



# Portree High School Àrd-Sgoil Phort Rìgh

*Information Booklet for Parents  
and Pupils*

*Leabhran Fiosrachaidh  
Airson Phàrantan agus Sgoilearan*

*2024 - 2025*

*Striving for Excellence*

READY, RESPONSIBLE, RESPECTFUL, RESILIENT



## Welcome to Portree High School

This booklet is designed to give you and your child as much information about Portree High School as possible whether your child is currently in Primary 7, enrolling from another school or is already in school.

We believe in partnerships between pupils, parents, staff, with our associated schools and with the local community; by building on these partnerships, we strive to offer your child the best learning and teaching possible in order to help them exceed their expectations. We have a great sense of pride in our school and we work hard to maintain a very positive ethos.

Communication therefore is very important to us. We issue regular newsletters, hold open consultation afternoons and have an active Parent Council. We also send out text messages on a regular basis informing parents about forthcoming events. Our Daily Information is posted on our website and we also have an active Facebook page. Our very active Parent Council and warmly invite you to come along.

We want you to feel part of this team and look forward to having a very long and happy relationship with you and your child here in Portree High School.

Leis gach deagh dhùrachd

**Tony Breen**  
Head Teacher



If you would like to get in touch, please contact the office on 01478 614810/  
[Portree.high@highland.gov.uk](mailto:Portree.high@highland.gov.uk) or your child's Pupil Support teacher.

HOUSE	PUPIL SUPPORT	E-MAIL ADDRESS
<b>Glamaig:</b>	Miss K MacPhee	<a href="mailto:katie.macphee@highland.gov.uk">katie.macphee@highland.gov.uk</a>
<b>Marsco:</b>	Mr N Burrows	<a href="mailto:neil.burrows@highland.gov.uk">neil.burrows@highland.gov.uk</a>
<b>Tianavaig:</b>	Mrs D MacLeod	<a href="mailto:dawn.macleod@highland.gov.uk">dawn.macleod@highland.gov.uk</a>

It's difficult to believe that we have been attending Portree High School for nearly six years and that we are now preparing to leave, although the school has prepared us for this since we first arrived through its doors back in 2018. Despite our excitement for the future and what it will bring, we can look back at the fond memories we have gained throughout our school career, all because of the enthusiastic and willing staff who have supported us and provided us with endless opportunities such as school trips, a taste of the world of work and so much more.

It has been a privilege to take on the roles of Head Boy and Head Girl this year, and work alongside our team of capable and responsible prefects to promote the 4Rs to other pupils throughout the school. We have enjoyed working with our fellow prefects to organise events through our committees such as a Halloween Disco for pupils, bake sales to raise funds for various charities and helping with the Blythswood shoebox appeal.



The 2023-24 school year started with a return to normal after many years of Covid rules and restrictions. All pupils allowed back to school, and all exams back to how they were prior to covid. From a ski trip to performance night, it has been a busy year filled with exciting opportunities for pupils. Pupils worked tirelessly to prepare for the performance night in November which showcased multiple talents including singing, drama and dancing which was well enjoyed and a spectacle for everyone in attendance. This year was back to full swing with it being the second year back to school dances after Covid with Halloween and Christmas dances for all pupils and were definitely fun and memorable evenings for those who were there. During our time at Portree High School we have been offered many different opportunities ranging from the annual ski trip to Gaelic debates, all of which taught all who took part many transferable skills which will be of use in the future. This year the pupils who accompanied Mr Purrett to the snowy slopes of Italy learned how to ski, snowboard and build their enterprise skills.

Finally, we would like to thank our teachers, staff and fellow pupils, who supported us, challenged us and pushed us to achieve our very best and we hope that we as a year group have encouraged the younger years to continue working hard, particularly with prelims just around the corner, and to make the most of the opportunities available to them during their time here in Portree High School. Thank you.

*Tha e doirbh a chreidsinn gu bheil sinn air a bhith nar sgoilearan aig Àrd Sgoil Phort Rìgh air son cha mhòr sia bliadhna agus gu bheil sinn a-nis a dèanamh deiseil gus fàgail. Tha an sgoil, ge-tà, air a bhith gar deasachadh airson an latha mhòr seo bhon a' chiad latha againn san àrd-sgoil air ais ann an 2018. Ged as ann air bhioran a tha sinn mu na tha romhainn san àm ri teachd, 's urrainn dhuinn coimhead air ais air na deagh chuimhneachain a tha againn bho ar bliadhnaichean an seo, uile air sàillibh an luchd-obrach dhealasach agus dheònach a tha air taic a chumail rinn agus iad air am pailteas de chothroman a thabhainn dhuinn leithid tursan sgoile, blasad air saoghal na h-obrach agus iomadh cothrom eile.*

*Tha e air a bhith na thlachd dhuinn na dreuchdan Head Boy agus Head Girl a ghabhail os làimh am-bliadhna agus obrachadh cuide ri ar sgioba de shàr-sgoilearan comasach agus earbsach gus na 4 Ds a bhrosnachadh dha na sgoilearan eile air feadh na sgoile. Tha e air còrdadh rinn a bhith ag obair còmhla ris na sàr-sgoilearan eile gus tachartasan a chuir air dòigh anns na comataidhean againn leithid Disco airson Oidhche Shamhna, a' reic bèicearachd airson airgead a thogail do bhuidhnean-carthannais agus a' cuideachadh le bhith a' lìonadh bhogsaichean bhrògan airson Blythswood.*

Thòisich a' bhliadhna le bhith tilleadh chun nan cleachdaidhean àbhaisteach às dèidh iomadh bliadhna de bhacaidhean air sgath Covid, sgoilearan air fad air ais san sgoil agus deuchainnean mar a bha iad ro Covid. Eadar turas-sgithidh agus taisbeanadh de thàlant na sgoilearan, tha bliadhna thrang air a bhith againn le iomadach cothrom mìorbhaileach do sgoilearan. Dh'obraich sgoilearan gu cruaidh gus ullachadh airson na h-oidhche thaisbeanaidh san t-Samhain far an deach iomadach tàlant leithid seinn, dannsa agus dràma a thaisbeanadh, oidhche a chòrd glan ris a h-uile duine a bha an làthair. Tha dannsaichean sgoile air ais airson an dàrna bliadhna a nis às dèidh Covid le dannsaichean airson na sgoile air fad air Oidhche Shamhna agus aig àm na Nollaig, oidhcheannan far an robh spòrs am pailteas airson a h-uile duine. Bho thàinig sinn dhan àrd-sgoil tha taghadh farsaing de chothroman air a bhith air an tabhainn dhuinn mar an turas-sgithidh bliadhna agus an Deasbad Nàiseanta Gàidhlig, thug na cothroman seo dhuinn iomadh sgil a bhios feumail dhuinn anns an àm ri teachd. Dh'ionnsaich na sgoilearan a bha còmhla ri Mr Purrett san Eadailt am-bliadhna mar a sgitheadh iad, mar a chleachdadh iad bòrd-sneachda agus mar a leasaicheadh iad an cuid sgilean gnothachais.

Mu dheireadh, bu mhat leinn taing mhòr a thoirt do na tidsearan, luchd-obrach agus sgoilearan na sgoile, a tha air taic a chumail rinn, air ar brosnachadh agus air ar putadh gus an cleachd sinn ar comasan san dòigh as fheàrr gus ar amasan a choileanadh. Tha sinn an dòchas gu bheil sinn mar bhliadhna sgoile air na sgoilearan as nas òige a bhrosnachadh gus cumail orra ag obair gu cruaidh, gu h-àraidh le fo-dheuchainnean a' teannadh dlùth oirnn, agus gus feum a dhèanamh de na cothroman sònraichte a tha air an tabhainn dhaibh fhad's a tha iad nan sgoilearan aig Àrd Sgoil Phort Rìgh. Tapadh Leibh.

Findlay MacDonald & Eubha Campbell

Our Senior Prefects 2023-24, Pictured from left to right:



Sadie MacDonald, Findlay MacDonald (Head Boy), Eubha Campbell (Head Girl), Lois Langlands

Latest information will always be posted on our School website, and also shared on our school Facebook page.

[www.portreehigh.highland.sch.uk](http://www.portreehigh.highland.sch.uk)

[www.facebook.com/portreehighschool](https://www.facebook.com/portreehighschool)





## Contents

Contact Details.....	7
School Ethos.....	8
Staff List.....	9
Communications.....	10
Registration, Attendance and Absence.....	11
Hospital Appointments/ Medical Care.....	12
Becoming Ill During School Hours.....	12
Medical Information and Medical Histories.....	12
Administration of Medicine.....	13
Parental Involvement.....	14
Parent Council Members.....	15
Pupil Planner and Homework.....	15
'Aim Skye High' Reward System.....	16
What are the Rewards?.....	16
Prefects.....	16
Pupil Council.....	16
Tutor Class Captains.....	17
Buddy System.....	17
Adverse Weather Conditions.....	17
Community Involvement.....	17
Social Events.....	18
Young Carers.....	18
Library.....	18
Curriculum.....	19
Chromebooks and Google Classroom.....	20
Departmental Information.....	21
Education Maintenance Allowances (EMAs).....	31
SAAS Student Support.....	31
Careers Advice.....	31
Employment of Pupils.....	32
Worship.....	32
Assessment and Reporting.....	33
Formal Reports.....	33
Parents' Meetings.....	33
Transitions.....	33



Support for Pupils...	35
Social Workers...	36
Child Protection...	37
School Improvement...	38
School Policies and Practical Information...	38
Bullying Prevention...	39
Canteen...	40
Free School Lunches...	40
Daily Timetable...	41
Holiday Dates – 2024/2025...	41
Data Policy...	42
Your Data Protection Rights...	43
School Uniform...	44
Lockers...	44
Valuables...	44
Name Tabs...	44
Lost Property...	45
Fire Drill...	45
School Residence...	45
Road Safety...	45
School Transport...	45
Bus Passes...	45
Mobile Phones...	45
Extra-Curricular Activities...	46
Military Families...	46
Useful Websites...	47



## Contact Details

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

Tel: 01478 614810

E-mail: [portree.high@highland.gov.uk](mailto:portree.high@highland.gov.uk)

### Website:

[www.portreehigh.highland.sch.uk](http://www.portreehigh.highland.sch.uk)

### Senior Leadership Team

Head Teacher  
Depute Head Teacher  
Depute Head Teacher

Mr A Breen  
Miss F MacNab  
Mrs J MacIennan

### Area Education Manager

Ms Mhairi MacDonald  
The Fingal Centre  
Viewfield Road  
Portree  
Isle of Skye  
IV51 9ET

Tel: 01478 614814

### Parent Council

[portreehighpc@gmail.com](mailto:portreehighpc@gmail.com)

Our Pupils took part in a Beach clean as part of COP 26 Activities.



*Striving for Excellence*

**READY, RESPONSIBLE, RESPECTFUL, RESILIENT**



Welcome to Portree High School! We are a six-year comprehensive school with a wide catchment area: Skye and the Isle of Raasay. The associated primary schools are Broadford, Carbost, Dunvegan, Kilmuir, Knockbreck, MacDiarmid, Portree, Raasay, Sleat, Staffin and Bun-sgoil Ghàidhlig Phort Rìgh. We provide Gaelic Medium Education and have parity between Gaelic and English.



At present we have 493 pupils on the roll, 49 teachers and anticipate that next session we will have approximately 100 pupils in S1; our staying-on rate is well above regional and national averages.

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

### Portree High School Ethos

#### Vision

Our vision is to strive for excellence and to empower our young people to succeed in learning, life and work.

#### Values

Ready, responsible, respectful, resilient.

#### Aims

- To enable our young people to be confident individuals, successful learners, responsible citizens and effective contributors
- To celebrate the distinctive culture of our island community and to value and promote the Gaelic language
- To foster an excellent relationship between the school and the wider community
- To ensure that our young people aspire to reach positive destinations by responding to the changing needs of society, including developing our young workforce and learning for sustainability
- To promote health and well-being ensuring our young people are safe, healthy, achieving, nurtured, active, respected, responsible, and included
- To promote high quality learning and teaching, striving to raise levels of attainment and achievement for all
- Working in collaboration with parents, Residence staff and our partners to promote excellence





## Staff List (PT = Part-Time)

<p><b>Creative &amp; Wellbeing:</b>            Mr J Mackenzie (PE), Principal Teacher            Mrs J MacLennan (Art &amp; Depute Head)            Miss K Davies (P/T Art)            Miss K Boddy (P/T Art)            Miss M Travers (Drama)            Miss L Conneely (Music)            Mrs D MacLeod (Music &amp; Pupil Support)            Mr S Preston (PE)            Mr M Allan (PE)            Miss S Amos (P/T Music)</p> <p><b>English/Modern Languages</b>            Mrs S Mackenzie (English), Principal Teacher            Mrs M Fuge (English)            Mr N Burrows (English &amp; Pupil Support)            Mrs L Lamont (English)            Mr T Coles (English)            Mrs R Woodtli (P/T Modern Languages)            Miss L Ruxton (Modern Languages)</p> <p><b>Gaelic/Gaelic Medium</b>            Mr R MacVicar, Principal Teacher            Miss F MacNab (Gaelic &amp; Depute Head)            Miss M MacLeod (Gaelic)            Miss K MacPhee (Gaelic &amp; Pupil Support)            Mrs L Taggart (Gaelic)            Mrs D Fraser (Gaelic)</p> <p><b>Mathematics</b>            Mrs C Tinney (Maths), Principal Teacher            Mr A MacRae (Maths)            Miss T MacCallum (Maths)            Dr C Kerr (P/T Maths)            Mr N Green (P/T Maths)</p>	<p><b>Science Biology/Chemistry/Physics</b>            Mrs D Vine (Chemistry), Principal Teacher            Mrs S Turner (P/T Biology)            Mr T Breen (Chemistry &amp; Head Teacher)            Miss K Boyd (Technician)            Miss A Anderson ((Biology)            Dr F Savage (Physics)            Miss K Black (General Science, Chemistry)</p> <p><b>Social Subjects &amp; RME</b>            Mrs M Laing (Modern Studies), Principal Teacher            Mrs M MacDonald (P/T History)            Mr M Purrett (Geography)            Mrs D Tait (History, RME &amp; Modern Studies)            Mr A Whatson (P/T Vocational)            Mr R Neithercut (Social Subjects)            Ms C Poli (Social Subjects)</p> <p><b>Support for Learning</b>            Mr Martin Fox (Principal Teacher)            Ms N Cannon (Nurture/Art)            Mrs N McKee (P/T)            Mrs R Constant (SFL Teacher)</p> <p><b>Technologies &amp; Computing Science</b>            Dr C Stewart (Tech &amp; ICT), Principal Teacher            Mrs E MacIntosh (P/T Technology)            Miss K Jagger (Home Economics)            Mr R Murphy (Technology)            Mr R Hodgetts (Technician)</p>
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### Office Staff

Miss S Campbell (Admin Assistant), Mrs M Cormack, Mrs L MacIntosh, Mrs B Walker and Mrs J Graham (Clerical Assistants)

### PSAs

Mrs H Atkins, Mrs F Campbell, Mrs L Campbell, Mrs P Chung, Mrs C Gillanders, Mrs F Gordon, Mrs E Hunter, Mrs D MacDonald, Mrs B MacLean, Mrs B Nicolson, Mrs F Oag, Mrs C Pearce, Mrs S Stevenson, Mrs R Varwell, Mrs H Wilson, Mr G Ross, Miss E Pearce, Mrs A Morrison, Miss S Munro, Mrs R Barratt

**Piping Instructor** Mr I R Finlayson

**Pipeband Drumming Instructor** Mr A Craig

**Piano Instructor** Mrs J Ross

**Librarian** Vacant

**Strings Instructor** Mrs R Llewellyn-Porter

**Drumming Instructor** Mr A Jones

**Music Instructor** Ms L Anstice Brown



## Communication

### Questions or Concerns

If you have any concerns, then please let us know as quickly as possible. The contact number and email address are at the front of this booklet. You should contact your child's Support Teacher in the first instance. The Support Teachers are:

#### House Group

Glamaig  
Marsco  
Tianavaig

#### Support Teacher

Miss K MacPhee  
Mr N Burrows  
Mrs D MacLeod

Brothers and sisters are normally in the same House, with the same Support Teacher. On enrolment, your child is allocated to one of three Pupil Support Teachers, each associated with a House Group of tutor classes (S1-S6). They will remain in that House with the same Pupil Support Teacher, throughout their time in secondary school.

We communicate with parents in many ways: we hold parents' evenings and information evenings (as per the school calendar), use text messaging, send out monthly newsletters and we use Facebook and the School Website; we also have regular contributions to the local newspapers. We hold Parent Council meetings twice a term; some of these meetings are held in primary schools out-with Portree to enable parents from outlying areas to attend more easily.

Each term we hold success assemblies and worship assemblies, and we also send out letters for specific events. Once a month we hold open afternoon surgery-type meetings on a Wednesday. We welcome communication and encourage parents to email us with any enquires or concerns.

### Complaints Procedure

We hope that any concerns that parents may have will be resolved in a timely and amicable fashion. However, should any parent have a complaint then Highland Council procedures apply, and any complaint should be made in the first instance to the Head Teacher. This can initially be verbal, but should formalisation be necessary, then it must be in writing. If the matter is not resolved satisfactorily, then it should be referred to the Area Education Manager, Ms Mhairi MacDonald (contact details at the beginning of this booklet). Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or [public.transport@highland.gov.uk](mailto:public.transport@highland.gov.uk).

### School Visit

If you wish to enrol your child in the school, then please contact the school office and we will be happy to arrange a visit. You will be given the relevant documentation and a tour of the school. Your son/daughter will be allocated to one of three 'Houses' and will meet the relevant PT Support. On your next visit, a timetable will be issued.

### Placing Requests – Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Placing request applications are made online at:

[https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school/2](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.

If pupils live out-with the school catchment area and their parents wish them to attend Portree High School, they can contact Mrs Dawn MacLeod to arrange a visit.

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.

### **Registration, Attendance and Absence**

We register pupils at the beginning of every lesson.

If your children are to get the most out of their time in Portree High School, it is important that they regularly attend as clearly good attendance is vital if pupils are to attain their full potential.

Schools are requested to keep an attendance register by law. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on 01478 614810 or email [PortreeHigh.Absence@highland.gov.uk](mailto:PortreeHigh.Absence@highland.gov.uk). When returning to school after an absence, the parent or guardian must give written reason for the time absent. If the absence is liable to last for some time, a note or email should be sent to the pupil's Support Teacher as soon as possible. Arrangements will then be made to cover the absence period, including sending homework which the pupil might attempt.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

When parents are considering whether 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 because even when a pupil takes extra work home, the teaching which has been missed cannot be made up
- Could result in pupils missing assessments with a 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](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. We urge you however not to take holidays during term time. All holidays are recorded as unauthorised.



If you wish your child to be off for a special reason (e.g. to attend a wedding) a note seeking permission should be sent to the Head Teacher. Parents should be aware that this kind of absence is recorded differently on your child's attendance record.

Some senior pupils may wish to organise driving lessons during the school day. This should be discussed with the Head Teacher in the first instance and then organised only during study time.

### **Permission to Leave During the School Day/Hospital Appointments/Medical Care**

Pupils whose parents have arranged for them to visit the doctor or dentist should report to the reception desk at the beginning of the day. A parental letter or appointment card **must** be shown to confirm the appointment. Pupils who stay in the Hostel Residence requiring to visit the doctor should report to the Hostel Residence Staff (unless an emergency arises in school).

Pupils must report to the school reception and 'sign out'; if returning the same day, they must report again to the reception and sign back in. Where at all possible, medical and dental appointments should be made out-with school hours.

### **Becoming Ill During School Hours**

If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up-to-date day time contact numbers and emergency contact numbers for all pupils.

### **Text Messaging**

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

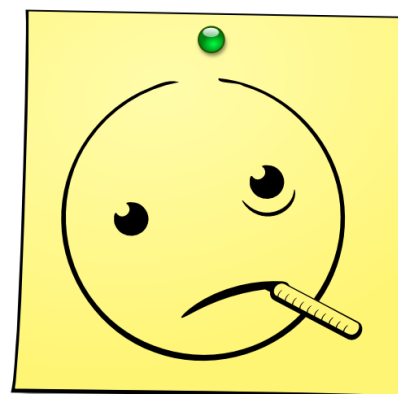
### **Latecomers**

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

### **Medical Information: Medical Histories**

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

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







## Administration of Medicine

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 several 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 everyone will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parents' 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 need and 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

If your child self-medicates (i.e. inhalers, paracetamol, etc.) the school should be informed of this and a data form should be completed accordingly. A separate medical questionnaire should also be filled in.



## Parental Involvement

The current pandemic has affected the way in which we are able to engage with parents and this may change further depending on how the pandemic progresses. For the latest information, please contact the school.

We welcome and encourage parental involvement at the high school through our Parent Council (see below) and through the use of the homework booklet and planner which enable parents to support learning at home. We are also now involving parents more through the Chromebooks which have been issued to each pupil. (See section on Chromebooks.) We are an open school, so if you have any questions then please feel free to contact us.

### Portree High School Parent Council

All parents and guardians of PHS Pupils are automatically members of the PHS Parent Forum. The Parent Forum has elected a Parent Council which meets twice during the school term. Meetings are held in different parts of the island, to enable parents from more remote locations to attend. We have a very active parent council, the main aim of which is to improve communication between parents/carers and the school and to support the school by fundraising. New ideas for either of these activities are always welcome. Get involved! Contact any member of the Parent Council for more information. Details are on page 15.



A copy of the Parent Council Constitution is available on the school website, extracts of which are:

- To work in partnership with the school to create a welcoming school; this is inclusive for all parents
- To promote partnership throughout the whole school community including the school staff, the pupils, parents/carers and all people in the wider community with an interest in the school
- To develop and engage in activities which support the education and welfare of our pupils
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of our pupils
- To raise funds, apply for and receive grants and accept gifts for the benefit of the school
- To enable and facilitate effective communication between the school and all parents/carers

The Parent Council is accountable to the Parent Forum for Portree High School and will report at least once each year on its activities on behalf of all the parents.

The Annual Meeting will be held in September 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 two weeks in advance. The meeting will include:

- A report on the work of the Parent Council and its committee
- Selection of the new Parent Council
- Discussion of issues that members of the Forum may wish to raise
- Approval of the accounts and appointment of the auditor



## Parent Council Members

Chair: Mr M Jackson

Vice-Chair: Mrs R Langlands

Treasurer: Mrs S Gill

Parent Council email address: [portreehighpc@gmail.com](mailto:portreehighpc@gmail.com)

We are an open school with direct and easy access:

- Facebook
- Website with Daily Information
- Email contact with Pupil Support Staff
- Homework Pupil Planners
- Drop-In Sessions
- Active Parent Council

### Pupil Planner and Homework

A pupil planner is issued to all pupils at the start of session. It should be carried every day and used to note down things done and to do both in and out of school. It is particularly important for recording homework issued by subject teachers. This is one of the ways in which we make sure we have direct and easy access to you and you to us. These planners are to be used to pass on information quickly and for you to write down any comments you have. We are increasingly trying to ensure that homework is creative, making full use of different resources. It will at times involve exercises but also research and personal investigations. Never believe that your child has no homework! There is always work to be learned, books to be read and vocabulary to be memorised. Parents are asked to check the pupil planner regularly and are welcome to write comments in the Notes section. Periodic checks will be made by the Head Teacher and other staff to monitor homework. Pupils who live in the school residence have set study times. Other parents might want their child to follow a similar routine.

There are a number of very useful and informative websites should you wish more information. Further information online:

<a href="http://www.education.gov.uk">www.education.gov.uk</a>	The national body for supporting quality and improvement in learning and teaching from early years to adult and community learning.
<a href="http://www.enquire.org.uk">www.enquire.org.uk</a>	Enquire – the national advice service in Scotland for additional support for learning.
<a href="http://www.LTScotland.org.uk/Parentzone">www.LTScotland.org.uk/Parentzone</a>	Parent Zone – information for parents on all aspects of children's learning.
<a href="https://www.children1st.org.uk/help-for-families/parentline-scotland/">https://www.children1st.org.uk/help-for-families/parentline-scotland/</a>	Help for parents.
<a href="http://www.sqa.org.uk">www.sqa.org.uk</a>	Latest information on the new qualifications.
<a href="https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=4104">https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=4104</a>	Information on inspection and evaluation of education provision.
<a href="https://www.gov.scot/policies/young-people-training-employment/">https://www.gov.scot/policies/young-people-training-employment/</a> and <a href="http://www.ltscotland.org.uk/">http://www.ltscotland.org.uk/</a>	16+ Learning Choices programme (learning opportunities for young people from age 16).
<a href="http://www.parentingacrossscotland.org/publications/top-ten-tips.aspx">www.parentingacrossscotland.org/publications/top-ten-tips.aspx</a>	Top Ten Tips for Parents series, including Starting Primary and Secondary School.
<a href="http://www.homeworkelephant.co.uk/">www.homeworkelephant.co.uk/</a> <a href="http://www.bbc.co.uk/schools/">www.bbc.co.uk/schools/</a> <a href="http://www.gridclub.com">www.gridclub.com</a>	Homework/Learning at home



### **‘Aim Skye High’ Reward System**

We have a very positive school ethos – we encourage and promote positive behaviour and we acknowledge this through our Aim Skye High award system. Aim Skye High is a rewards and praise system. The system recognises the pupils who consistently make a good effort, are well behaved and/or participate in events in and out-with school.

#### **What are the Rewards?**

Each time a pupil is ‘logged’ they will be awarded one House point and at the end of each term, three pupils in each year group will receive an award in the form of online vouchers. The Gold Award voucher is worth £20, Silver £15 and Bronze £10. An information leaflet is available if you wish further details of our ‘Aim Skye High’ reward system.

Our school code of conduct is based on positive values and is written in order to encourage pupils to do their best. We use restorative, solution-focused approaches in order to ensure that our pupils achieve their best. The school rules show how we enable our pupils to show each other mutual respect.

We display examples of pupils’ work throughout the school and use our newsletter to show the community at large these successes. We are a health-promoting school and prioritise health and wellbeing through taught classes such as PE, PSE and RME, through extra-curricular activities and also through mental health workshops with some of our partner agencies.

#### **Prefects**

The school has an active and supportive School prefect system, with a senior prefect team selected in the June of each year. Those S6 who wish to represent the school as prefects undergo an application and interview process, and from the successful team, School Captains are appointed. Our prefects wear a maroon blazer with gold braid and badge, their job is to help staff and pupils in the smooth running of the school. The prefects' work is coordinated by Miss F MacNab, Depute Head Teacher.

#### **Pupil Council**

There are two Pupil Councils which meet on a regular basis: one for pupils in S1 - S3, the other for pupils in S4 - S6. The pupils elect a chairperson and secretary. The Pupil Council is coordinated by Mrs J MacLennan, Depute Head Teacher.

Agendas contain a variety of issues e.g.

- Canteen prices
- How to improve PHS
- The common room
- Litter
- Bus captains
- Bullying

Pupils from all year groups are invited to submit suggestions to the council. Pupil Council representatives give feedback on council proceedings to their own tutor class.





### Tutor Class Captains

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

- Attending Parent Council meetings
- Being responsible for new pupils to class
- Reporting business of Parent Council meetings to class
- Relaying information for teachers
- Representing class on Pupil Council

### Buddy System

Buddies are sixth year volunteers who have successfully completed training provided by Childline. A group of buddies is linked to each first year class and through regular contact with the pupils in order to help the new S1 settle into secondary school.

### Adverse Weather Conditions

The decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or on foot, lies with parents or carers. While recognising that education should be interrupted as little as possible, the Education Authority accepts that in severe weather conditions, the safety of the pupil is paramount. Where there is any doubt, the pupil should remain at home. The full policy is on our website.

### Community Involvement

Our links with the local community reflect our belief that we are an integral part of our community. We have partnerships with businesses, the local churches and the community councils. We contribute to local newspapers and we take part in yearly events such as the Remembrance Day parade. We have very close ties with Skye Dance and the Camanachd Association and we hold a silver flag for our eco-school. We are a Fair Trade School and raise money for many charities.

We are committed to ensuring our young people are knowledgeable about career management skills. Our Pupil Support team arrange for senior pupils to:

- Go out on work experience and/or have a mock interview with a local employer
- Visit and entertain the residents of Home Farm Nursing Home
- Assist in local primary schools, the resource centre and the nursery school
- Collect in their own communities for national charities - e.g. RNLI and Blythwood Care
- Visit employers with regard to their course work

In addition, all pupils have the opportunity to contribute to the school's charity programme for both local charities and those working overseas. The school also benefits from local people (e.g. police, health professionals, local businesses, etc.) coming in to the school to speak to pupil groups.

We have a number of school chaplains, who take part in worship assemblies and have previously contributed to the RME programme/S6 Ethics day.





### Attendance at Social Events

A social committee of staff and pupils organises several social functions throughout the session – e.g. Christmas dances.

The Christmas Dance is one of the highlights of the year. It is a great occasion and enjoyed by all who attend. It is part of our very positive ethos here in Portree High School. All who come, pupils and staff, come because they know it is a memorable occasion. In order to enjoy this evening, we ensure that all who come have displayed behaviour that shows a pride in Portree High School. We expect pupils to behave in a certain manner throughout the year - this helps in our aim to provide an experience throughout school life that is one of promoting the positive.

### Highland Youth Voice

Two representatives from the Senior Pupil Council attend Highland Youth Voice meetings where issues such as the need for better rural transport and better leisure facilities for young people are discussed and information is passed to Highland Council. We also have a Misty Isle Youth Forum.

### Skye and Lochalsh Young Carers

We work very closely with Skye and Lochalsh Young Carers. Several of our young people are in this group. A Young Carer is someone under 18 years of age who provides care, support, or assistance to: a parent, sibling, grandparent or other person who has a physical disability, learning disability, sensory impairment, physical illness, mental illness, drug or alcohol problem or other condition connected with a need for care, support or supervision. For more information, contact: Skye & Lochalsh Young Carers, Victoria Cottage, Hedgefield Road, Portree, Isle of Skye IV51 9GF Tel: 01478 613617

 [www.skyeyoungcarers.co.uk](http://www.skyeyoungcarers.co.uk)

### Library



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

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

**Telephone:** 01478 614823

**email:** [portree.library@highland.gov.uk](mailto:portree.library@highland.gov.uk)



## Curriculum

In Portree High School we aim to provide our pupils with the very best education possible, with high quality learning and teaching and an ethos in which they can grow and thrive. We are a community school and take every opportunity to use our local context to give our pupils a local flavour to their learning. Our philosophy is simple – we believe everyone has the right to an education that gives:

- A curriculum which is coherent from age 3 to 18
- A broad general education, including well-planned experiences and outcomes across all the curriculum areas from early years through to S3
- A senior phase of education after S3 which provides opportunities to obtain qualifications in addition to continuing the development of the four capacities within Curriculum for Excellence

### Broad General Education

In S1 to S3 we provide a broad general education with some personalisation and choice in S3 – freedom with a curricular framework. In S3 pupils begin to make some personal choices. At the end of S3 choices will be made for the senior phase when pupils begin to study for National 3, 4 and 5 qualifications. Pupils will choose English, Maths and four other subjects.

In S1 and S2 pupils follow a common course covering all the curricular areas: English, Mathematics, Science, Social Subjects, PE, Gaelic/Gaidhlig, French, PSE/RME/Tutor Time, Art, Music, Technical and Home Economics.

### Senior Phase

In S4 pupils choose their National 3, 4 and 5 subjects – English, Maths and five other choices.

In S5 and 6 pupils choose five subjects from a vast array, including college courses run by West Highland College and Sabhal Mòr Ostaig. The current option choices for S3 and S5/6 are available on the school website.

### Senior Phase Curriculum

Senior pupils may access courses run by West Highland College and by Highland Virtual Academy. These are delivered in variety of ways e.g.:

- One-day course on a Wednesday in the College
- One-day course on a Wednesday in Portree High School
- Distance learning through video conferencing

We also offer YASS modules to S6.

The Young Applicants in Schools Scheme (YASS) offers S6 pupils in Scotland the unique opportunity to study a range of university level modules in school alongside their other studies. YASS is designed to bridge the gap between school and university, college or employment.

More information can be found on the website:

[Young Applicants in Schools Scheme | Open University in Scotland](#)

In all cases more information is available from the Pupil Support staff. Our Curriculum Rationale is available on request.



## Information Booklet

Pupils chose subjects in S4, S5 and S6 in consultation with subject staff, support staff and parents. Advice is given to each individual pupil as to entry requirements and appropriate levels of entry, e.g. National 5 or Higher. Sometimes pupils may be moved to a different class depending on ability. This may mean pupils moving between classes during term time.

Parents will be included in the discussions which lead to these decisions being made. This may be by telephone, on entry in the pupil planner or by a meeting. Each case will be looked at on an individual basis.

## Asdan Key Steps Award

In S1 and S2 pupils develop their Key Skills through independent research covering a number of different areas such as Health, Enterprise, International Studies, Community and Values. The pupils who achieved the award will receive their certificates at one of our next Success Assemblies.

## Chromebooks and Google Classroom

Portree High School has a 1-to-1 device policy. This means that every pupil has been assigned a Chromebook for their use when working in school and at home.

A Chromebook is a laptop that runs Google's Chrome Operating System. Chromebooks are designed to be light and portable. Unlike traditional laptops, Chromebooks are designed to run 'cloud' based applications – that means that all the pupil's work is stored online and saved automatically. No more lost work! Chromebooks work best when used with an internet connection – they connect automatically at school and can be connected to your home network.

As Chromebooks are not Microsoft or Apple devices, they may have a different set of applications to those you may be used to, for example Google Docs. Google Docs is a set of powerful online applications, which make it easy to share documents such as writing, presentations, spreadsheets, photos, videos and more with teachers and other pupils.

Teachers may organise their work through Google Classroom. Google Classroom is a tool which works with Google Docs and can be used to assign work. Pupils can submit Google Documents (classwork, homework and coursework) through Google Classroom.

Our aim is to use Google Classroom to improve the learning of pupils, by making meaningful assignments even more meaningful, boosting collaboration and giving access to the wide array of content available on the internet.

Note: Chromebooks remain the property of Portree High School and filters are in place to make sure they are used for productive purposes. All web browsing can be checked and reviewed and filters are applied at both school and at home to ensure no inappropriate sites are accessed. All pupils and parents have signed an agreement outlining the appropriate use of Chromebooks.







## Departmental Information

### Creative and Wellbeing Faculty

Art, Drama and Music are taught throughout the BGE phase and from S4 pupils can choose to continue their studies at National 4/5, Higher and Advanced Higher. PE is a core subject throughout the school and there are options to take a range of certificated courses in the senior phase.

#### Art

Art and Design gives pupils the opportunities to be creative. They explore a range of 2 and 3 dimensional media and technologies in practical activities which enables them to create, express and communicate ideas for both expressive and design work. Pupils learn to draw and paint but they also learn skills such as printmaking and sculpture. They study the work of artists associated with each discipline; this study enhances their learning and deepens their knowledge and understanding. The foundation of expressive, design and critical skills developed during the Broad General Education of S1–S3 enables pupils to progress to National 5, Higher and new this year, Advanced Higher Art and Design.

The Art Department is heavily involved in cross-curricular work and regularly liaises with other departments to work on specific projects.



*Our COP26 Art installation, which emphasises the single use plastic problem.*

#### Drama

By studying Drama, you will learn to:

- Solve problems – creatively!
- Ask questions
- Explore the way other people think, feel and communicate
- Develop your imagination
- Listen and respond to other people's thoughts
- Become more confident in your ability to express ideas and opinions
- Improve your co-operation and team-building skills
- Work together and celebrate each other's successes

Drama pupils perform regularly both in and out of school.



### Here's what some current pupils say:

'Drama gives you the opportunity to be something great.'

'Drama's really useful because it enhances the aesthetic mind, develops character, increases confidence and allows you to think outside the box more. It also develops reasoning skills and helps you to analyse things more effectively.'

'Drama helps build the confidence you need for later life.'

'It involves a lot of work but is great fun.'

'There are many opportunities to participate in extra-curricular activities.'

### Music

Where possible (due to Covid-19) pupils can access individual instrumental lessons for Bagpipes, Strings, Pipe Band drumming, Clarsach, Piano and Drum kit. Pupils who are interested in extra instrumental lessons should speak to their music teacher.



### PE

Keeping fit and healthy allows every child to have a happy, active and fulfilling life in school and lets pupils burn energy, have great fun and meet many new people from different groups.

Our excellent facilities can help you to achieve your sporting potential in many sports and activities - whether that is a gentle workout or playing for Scotland! Physical activity should be an important part of everyone's life and through our lessons we aim to provide opportunities for all pupils to feel positively about activity and to learn about the physical, social, emotional and mental benefits this brings. In Core Physical Education in S1-S6, pupils take part in a variety of individual, team, indoor, outdoor games and activities. In S3-S6, Core pupils choose some/all their activities for the following year focusing on activities they have previously enjoyed.

Pupils can also opt for certificate courses at National 4/5, Higher, Leadership, National 5 Skills for Work, Sport and Recreation and SQA Leadership. Additional Coaching/First Aid/Child Protection qualifications are available to pupils throughout the year. The PE Department and Active Schools run a 'Coaching Week' in September where pupils can achieve coaching awards.

The PE Department and Sarah Ross (Active Schools) offer a wide range of extra-curricular activities at both lunchtime and 3.40pm. All pupils are encouraged to participate in both competitive / non-competitive sessions. Inter-House activities are organised throughout the year with a variety of sports to encourage healthy competition. Pupils also have the opportunity to represent the school in a number of inter-school, Highland and National events.

Participation in all lessons is positively encouraged by providing a 'borrow box' full of clean kit that pupils can use if they forget their own PE kit.



## English and Modern Languages Faculty

In addition to the Curriculum for Excellence coursework throughout S1-S6, every session there is a lot going on in the English and Modern Languages Faculty.

### English Department

Here are a few examples of the events that usually take place:

- Youth Speaks Public Speaking Competition
- Film and theatre trips to the Aros Centre
- Politics Club
- Visiting speakers and authors
- Lunchtime clubs for debating and creative writing
- Readathon
- School Magazine Committee
- S3 Youth Philanthropy Initiative
- After school study
- Various competitions e.g. Scottish Schools Young Writer of the Year
- Fund Raising e.g. making cards for the Christmas Fayre

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

### Modern Languages Department

The Modern Languages Department believe that one of the best ways to become confident in a language is to have the opportunity to practise that language as often as possible and there are plenty of opportunities to do just that!



- Various activities are organised in class for the European Day of Languages - including getting a taster in another language
- Quizzes and scavenger hunts
- S1 can show off their skills with a football (as well as their skills in French) during the inter-class Euro football match
- S1 also get the opportunity to enjoy a French breakfast
- At Christmas we look at culture in France, sing carols, make Christmas cards and perhaps try some other festive delicacies!
- There are regular showings of foreign language films in class for discussion/enjoyment and the S2 Film Project
- Business Brunch in Inverness for senior pupils
- Creating links with pupils in other European schools to practice French
- Inviting outside speakers to speak of their experiences using languages
- After school preparation for Talking exams



## Gàidhlig

### Fluency and Respect

We aim to increase fluency in the language and encourage respect for the culture amongst our young Gàidhlig speakers at Portree High School. They should be capable and confident as they go on to take part in the wider Gàidhlig community when they leave school, whether that be in work, in the family or in the community.

Progress towards these aims derives from a valuable sense of place in the community of the school itself, from the range of subjects studied and the opportunity to apply skills across the curriculum. We work to offer that solid grounding in Gàidhlig which should lead to personal achievement for each pupil.

### Independent Learning

In the Curriculum for Excellence, it is important that young people have opportunities to learn and think for themselves, creating pieces of work and delivering presentations in a variety of different ways. They will carry out independent research and also work on projects with other pupils. The pupils grow in confidence and are able to assess their own work and attributes and those of other pupils. Gaelic-medium education lends itself very well to such an approach and the pupils are generally confident and adept at working with others.

Gàidhlig pupils have many opportunities to participate in workshops and competitions in writing, music, song, drama and debate. They have also traditionally made a high impact on inter-house competition, representing the Gàidhlig house 'Glàmaig'.

### Special Projects

We are committed to developing fluency and accuracy in the language but the emphasis in the Broad General Education phase is on active learning. The pupils are very much involved in their own learning and they experience a wide range of special projects in S1-S3:

- They have many opportunities to develop their own voice and style in creative writing their work is printed and published
- In a group, they create their own radio programme, taking responsibility for material, scripting and delivery
- They publish a Gaelic magazine researched and written by themselves
- They create a film from start to finish which is entered in the Film G schools' competition in S2

This session has presented some special challenges. We would normally aim to:

- Make a residential study visit which provides them with opportunities to use their Gaelic out-with school and to strengthen their social skills
- Participate in a Mini-Fèis (a fun-filled cultural and musical event at the end of S1)

We are working to link up with the Gàidhlig speaking community, colleges, school and other bodies to provide many of the same opportunities through the use of technology.

Given the option to study the language of their choice at the end of S2 pupils almost universally choose to continue their studies in Gàidhlig. This is easy to understand as they have made huge progress in the language since Primary 1 and they can see the value in their learning and the opportunities they have to develop their skills.





## Gaelic Medium Subjects

We are very fortunate in Portree High School that pupils in S1 and S2 have access to a variety of subjects through the medium of Gaelic. Pupils are well supported in these classes and no pupil should feel that they are hampered in their progress in the subject because they access it through Gaelic. Gaelic-medium subject teachers regularly liaise to ensure that literacy outcomes are being met whilst the pupils put a variety of skills to use in the various subjects across the curriculum. Through working together, teachers can better assess the needs of individual pupils and can target support where it is most needed. This year, the following subjects will be offered through the medium of Gaelic:

- Gàidhlig (as a subject)
- Geography
- History
- Modern Studies
- Mathematics
- Science
- Art
- Personal and Social Education (S1-S6)
- RME
- Home Economics

(Biology, Creative Digital Media and Personal Finance are currently offered in S3.)

Pastoral Support is delivered in Gàidhlig to all 'G' pupils. We have tutorial opportunities for pupils in BGE, a homework club and we have re-established our after-school Gaelic club one afternoon per week. We are working to further develop the range of subjects offered at Senior level. Currently we have pupils studying for qualifications in History, Foundation Apprenticeships in Childcare and in Digital Media, modules in Mathematics, Biology, Media and Finance – all delivered through the medium of Gàidhlig.

## Cross-Curricular Projects

Gaelic-medium subjects have worked together on a range of projects across the curriculum. This year we intend to run a project in which all S1 pupils will work towards a John Muir Award delivered through the medium of Gàidhlig. Our S2 pupils will participate in project work on history and culture in their chosen area of the Isle of Skye. We are working on a 'Colmcille' project about cultural links with the Gàidhealtachd of Ireland.

Amongst successful previous projects, pupils have learned about various aspects of war in their various subjects. They have also participated in the S1 Raasay project where they learned about the island's 20th century heroes. Through working in this way, pupils see the worth in their learning and better understand the connections between subjects and skills. Learning through Gaelic helps them appreciate that Gaelic is not just for use in one classroom but in a huge variety of situations and activities. External bodies have been most generous in their support of our range of activities and we work regularly with Bòrd na Gàidhlig, Sabhal Mòr Ostaig, John Muir Trust, Comunn na Gàidhlig, FilmG and Fèisean nan Gàidheal and many more bodies to further enhance our programme.

## “Cha tig às a’ phoit ach an toit a thèid innte”

### *You get from the pot what you've put in! (old Gaelic proverb)*

Research from various bodies and in particularly from University of Edinburgh shows that Gaelic-medium education has enhanced pupils' learning and social skills. Evidence shows that children educated through the medium of Gaelic do as well, or often better, than their monolingual counterparts.





*Education Scotland invited the school to deliver a presentation at the Scottish Learning Festival this year on GME and GLE initiatives which underpin the values and aims of the school in promoting and developing Gaelic education.*

## Mathematics and Numeracy Faculty

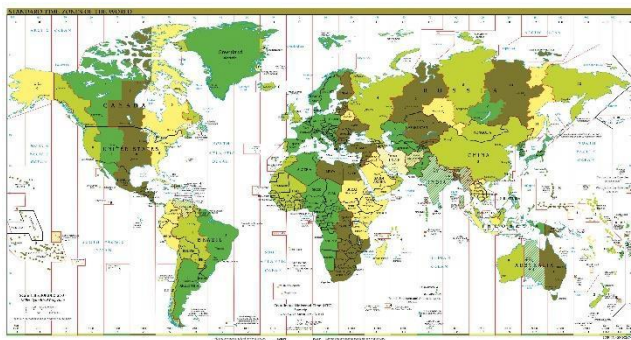
In the Maths Department, we are committed to helping our pupils achieve their full potential in all aspects of their learning. In our classrooms we strive to promote positive attitudes and an ethos of fairness and equality. We embrace the principles of a Curriculum for Excellence in all of our teaching and learning, and through the delivery of a curriculum which is both relevant and challenging, we are ultimately preparing our pupils for a future where they are confident users of numeracy in their everyday lives or where they are further developing their mathematical knowledge in Higher Education.

From S1 to S3 our pupils are working through the Broad General Education phase of the Curriculum for Excellence while preparing to follow the National courses in fourth year. Moving on to the Senior Phase of the Curriculum for Excellence in S4, pupils will follow either a National 4 or National 5 Maths course or a course in N3, N4 or N5 Applications of Maths. There is progression into S5/6 to study Maths at Advanced Higher, Higher and National 5 levels or pupils could choose to study Applications of Maths at N4/5 or Higher where they will learn skills beneficial to them beyond school. At all levels, pupils will build on prior knowledge, learn new skills and through an increased focus on numeracy and problem solving, pupils will develop their thinking skills.

From S1, we encourage participation in national initiatives like the UK Maths Challenge, Scottish Maths Challenge, STEM activities and Maths Sans Frontières, where pupils can experience satisfaction and enjoyment through solving problems and puzzles, while at the same time having the opportunity to compete on a national level with young people from other schools and have their successes recognised.

## Humanities Faculty

**Geography** enables the development of knowledge and understanding of current events



from the local to the global scale. It involves the investigation of the world around us, how people have affected it in the past and will affect it in the future. Geographers study how landscape features are formed and the processes which bring about change over time. Geography encourages the development of a range of useful skills such as map reading, data collection, ICT and problem

solving, thereby enabling a fuller understanding of how people affect the environment in which they live. To facilitate this, pupils in all year groups undertake local fieldwork to develop their Enquiry Skills abilities.

**History** aims to increase knowledge and understanding of life-changing events and to discover how these events impacted on the lives of ordinary people. In addition, provision is given to study certain periods and events in depth such as the Native Americans, Scotland and the Great War. History also provides opportunities to develop transferrable skills in research and ICT, for example, and aims to develop enquiry skills through the analysis of a variety of primary and secondary evidence, considering origin and point-of-view in addition to content.

**Modern Studies** described as 'a window on the world', aims to develop pupils' knowledge and understanding of social, economic and political issues locally, nationally and internationally, covering a broad range of topics. As serious issues are examined, pupils are encouraged to think critically, assessing opinions for bias and selectivity, evaluating source material from a range of perspectives and making justified, evidence-based conclusions. Pupils develop the practical enquiry skills essential to staying abreast of current affairs. Internet research, use of newspapers and use of the news media are particularly emphasised, while pupils are also encouraged to gather primary evidence through a range of investigative methods such as interviews, questionnaires and observation visits.

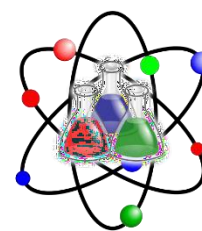


**Religious and Moral Education** explores the world's major religions as well as views that are non-religious. Pupils will think about the challenges presented by these beliefs and values and their place in the world. They will explore how religious and non-religious beliefs and values are expressed through traditions in religion, society and cultures. Pupils will be encouraged to think about their own beliefs and values. It will support them to develop moral decision-making skills. Pupils will develop a better understanding of themselves, others and the wider world and will develop their awareness that beliefs, values, practices and traditions are important to families, communities and society - locally and globally. They will develop a richer understanding of the world in which they live.



## Science Faculty

Over the last two centuries, science has had a huge impact upon the way we live, specifically with regard to the steps made within areas of medical research and treatment, development of renewable energy production and our understanding of climate change as well as electronic and engineering advances. As a result, we ensure that science at school is practical, relates directly to the world we live in and leads to qualifications which are highly prized by both employers and Higher Education establishments.



The Science curriculum starts by providing a basic level of science skills in S1 and S2. These practical-based classes encourage pupils to think like scientists and learn how science is so important in the everyday world. These courses are designed to be challenging and interesting, with pupils encouraged to offer opinions and draw conclusions from their investigative work.

In S3 pupils continue with learning the sciences but in their discrete forms of Biology, Chemistry and Physics. This helps pupils to then make choices about which sciences they are best suited to as they progress into the Senior Phase of school.

During the Senior Phase pupils have the option to study Biology, Chemistry and Physics at National 4, 5 and Higher levels and they may select one or all of the subjects within the faculty. In addition, we also offer Advanced Higher Sciences where staff timetables allow.

The Science Department is involved in a number of activities e.g. STEM Busking where pupils learn skills in Science, Technology, Engineering and Maths. In S1 pupils also have the opportunity to take part in Science Club. We have established links with various universities and environmental agencies who have visited our school to run workshops and seminars.



## PSE

Our PSE curriculum covers a wide range of issues, such as bullying, being safe online, personal finance, health and relationships. For sensitive aspects of learning, for example the PSE Sexual Health and Relationship Programme, parents are welcome to view materials. Pupils may also be withdrawn from these classes if parents make a request.



## Technologies (Technology, Computing Science and Home Economics)

Technology is a group of subjects that prepare pupils for the technology-focused society we live in. Our facilities include woodwork and metalwork workshops and two graphics rooms with recently updated graphic workstations. In recent years we have invested in a laser cutter and two 3D printers to allow pupils to digitally design and then realise their creations.



In the junior phase we have a curriculum designed to introduce pupils to a range of digital and manual skills. 3D modelling is a keystone skill and takes a prominent role in S1 and S2. In S1 pupils enjoy designing and making a keyring using the laser cutter. This is further developed in S2 when pupils design small 3D printed houses. S3 pupils often contribute laser cut Christmas tree designs for the school Christmas Fair. Manual skills are vitally important and our junior pupils develop their skills while making a birdfeeder, a chalkboard and a photo frame. In the workshop we aim to develop our pupils' independence and self-motivation as they design, plan, model and make.

In the Senior Phase the subject options are currently Graphic Communication and Practical Woodwork. Subject options are reviewed regularly.

### Computing Science

Our lives and those of our pupils are mediated by a large variety of computational devices ranging from servers to mobile phones and even WIFI connected light bulbs! Computing science is the study of how to design and realise digital solutions to real world problems through computation. Many of these solutions require pupils to design web pages, create mobile phone apps and even experiment with autonomous robots. Through these projects pupils start to understand the science behind the devices and software they use daily. This empowers our pupils to engage fully in our digitally connected world providing a vast variety of potential future careers.

We support our pupils in learning key digital skills in S1/2, following onto Computing Science as an option in S3. In the Senior Phase, we offer the National 5 and Higher Computing Science courses.

## Home Economics

Pupils develop their understanding of a healthy diet, which is varied and balanced. They acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits. We aim to develop their appreciation of food, getting to know different ingredients and how to use them. They explore how the dietary needs of individuals and groups vary through life stages.

Pupils develop knowledge and understanding of safe and hygienic practices and their importance to health and wellbeing and apply these in practical activities. They develop awareness that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media.

Pupils also take part in various design activities including the Gourmet Challenge, War Cookery and other projects.

Pupils have the opportunity to study Hospitality at National 4 and 5 in the Senior Phase. They can also achieve a REHIS (Royal Environmental Health Institute of Scotland) Food Hygiene Certificate through the West Highland College.







## Leaving Age

There are two leaving dates:

31 May: for pupils who are 16 on or before the 30<sup>th</sup> September following.

Christmas Holidays: for pupils who are 16 on or before the 28<sup>th</sup> February following.

Before leaving, school pupils must obtain and complete a Clearance Form which is available from the school office.

## Education Maintenance Allowances (EMAs)

An EMA is a means-tested weekly payment of £30 for pupils who are planning to stay on at school after their statutory leaving date. Any pupils who are past their earliest statutory leaving date are eligible to apply, provided that their standards of academic progress, attendance and behaviour are satisfactory. They must complete a Learning Agreement at school for a minimum of 21 learning hours per week. The EMA award is means-tested and information giving income thresholds for applications is available via the Highland Council Website.

In session 2024/2025, pupils born between 1 March 2005 and 30 September 2008 can receive payments from August 2024. Pupils born between 1 October 2008 and 28 February 2009 can receive payments from January 2025. Further information on full eligibility criteria and the online application process can be obtained from the school.

[https://www.highland.gov.uk/info/899/schools - %20grants and benefits/14/education maintenance allowance](https://www.highland.gov.uk/info/899/schools-%20grants%20and%20benefits/14/education%20maintenance%20allowance)

## SAAS Student Support

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

## Careers Advice

Career education helps pupils learn:

- Self-awareness
- How subject choices at school can affect career choices
- To obtain information on employment
- To make decisions about their career
- To successfully make the transition from school to working life or further study

The local Skills Development Scotland (SDS) team work in partnership with Portree High School. It is important that we provide support to help pupils develop career management skills at the right time and in the appropriate format. The focus is not just on those leaving school, but also on those who may require earlier intervention, help with employability issues, or in planning their career options. Through the Developing the Young Workforce (DYW) initiative, awareness of career options and pathways will be explored by all pupils from S1 to S6. Subsequently, SDS offer a range of interview sessions and career planning activities as well as information sessions at Parents' Evenings - by arrangement.

During their time at Portree High School 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 Skills Development Scotland. 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.



There have recently been significant changes in the operation of Skills Development Scotland in terms of working in schools and the overall emphasis is now on career planning. The strategic aim of Skills Development Scotland is to equip individuals with the skills to make well-informed, realistic career decisions throughout their working lives. Specialist careers staff can offer services in various ways that will allow the pupil flexibility while helping Careers to differentiate levels of service according to need:

**high priority** pupils are those identified as not likely to make a smooth transition from school to further/higher education, training or employment.

**medium priority** are those not at risk but nevertheless requiring career planning support;

**low priority** are pupils able to self-help.

The key Careers Adviser linked to the school are Calum Smart and Mel Rogerson. They are available between Tuesday-Thursday to advise on matters relating to career and curricular choice.

The Careers Team can also be contacted by parents or pupils at:

Melissa Rogerson [melissa.rogerson@sds.co.uk](mailto:melissa.rogerson@sds.co.uk) 01478 504902

Calum Smart [Calum.Smart@sds.co.uk](mailto:Calum.Smart@sds.co.uk) 01463 382980

The web service, [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) is available for all pupils to access as well as their parents or carers and teachers. This site contains a number of information resources and advice guides, as well as programmes to support career planning. If pupils register on the site, it can tailor information to individual needs, store CVs and also highlight local opportunities.

Please refer pupils via the school Pupil Support Team or contact the SDS team at the local Skills Development Scotland. Contact details: SDS Centre, King's House, the Green, Portree, Isle of Skye IV51 9BS.

*Tel:* 01478 612328 *Email:* [www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)

### Employment of Pupils

It is illegal to employ a child who has not obtained a Certificate of Employment for a part-time job to be undertaken when the school is in session, including Saturdays and Sundays during term time. Any child aged 13 or over who seeks a part-time job must obtain an application form from the school. The prospective employer is required to give details of the job being offered on Part 1 of the form. It should be noted that the child must arrange for Part 2 of the form to be completed by his/her parent or guardian. Thereafter, the application is dealt with by the school and the Area Education Officer as appropriate. A pupil contemplating working outside school hours is advised to discuss the matter with his/her Support Teacher before taking up any employment of this nature. Parents will be informed if the school feels that the pupil's school work is being adversely affected.

### Worship

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



Blythswood Shoe Box Appeal

## Assessment and Reporting

### Formal Reports

At Portree High School, we believe that reporting is extremely important. A report is issued annually for each year group and is issued at the appropriate times during the year. Dates will be given out to pupils at the start of the session and are in the school calendar. Pupils also receive an interim report.

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

### Parents' Meetings

Throughout the year, we will have a series of parents' meetings. The main function of these meetings will be to allow you time with your child's teachers. However, other meetings will also be held on topics such as the curriculum, course choice or PSE.

### Assessment

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

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 motivational 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, progress checks and target setting information.

Pupils will reflect on their progress, achievement and best work on their e-portfolio.



## Transitions

### Primary transition

We have a very good working relationship with our associate primaries. We hold regular meetings and at the Key Transition Stage we visit primary schools to meet Primary 7 pupils. For some pupils, especially those with Additional Support Needs (ASN), we have an extended period of transition from Primary 5 onwards.

Primary 7 come to the high school for a day in Numeracy/Literacy day in May, followed by three days in June. We also hold a parental information evening that week.

### Senior phase/16+

We have a very good transition to Senior Phase in S4 and work with Sabhal Mor Ostaig, West Highland College and Skills Development Scotland in order to make the transition between school and post-school a smooth one. Our Leaver Destination Record is very good. (This is a national indicator which tracks the destination of all 16 and 17 year olds.) [16+ Learning Choices Information](#)

Portree High School supports 'Opportunities for All', which is a Scottish Government commitment to offer a place in learning or training to every 16-19 year old who is currently not in education, employment or training. Highland Council has a lead role in respect of Opportunities for All whilst young people are still in school. The long-term aim is to enable all young people to access and progress in learning and to equip them with the skills to participate and progress where possible into eventual employment.



## Support for Pupils

The main responsibility of the Support for Learning team is to support the care and learning of those pupils who have Additional Support Needs (ASN) and/or Support for Learning Needs (SfL). The team consists of 1 Principal Teacher, 6 Class Teachers and 19 Pupil Support Assistants.

### Where can you find us?

The SfL Department is situated on the ground floor, although staff and pupils work throughout the school.

### What do we do?

We support the curriculum by working alongside subject teachers, to ensure pupils' educational needs are met. Together we:

- Plan appropriate lessons to support needs
- Differentiate the curriculum, producing resources to meet individual need
- Identify and write resources to promote support in class
- Work in small groups to reinforce and extend learning
- Support health, safety and care in practical subjects

### In addition to working with subject teachers, the SfL Department:

- Provide care and learning support to ASN/SfL pupils
- Monitor the educational progress of all ASN and SfL pupils
- Teach an alternative curriculum in smaller class groups
- Provide additional support to improve literacy, numeracy and life skills
- Support pupils to prepare for and complete class tests, assessments and SQA examinations
- Liaise and provide specific pupils with appropriate support from internal and external agencies
- Prepare, maintain, monitor and deliver actions from Child Plans
- Prepare, maintain, monitor and deliver actions from IEPs/Coordinated Support Plans
- Attend meetings relating to the care and learning of specific pupils
- Provide support for assessment arrangements in class tests and SQA examinations
- Provide support for all SfL/ASN pupils in transition from primary school
- Support pupils towards positive destinations

### Additional Support Needs

It is recognised that all pupils require support with their learning, however some pupils will require additional support to overcome barriers to their learning. This department is committed to providing additional support to those pupils who have:

- A disability
- Difficulties with relationships
- Challenges with their learning / understanding
- Sensory impairments
- Communication concerns
- Responsibility as a young carer
- English as an additional language
- Concerns about bullying, anxiety and emotional distress





Class/Subject teachers, in conjunction with Additional Support Needs teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a Child's Plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council [Support for Learners Website https://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/1/support\\_for\\_learners](https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker is often based at the school and 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/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times. Sometimes you may have a concern that you don't feel is being addressed or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's Pupil Support Teacher in the first instance and/or the Head Teacher.

If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at: <http://www.highland.gov.uk/info/886/schools>

### **Parental / Carer Request for an Assessment**

Parents can request an assessment to establish if their child has an additional support need. This can be done by speaking to your child's Pupil Support Teacher. The information shared will be confidential. Assessing a pupil will vary for each child, but may include classroom observations or discussions with other agencies, such as Speech and Language Therapists.

Further details about the assessment process is available from the information sheets produced by Thriving Families, and they offer information, support and advice to the families and carers of children and young people with additional support needs. <https://www.thrivingfamilies.org.uk/>. Support for Learning also provides support to access a range of specialist services.

### **School Link Psychologist**

The School Link Psychologist, Stephanie Bennett, pays regular visits to the school. Referrals are usually arranged by Support Staff.

### **Social Workers**

The local Social Work team works closely with the Support Staff in school and the Practice Lead, Karen Graham liaises regularly with the Support Staff.



### **Mental Health and Wellbeing**

Staff support the emotional development and wellbeing of pupils through formal and informal curricular activities. All S1-2 pupils access a course in emotional resilience in PSE and mental health issues are a regular feature on the PSE programme for all pupils. Pupil Support teachers work closely with pupils, parents, staff and many agencies outside school to ensure that our pupils feel supported and are able to access the support they need. A counselling service is available to pupils who need targeted emotional support (referrals are made through Pupil Support teachers or GPs). We also have the services of a Primary Mental Health Worker who provides in-service and consultation input to staff on supporting pupils with mental health issues. The PMHW also works with individual pupils who have been referred by Pupil Support or via the Child Adolescent Mental Health Services (CAMHS).

### **Free Sanitary Protection**

A Scottish Government initiative means that school pupils are now entitled to access to free sanitary protection during the school week and at weekends/holidays. Pupils have been consulted on how best to manage this service. Free sanitary protection has been available in designated toilets throughout the school since January 2019. Pupils can also be provided with sanitary protection for use during weekends/holidays on request to Pupil Support.

### **Equality and Inclusion**

For up-to-date information please see:

[https://www.highland.gov.uk/downloads/file/11627/promoting\\_diversity\\_and\\_equality\\_policy](https://www.highland.gov.uk/downloads/file/11627/promoting_diversity_and_equality_policy)

### **Child Protection**

The designated Person for Child protection in Portree High School is the Headteacher Mr Breen. In his absence it is Mrs MacLennan DHT. From time-to-time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-Agency Protection Guidelines, Education Service Staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation. All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service Staff.

More information about Child Protection Procedures within Highland can be obtained from the Resource Manager, Looked After Children and Child Protection, Kinmylies Building, Leachkin Road, INVERNESS IV3 8NN Telephone: 01463 703408 or visit the Highland Council website.

Advice, further information and support to parents of children and young people with ASN can be found here:(a) Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>

(b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

(c) [Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children

(d) [Scottish Child Law Centre](#), an organisation providing free legal advice to young people



## School Improvement

Schools in Highland are focusing on certain key priorities as following:

1. Health and wellbeing
2. Recovery of learning, teaching and assessment
3. Attainment

The School's Standard and Quality Report is available to parents in June each year. This is also available on the school's website as is the School Improvement Plan (SIP). The SIP is designed to highlight the school's priorities and how these link with the authority's policies. The projects outlined within the SIP are designed to improve our school and are a three-year plan. The improvement agenda is discussed with parents and pupils as well as staff and all parents are encouraged to take part in this process.

The school's performance at local and national level can be obtained at Parent Zone Scottish Schools online.

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

Our most recent HMIe Report is available on request and is also [online](#).

### Literacy, Numeracy and Health and Well-Being

Literacy, Numeracy and Health and Well-Being are the responsibility of all. In Literacy this session we are looking at reviewing, editing and being able to make a relevant contribution when talking with others. Our Health and Well-Being Programme includes Heartstart and Defibrillation training in partnership with Lucky2Bhere.

### School Policies and Practical Information

A number of policies are available on both the school and the council websites. The addresses are: [www.highland.gov.uk](http://www.highland.gov.uk) and [www.portreehigh.highland.sch.uk](http://www.portreehigh.highland.sch.uk)

The school's Anti Bullying Policy, our Learning Policy, our ICT Policy and our Adverse Weather Arrangements are all available on our website and on request.

Our rules are simple. They are summed up by one word: Respect!

### Bullying Prevention

Portree High School believes that all pupils have the right to learn in a supportive, caring and safe environment, without fear of being bullied. All pupils are expected to respect perceived or actual differences in others; prejudice and racism will not be tolerated. Tackling bullying is an important part of the school's PSE programme.

Pupils are made aware that bullying is unacceptable and will not be tolerated; all pupils and staff have a responsibility to prevent and report any such incidents. We aim to create an environment where diversity is celebrated and where all pupils feel that they belong, whatever their family situation, additional support needs, race, religion, gender assignment or sexual orientation. This policy is further explored in Highland Council's Positive Relationships and Bullying Prevention Policy and Guidance document.



### What is bullying?

- Name calling, teasing, or any form of threatening or hurtful behaviour
- Physical violence
- Ignoring, or spreading rumours
- Stealing and damaging belongings
- Cyberbullying or abusive texts

### How do I know if someone is being bullied?

There are lots of ways that bullying behaviour can affect people who experience it. Some ways in which it might affect them are:

- Unexplained injuries
- Changes in school attendance
- Mood changes
- Becoming withdrawn
- Changes in achievement level at school
- Changes in eating and/or sleeping

### How do I report bullying?

You can:

- Speak to your parent or carer
- Speak to your Pupil Support Teacher
- Speak to any responsible adult
- Speak to your Buddy
- Speak to your friends

### What happens next?

- All reported incidents will be taken seriously
- All reported incidents will be investigated and recorded
- You will be given appropriate advice
- Information will be shared with people who need to know

### What do I need other people to do?

Anyone at home, school or in the community can help you.

You need them to:

- Listen and believe
- Be calm
- Take you seriously
- Give you support and advice
- Help you to feel safe

Highland Council's 'Positive Relationships and Bullying Prevention Policy and Guidance' is available here

[https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying - guidance for schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)



## Canteen

As we are a health-promoting school, a wide range of healthy cold and hot foods and snacks are available during interval and lunchtime from our self-service canteen.

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



## Free School Lunches and assistance with clothing

To receive free school meals and assistance with school clothing, your household must be in receipt of any one of the following:

- Income Support
- Universal Credit (where the monthly earned income does not exceed £726).
- Income-based Job Seekers Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not in receipt of Working Tax Credit, and your income is less than £18,725 (as assessed by the HMRC)
- Child Tax Credit and Working Tax Credit and an income below £8,717 (as assessed by the HMRC)
- Support under Part VI of the Immigration and Asylum Act 1999
- Pension Credit Guaranteed Credit

The School Clothing Grant is £154 for Primary School children and £165 for High School children.

If you have any issues with our online application form or questions about the free school meals and clothing assistance scheme, then contact [lothingandmeals@highland.gov.uk](mailto:lothingandmeals@highland.gov.uk).

[https://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)





## Daily Timetable

The normal daily timetable is as follows.

Period	Mon, Tues, Wed, Thurs	Time (min)		Period	Friday	Time (min)
1	8.50-9.40	50		1	8.50-9.40	50
2	9.40-10.30	50		2	9.40-10.30	50
<b>Interval 10.30-10.45</b>				<b>Interval 10.30-10.45</b>		
3	10.45-11.35	50		3	10.45-11.35	50
4	11.35-12.25	50		4	11.35-12.25	50
5	12.25-13.15	50		5	12.25-3.15	50
<b>Lunch 13.15-2.00</b>						
6	14.00-14.50	50				
7	14.50-15.40	50				

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

### Holiday Dates – 2024/2025

#### Open

Monday 19 August 2024 (Staff Only)  
 Tuesday 20 August 2024 (Pupils)  
 Monday 28 October 2024  
 Monday 6 January 2025  
 Tuesday 22 April 2025

#### Close

Friday 11 October 2024  
 Friday 20 December 2024  
 Friday 4 April 2025  
 Thursday 3 July 2025

#### Note:

- Two Days Casual Holiday: Monday 17 February and Tuesday 18 February 2025
- Holidays: May Day - Monday 5 May 2025
- In-Service Days: Monday 19 August 2024, Monday 16 September and Tuesday 17 September 2024, Wednesday 19 February 2025 and Monday 2 June 2025

Link to Term Dates :

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)



## 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.

## Transferring Educational Data about Pupils

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

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:

<https://hi-hope.org/directory/listing/16plus-planning>

## The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

[https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_in\\_school\\_or\\_early\\_learning\\_and\\_childcare\\_setting](https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_in_school_or_early_learning_and_childcare_setting)

## 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 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 effectively
- Change the quality of research to improve the lives of young people in Scotland

## Your Data Protection Rights

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

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 the 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 out-with 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](mailto: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.



STEM Event

## General Information

### Dress Code

We are particularly keen that all pupils adhere to our school dress code and we welcome the support of parents in meeting this aim. School dress code is as follows:

- Black blazer with school badge or plain black V-neck sweater or cardigan to be worn by all pupils in S1 to S6, maroon blazer for S6 Prefects
- White school shirt/blouse and school tie
- Smart black trousers/skirt (no denim or tracksuit bottoms and no writing on them)
- Solid black coloured footwear
- Outer jacket with/without hood for travelling to/from school.
- During the colder months, a school hoodie can be worn over school uniform. These can be purchased at from the office at set times during the year, and year-round online.



### Physical Education Kit

Choose from:

- Tracksuit bottoms, Leggings or Shorts
- A change of jumper
- A change of tee shirt that can be tucked in
- A change of non-marking footwear – not the shoes you wear to school
- Astro training shoes or round plastic studs. No metal studs or blades
- Warm/waterproof clothing for outdoor sessions



Long hair needs to be tied back, Jewellery/watches need to be removed. Nose studs rather than nose rings – at own risk. Nose rings need to be covered. Nails should be short enough to allow pupils to participate fully in classwork.

### Lockers

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

### Valuables

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

### Name Tabs

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





### **Lost Property**

Please check with the school office if you have lost something. Items of lost property are retained for one term only. At the end of each term all unclaimed items are displayed at lunchtimes throughout the last week. If unclaimed by the beginning of the following term they will be given to one of our local charity shops or put into our recycling bin.

### **Fire Drill**

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

### **School Residence**

Pupils who stay in the School Residence may leave their bags at the back of the P.E. classroom on Monday and Friday mornings.

### **Road Safety**

Road accidents pose the greatest single threat of death or injury facing children.

Parents have the opportunity to influence their children's attitude and behaviour on journeys to and from school, whether on foot, by bicycle, or by bus. Seatbelts must be worn at all times when the bus is moving.

Parents who drop their children off by car have the responsibility of parking safely at the 'drop off' point at the front of the school. S2-6 pupils are allowed out of school at lunchtimes, however only S6 pupils may leave school premises at interval.

### **School Transport**

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

We expect pupils to sign a Code of Conduct if they travel by school bus and are asked to note the following:

- Pupils will walk to the bus bay and board the buses in an orderly manner
- If the bus arrives late, pupils should sign in at the reception desk
- At the end of the school day pupils should walk, in an orderly fashion, for their bus. A member of staff will be supervising
- Exemplary behaviour is expected on the buses. Each pupil has been issued with simple written instructions which must be followed. These are: you must not kneel, stand up or walk around; seatbelts must be worn; objects must not be thrown; foul language must not be used; there must be no fighting or bullying; smoking is forbidden. Any breaches of discipline will be dealt with in accordance with normal school disciplinary procedures
- Any pupil who misses the bus at 3.40pm must report to the reception desk immediately



### Bus Passes

All pupils who are entitled to travel to school by bus will be issued with a bus pass with the route number on it. This pass should be carried at all times. A replacement pass will cost £5.



### Mobile Phones

The onus is on the individual to look after their own belongings and the school will not be responsible for any items lost or stolen. If there is a need to take a mobile phone to school these **must** be kept switched off during the school day.

### Extra-Curricular Activities

Although the school is geographically remote, an impressive range of activity is offered to pupils at lunchtime and after school. They include: Basketball, Kayaking, Cross Country Running, Badminton, Debating, Hockey, Shinty, Football, Drama, Contemporary Dance, Swimming, First Aid and the Duke of Edinburgh Award at Bronze, Silver and Gold levels. Late bus passes are available at Reception.

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

More information is available on the Evolve website.

### SkyeDance

SkyeDance currently run dance classes in Plockton and Portree High Schools, Broadford Village Hall. We also work on national arts projects and events. Visit us at [www.skyedance.co.uk](http://www.skyedance.co.uk) to find out how you can get involved!

### 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 -](https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools)
- [additional support needs/833/armed forces - support for families and schools](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.

*Whilst information provided in this booklet is considered to be correct at the time of production, it is possible that there may be changes affecting any matter.*



## Useful Websites

### Parental Involvement

<https://education.gov.scot/parentzone/>

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

### School Ethos

[www.respectme.org.uk](http://www.respectme.org.uk)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

### Developing the Young Workforce

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

### Parentline

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

### Curriculum

<https://education.gov.scot/education-scotland/scottish-education-system/Curriculum-for-Excellence> | [School curriculum](#) | [The Highland Council](#)

### References

OECD Report Improving Schools in Scotland: An OECD perspective

<http://www.oecd.org/edu/school/improving-schools-in-scotland.htm>

How Good is Our School? 4<sup>th</sup> edition, Education Scotland, September 2015,

<https://education.gov.scot/improvement/self-evaluation/hgios4/>

OECD Education Policy Outlook 2015, Making Reforms Happen

<http://www.oecd.org/edu/education-policy-outlook-2015-9789264225442-en.htm>

Latest information will always be posted on our school website, and also shared on our school Facebook page. NB- We do not use any other social media outlets.

*[Welcome to PHS \(portreehigh.highland.sch.uk\)](http://www.portreehigh.highland.sch.uk)*

*[www.facebook.com/portreehighschool](https://www.facebook.com/portreehighschool)*



# Striving for Excellence

READY, RESPONSIBLE, RESPECTFUL, RESILIENT