents will be requested in writing.

Recent examples of our trips and excursions are:

- Curricular field trips
- Sporting events and fixtures
- Extra-curricular trips – usually in the summer term, e.g. to Culloden, Glasgow Science Centre, art galleries, skiing trips.
- Residential trips – e.g. Dublin, Edinburgh, Auschwitz, Gaelic Medium language events
- Our biennial 'whole school trip' open to all pupils, which has previously included, water sports in the South of France, Flanders battle fields, Paris, London, Holland and Germany.

POLICIES/POILEASAIH NA SGOILE

The following excerpts of our policies are provided to summarise a number of key operational procedures. Full copies of these policies are available on request.

BULLYING AND POSITIVE RELATIONSHIP POLICY

"Our shared vision is to provide a happy, caring and stimulating environment where our young people will recognise and achieve their fullest potential and so, as responsible citizens, make their best contribution to the world in which we live.

We aim to provide a safe and secure environment for learning where mutual respect and courtesy sustain positive relationships and a sense of shared belonging.

We can say that we feel safe, we have respect and we belong."

Ardnamurchan High School agrees that:

- All pupils and staff have the right to feel happy, safe and included; bullying is therefore unacceptable and will not be tolerated
- As a school we will work to promote an environment free from threats or fears thereby enhancing individual aspirations and achievement
- All pupils, teachers and parents will work in partnership to identifying bullying and work together to stop it

Our policy can be viewed on our website from the following link [school-publications/positive-relationships-and-bullying-prevention-policy](#)

USE OF MOBILE PHONES AND PHOTOGRAPHY

A consultation was carried out in December 2015 on the use of mobile 'phones in school. The resulting policy is appended and gives more details. An excerpt detailing acceptable uses is shown below:

*We recognise the emerging technologies associated with mobile 'phones – MP3/4 players, cameras, note taking facility, calendars, applications, social media and internet access. **These may be used within lessons only with the permission of the teacher.** This will be on a class by class and lesson by lesson basis and is not a blanket agreement.*

*During break/ lunch times and after school whilst still on the premises, you may use soundless features – texts, voicemail, vibration alerts, and music (with headphones) as long as it doesn't upset or disrupt anyone else. **If your music can be heard by anyone but you with your headphones on then it is too loud.***

*Mobile phones may be used during study periods as long as it is done responsibly, does not disrupt others and **does not disrupt your studying.***

Unacceptable uses are clarified in the appendix, but please note that Photographs must not be taken of other pupils or staff without their permission.

Under no circumstances should photographs or video clips from school be uploaded to an external internet site unless covered by parental permission and school policy.

Parents are reminded that they are only permitted to post photographs of their own children on social media. Also, due to copyright legislation, any a/v recording by the public of a dramatic or musical performance is strictly forbidden.

DATA PROTECTION

Any information you have supplied or has been gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedures following from this.

This data will be maintained in accordance with the Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.

RELIGIOUS AND MORAL EDUCATION

Religious and Moral Education is provided as a subject in our Curriculum. The subject is part of a common course and is organised on a non-denominational basis. It introduces pupils to a general study of world religions and their place in modern societies.

It also provides an opportunity for pupils to discuss a range of topical contemporary and moral issues that confront us in today's society. In certain circumstances parents have the right to withdraw their children from Religious and Moral Education. If you wish to exercise this right, please write to the Headteacher.

The Religious and Moral Education Policy is available on request.

PROMOTING EQUALITY, DIVERSITY AND INCLUSION

Our children and young people live in a diverse society in 21st century Scotland. Ardnamurchan High School is committed to creating an environment for the whole school community that demonstrates shared values of inclusion, equality, fairness and respect. Our school recognises and celebrates difference within a culture of respect and fairness, and aims to meet the needs of every child in line with the principles of Getting it Right for Every Child (GIRFEC). We work together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities.

For up-to-date information please see: http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

In summary, our activities in school should ensure that:

- We eliminate unlawful discrimination, advance equality of opportunity, promote good relations.
- Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Our full policy according to the Highland Council guidelines can be found at: <http://www.ardnamurchanhighschool.org/index.asp?pageid=546314>

PROTECTION OF CHILDREN

The School recognises the issues of child protection and personal privacy and adopts the Highland Council's policy on 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.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

MILITARY FAMILIES

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support: https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools

Please get in touch with your child's named person or the Head Teacher if you have any concerns

ADMINISTRATION OF MEDICINES

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

The name of the medicine, the quantity of the medicine to be given, the time it has to be given.

As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

DEALING WITH MINOR INJURIES

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

WORK MISSED BY PUPILS DUE TO ABSENCE

As an integral part of the learning experience, the school encourages pupils to take more responsibility for their own learning. This leads to the development of more effective



life long learning skills. Therefore, when a child has been absent, we see it as the child's responsibility to initiate and take the steps necessary to catch up on work missed.

During extended absence, it may be appropriate for parents to ask whether staff can provide alternative or additional work. Under these circumstances, parents should contact their child's guidance teacher. Parents should bear in mind, that collation of extra work can take a little time and generally is only of use during absence of more than a few days. It should be noted, that under certain circumstances however, such as unauthorised holiday absence; it may not always be the case that staff can provide extra work for pupils.

TRANSPORT/SUIBHAL

School transport is organised by Highland Council's Planning, Infrastructure, Environment & Economy Services contracts and ties in with public transport.

Free transport is available to pupils living 3 miles or more from the school, but within the school catchment area. If your child will be travelling to school by bus and qualifies for free transport, forms are available online at:

https://www.highland.gov.uk/info/878/schools/12/school_transport

A Young Scots Card only entitles young people to travel free on public transport if there are seats available.

If there are any issues with school transport, please contact:

public.transport@highland.gov.uk

ADVERSE WEATHER/AIMISIR

Schools now have a dial-in service if there is risk of closure due to adverse weather. This allows parents to listen to a recorded message from the headteacher.

It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

To use the service dial 0800 564 2272 and enter Ardnamurchan High School's pin number when prompted: 04 2840

You can also access the highland school closure website on:

<https://www.highland.gov.uk/schoolclosures> for school closure information.

OTHER POLICIES AVAILABLE ON REQUEST ARE:

- Transferring Educational Data About Pupils – See Appendix 8
- Emergency Evacuation Procedures – See Appendix 9

The Highland Council Education Policies can be found at:

[http://www.highland.gov.uk/info/893/schools - general information/29/school_policies_procedures_and_guidelines](http://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines)

Authority Policies can be accessed here [Authority Policies](#)



APPENDIX 1 DRESS CODE FORM



Ardnamurchan High School

DRESS CODE ORDER INFORMATION

Price lists from our dress code suppliers will be available on the P7 Parents evening or on request

Option 1: **Schoolwear Made Easy** are available on line at <https://www.schoolwearmadeeasy.com/badged-school-uniform/a-d/a/ardnamurchan-high-school> . Orders for them can also be returned to the school office with cash or your cheque made payable to Ardnamurchan High School. Please enter your child's name and number of each item you would like to buy and total price. Unfortunately the dress code ordered from the school is non-returnable.

Option 2: Following on from an S2 Geography Project where the pupils investigated and sourced fair trade products, we are pleased to say that we have negotiated with a fair trade supplier called **Koolskools**. Parents interested in this option can purchase dress code directly from their website. Prices are attached for various sizes, please note delivery charges apply.

The link to their online shop is <https://www.koolskools.co.uk/product-category/ardnamurchan-high-school/>

If you require any more information, please contact the school.



APPENDIX 2

CONSTITUTION OF THE ARDNAMURCHAN HIGH SCHOOL PARENT COUNCIL

Updated January 2010

1. This is the CONSTITUTION OF THE ARDNAMURCHAN HIGH SCHOOL PARENT COUNCIL.

2. The objectives of AHS Parent Council are:

- to support our school in its work with pupils
- to promote partnership between the school, our pupils and our parents and the community
- to represent the views of parents
- to report to the Parent Forum
- to raise funds, apply for and receive grants, and accept gifts for the benefit of the school

Policies

The AHS Parent Council agrees to adopt the following HC Policies as representing the goals of their organisation:

- Child Protection Policy
- Equal Opportunities Policy

3. Throughout the constitution herewith, the term 'parent' refers to parents, guardians and main carers of pupils attending Ardnamurchan High School

4. The membership will be a minimum of 3 parents or guardians of children attending the school with a maximum size of 12 parents (not including co-optees). The quorum required to hold a meeting will be a greater number of parents than co-opted members present at the meeting.

5. The Parent Council members will be selected for a maximum of 3 years after which they can put themselves forward for re-selection. All the parents of children at the school can take part in the selection by post or email. Parents will have at least 2 weeks to select their representatives. Any parent of a child at the school can volunteer to be a member of the Parent Council. In the event that the number of volunteers exceeds the number of places set out, members will be selected by geographical area.

6. The Parent Council may co-opt up to 6 members to assist it with carrying out its functions. Co-opted members will be invited to serve for a period of 1 year, after which time the Parent Council will review and consider requirements for co-opted membership. Co-opted members will each have a proposer and a seconder present at their nomination meeting.

7. The Chair and Vice Chair of the Council should be parent members and will be agreed by the Parent Council members immediately following its formation. Office bearers will be re-selected by the Parent Council on an annual basis (at the annual meeting of the Parent Forum). If their child ceases to be a pupil, a new Chair



will be agreed at the next meeting. An auditor will be appointed at the AGM for the accounts for the year ahead.

8. The Parent Council is accountable to the Parent Forum for AHS and will make a report to it at least once a year on its activities on behalf of all the parents. If 5 members of the Parent Forum request an additional meeting to discuss issues falling within the Parent Council's remit, the Parent Council shall arrange this. The Parent Council shall give all members of the Forum at least 2 weeks' notice of the meeting and at the same time, circulate notice of the matter, or matters, to be discussed at the meeting.

9. The Annual Meeting will be held in April of each year. A notice of the meeting including date, time and place will be sent to all members of the Parent Forum at least 2 weeks in advance. The meeting will include:

- a report on the work of the Parent Council
 - selection of the new Parent Council
 - discussion of issues that members of the Parent Forum may wish to raise
- approval of the accounts and appointment of the auditor

10. The Parent Council will meet at least once every school term.

Should a vote be necessary to make a decision, each member at the meeting will have one vote, with the Chair having a casting vote in the event of a tie.

Any two members of the Parent Council can request that an additional meeting be held, and all members of the Parent Council will be given at least one week's notice of date, time and place of the meeting.

If any Parent Council members fails to attend for three consecutive meetings without reasonable excuse, termination of their membership of the Council will be confirmed in writing.

If a Parent Council member acts in a way that is considered by other members to undermine the objectives of the Parent Council, their membership of the Parent Council shall be terminated if the majority of parent members agree. Termination of membership would be confirmed in writing to the member.

In the event the number of parent volunteers exceeds the number of places, members will be selected by geographical area. This will be in line with the primary school feeder areas - if there are more than 2 parents from any one area, then a local election for the parent representatives could be held, amongst the parents of children from that area, unless the parent volunteers come to a local agreement about who should join the parent council. This format would only be required if there were more than 12 people wanting to sit as parent members on the parent council.

11. Copies of the minutes will be available to all parents of children at AHS School and to all teachers at the school. Copies will be available from the Secretary of the Parent Council from the school website when possible and from the school office.



12. The Treasurer will open a bank or building society account in the name of the Parent Council for all Parent Council funds. Withdrawals will require the signature of the treasurer and one other Parent Council member.

The Treasurer will keep an accurate record of all income and expenditure and will provide a summary of this for each Parent Council meeting and a full account for the Annual Meeting. The Parent Council accounts will be audited by the auditor appointed at the previous Annual meeting. The Parent Council shall be responsible for ensuring that all monies are used in accordance with the objectives of the Parent Council.

13. The Parent Council may change its constitution after obtaining consent from members of the Parent Forum. Members of the Parent Forum will be sent a copy of any proposed amendment and given reasonable time to respond to the proposal.



APPENDIX 3 - EMPLOYMENT OF CHILDREN

The Employment of Children byelaws regulate the types of occupation in which children under school leaving age may be employed, and other conditions of employment. They provide for checks on a child's fitness for employment and for the issue of employment permits, set out the occupation in which a child may be employed and his/her hours of work. Employers are obliged to notify the Education Service of their child employees.

Note that:

The Education Service may at any time revoke a child's employment permit if it has reasonable grounds to believe that:

- the child is being unlawfully employed;
- the child's health, welfare or ability to take advantage of his/her education are suffering or likely to suffer as a result of employment eg due to persistent lateness or unauthorised absence.

Further information can be obtained from the website at:

https://www.highland.gov.uk/info/1125/licences_permits_and_permissions/23/employment_of_children

APPENDIX 4 - SCOTEXED PROGRAMME

Access to Pupil Records

The school pupil records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* 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. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland.

Further information about 16+ Data can be found here - <http://hi-hope.org/directory/listing/16plus-planning>

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 Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland



Data policy

Information about pupils' education is collected through our statistical surveys 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 through the Pupil Census 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 data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation 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

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This 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. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, 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.



APPENDIX 5 – EMERGENCY EVACUATION PROCEDURES

Emergency Procedures for Major Incidents

AHS has an emergency initial response plan for a major incident. This plan has been produced to ensure the best possible response to any incident involving our pupils and/or staff occurring in school premises or school transport or during school excursions. The plan outlines the roles and responsibilities of staff, both school and council, the emergency services and other agencies and summarises their expected response.

Full details of this plan are available on request.

APPENDIX 6 – EDUCATION MAINTENANCE ALLOWANCE

Education Maintenance Allowances (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week.

In session 2023/2024 pupils born between 1 March 2004 and 30 September 2007 can receive payments from August 2023. Pupils born between 1 October 2007 and 28 February 2008 can receive payments from January 2024. Further information on full eligibility criteria and the online application process can be obtained from the school.

Who can get an EMA (eligibility)

If you are 16 to 19 years old, in a school or college, and come from a low income household you may be eligible to receive financial assistance from an [Education Maintenance Allowance \(EMA\) \(external link\)](#).

Residency

You need to have what's known as 'ordinary residence' to be eligible for EMA. Ordinary residence means you live in one place, but there is a complicated set of rules that decide whether you're ordinarily resident in Scotland, with different arrangements in place for different immigration statuses.

Household income

Your household income will also determine if you're eligible for EMA. Household income is the income of your parent(s) or carer(s) who live with you.

To qualify, households with one dependent child must be earning £24,421 per year or less, and households with more than one dependent child must be earning £26,884 or less, before tax.

Dependent children are those up to the age of 16 and those between the age of 16 and 25 in full time further or higher education.

Education

You must have a current signed [learning agreement](#) and you must adhere to the conditions of the learning agreement.

A new learning agreement has to be completed each academic year, and if you don't comply with your learning agreement, the allowance could be taken away.

Young adults attending college or university should apply direct to the college or university. For further information about EMA for young adults attending college or university, please contact the college or university direct.

<https://www.highland.gov.uk/info/899/schools - grants and benefits/14/education maintenance allowance>



APPENDIX 7 - ARDNAMURCHAN HIGH SCHOOL FUND

The Ardnamurchan High School Fund is lodged with the Clydesdale Bank in Tobermory, Mull and managed by the school.

The fund acts as a holding account for all the fundraising activities in which the pupils and staff are involved. Examples of these activities are the sponsored walk, the biennial open day and the village hall tours. Dressing Down Day/Pupil Council fundraising is for the purpose of identified charities.

All funds raised are used for the benefit of the pupils in Ardnamurchan High School. The type of support offered is the purchase and upkeep of the school minibus, the cost of extra curricular trips and activities, and support for the school dress code.

The account year is 30th July to 1st July and is audited annually by a parent of Ardnamurchan High School. The audited accounts are submitted to the Area Office in September of each year.

APPENDIX 8—MOBILE PHONE POLICY

Acceptable use of mobile phones in AHS

Rationale

The widespread ownership and use of mobile phones among young people requires pupils, parents and school staff take steps to ensure they are used responsibly and safely. Mobile phones have many benefits in terms of personal communication, safety and education but they can also be the route of many problems, some very serious. This acceptable use policy sets out some basic guidelines that will allow mobile phones to be used safely and responsibly in this school.

Parents and pupils must read and understand the acceptable use policy as a condition of being allowed a mobile phone in school.

This acceptable use policy applies to all school related excursions and extracurricular activities on or off the school site.

Responsibility

It is the responsibility of any pupil bringing a mobile phone to school to abide by the guidelines outlined in this policy.

It is the responsibility of any parent providing their child with a mobile phone to be aware of its capabilities and the risks associated with misuse.

AHS will not take any responsibility for loss, damage or costs incurred due to mobile phone use.

In an emergency, it is the responsibility of pupils and parents to inform the office of details and actions and not rely solely on their own texts/ phone calls. The school office is the vital link and must be informed. Failure to inform the school office may lead to misunderstanding, disruption and compromised safety.

Acceptable uses

We recognise the emerging technologies associated with mobile phones – MP3/4 players, cameras, note taking facility, calendars, applications, social media and internet access. **These may be used within lessons only with the permission of the teacher.** This will be on a class by class and lesson by lesson basis and is not a blanket agreement.

During break/ lunch times and after school whilst still on the premises, you may use soundless features – texts, voicemail, vibration alerts, and music (with headphones) as long as it doesn't upset or disrupt anyone else. **If your music can be heard by anyone but you with your headphones on then it is too loud.**

Mobile phones may be used during study periods as long as it is done responsibly, does not disrupt others and **does not disrupt your studying.**



Unacceptable uses

- Unless you are given permission to do so, you are not permitted to make calls, send texts, record/ film or use other applications (including games) during lessons or other educational activities e.g. assemblies. Your mobile phone must be switched off or kept on silent.
- Mobile phones should not disrupt classes with ring tones, alerts or music.
- You must make sure that using your mobile phone between lessons or on the way to lessons does not slow you down and make you late.
- You are not permitted to send images or files to other mobile phones in school.
- Using a mobile phone to bully or threaten others is unacceptable. Cyber bullying will not be tolerated. It is a criminal offence to use a mobile phone to bully, harass or offend another person and the school may involve the police in dealing with any issues.
- Mobile phones are not to be used in the PE changing rooms and must be kept in bags at all times.
- Taking photos of members of staff without permission is unacceptable and will not be tolerated.
- Uploading images of other pupils/ staff to social media sites that have been taken in school or on school excursions/ trips without their permission is not acceptable and is in breach of the data protection act.
- Storing files or images that are violent, racist, degrading or pornographic is not acceptable. Sharing these files with others is a criminal offence and the school may involve the police.
- Sexting (the sharing of personal sexual imagery) is an offence and the school may involve the police.
- Mobile phones are banned from all exams. They must be kept switched off in bags or handed in. If you are found with a phone in an exam you will have your paper disqualified.
- Photographing assessment / exam papers is not permitted. These are secure and must not be shared in public.
- Filming school shows and productions is not permitted due to breach of school photographic permissions policy and/or copyright law.



Consequences of mobile phone misuse

Misuse of mobile phones will be taken seriously and may result in your phone being confiscated. If asked to hand over a mobile phone, pupils will be expected to do so without fuss. Any confiscated mobile phone will be returned to pupils once parents have been spoken to.

Safety

You must report any abuse/unwanted contact/sexting/inappropriate images to a member of staff, the police or by using the CEOP Report Abuse button.

Keep Bluetooth switched off. This will stop any unwanted files or images being transmitted to your phone.

Make sure your security settings are set so that you limit the chance of being hacked or tracked. Protect your passwords.

Keep your mobile phone in a bag or zipped pocket and avoid displaying it to reduce the chance of it being lost or stolen.

Be street safe and avoid texting/ talking on the phone when walking, running, cycling or crossing roads.

CHROMEBOOK PROVISION

In line with Highland Council Policy and its investment in the learning and teaching provision for our pupils, all secondary pupils are provided with a chromebook.

Terms and Conditions in relation to the issue of a Chromebook by Highland Council

The Highland Council is issuing every pupil in P6 – S6 with a Chromebook and a range of digital learning tools and resources to assist and enhance their learning at school and at home. Pupils will use the Chromebooks in school and will generally be permitted to take the Chromebooks home subject to the return of this signed document. The Chromebook remains the property of the Highland Council. When a pupil leaves school, whether primary, secondary or stops attending a Highland Council School, the Chromebook must be returned to the school. If the pupil is leaving primary school a further Chromebook will be issued on admission to secondary school.

The terms and conditions of issue are outlined below:-

Use of the Chromebook

- The Chromebook must be used in accordance with the Highland Council's Acceptable Use Policy per <https://www.digilearnhighland.co.uk/parents-carers>.
- In school the Chromebook must be used as directed by Highland Council teaching staff.
- It is the responsibility of the pupil to bring the Chromebook to school and to ensure that it is fully charged for use, **Guidance from Scottish Fire and Rescue Service advises that devices should not be left charging overnight.**
- It is also the responsibility of the pupil to ensure that the Chromebook is looked after. It is recommended that you provide the Chromebook with a suitable cover.



Damage. Loss or Theft of the Chromebook

- It is the responsibility of the pupil (or their parent/carer) to report any damage, loss or theft of the Chromebook to school without undue delay. In the event that the Chromebook is stolen or lost outwith school it is the responsibility of the pupil (or his parent/carer) to report that loss or theft to the police and to the school.
- In the event that the Chromebook is stolen, lost or damaged the pupil will be provided with a further Chromebook at the discretion of the School unless it is considered that the Chromebook was so stolen, lost or damaged as a result of conduct by the pupil in which case a further Chromebook will be issued to that pupil but he or she will not be permitted to take the Chromebook home. If it is considered that there has been deliberate loss or damage to a Chromebook by a pupil the Highland Council is entitled to look to the pupil for the cost of such loss or damage.

I hereby acknowledge that I have received a copy of the Terms and Conditions of issue of the Chromebook and agree that the Chromebook has been issued on that basis.

Pupil Name _____ Class _____

Signed (pupil) _____ Date _____

Parent/Carer Name _____

Parent/Carer Signature _____ Date _____

Footnote:- Please see the following links for details of covers for Chromebooks and for further useful details about the Chromebooks including "Frequently Asked Questions" and details about their functionality/specification:

<https://www.digilearnhighland.co.uk/info/faq>

<https://www.digilearnhighland.co.uk/info/cases>



Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information

