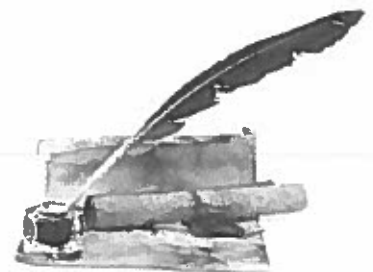




**WELCOME  
TO  
HYNDLAND  
SECONDARY  
SCHOOL**



**HANDBOOK  
FOR PARENTS**



**Last updated December 20**

# AN INTRODUCTION FROM THE HEADTEACHER

Dear Parents / Carers and partners of our school

I feel very honoured and privileged to be giving you information about our school through the Hyndland Secondary School Handbook for Parents, which is published in keeping with the Council's guidelines.

The school aims to provide a happy, healthy and safe environment in which every pupil can fully develop her or his talents and abilities. We hope that our pupils will be active and responsible members of the wider community served by the School. Together, we aim to achieve the best possible education for every individual, regardless of gender, race, religion or background.

In Hyndland we have high expectations of our pupils. We require that every member of the school works hard - and achieves to the highest level possible. We aim to combine these high expectations with a sympathetic, supportive nurtured approach to the needs of the individual, all within a culture of mutual respect.

At Hyndland, education is seen as a partnership - of school, home and community. Teachers, pupils and parents working in co-operation, each group and all individuals assuming responsibility for their contribution, can create a positive atmosphere and ethos and bring out the best in all. As part of Hyndland Learning Community we work even more closely together with the other educational establishments and partner agencies, to support our young people in achieving their best.

What follows in this handbook is information about many aspects of education at Hyndland. We hope that this information is of interest and of use to you. We encourage parents to take an active interest, not just in the progress of their own child, but also in the life of the school as a whole.

We welcome enquiries, suggestions, comments, compliments and concerns.  
We value partnerships at all levels.

Visitors to our school regularly comment on the happy, purposeful atmosphere that they find in Hyndland. What we can promise you is a complete dedication from a talented group of staff and pupils who believe passionately in giving the very best opportunities to all young people in our school. Our vision has been strengthened through the work of the Rights Respecting School Group, fully accredited with silver and working towards the global goals of the gold award. Please feel free to contact us at the school if you wish to find out more or would like to arrange a visit.

Our school motto is, 'Spero Meliora': 'I (we) hope for better things'.  
We do, however we also work very hard to achieve them.

Louise Edgerton (Head Teacher)  
Hyndland Secondary School

## **THIS SECTION CONTAINS SOME BASIC FACTS AND FIGURES ABOUT HYNDLAND**

Hyndland Secondary School is a six-year comprehensive school providing the full range of secondary education for girls and boys. It is non-denominational and welcomes pupils of all religions

### **OUR NAME AND ADDRESS**

HYNDLAND SECONDARY SCHOOL  
LAUDERDALE GARDENS  
GLASGOW G12 9RQ

### **OUR CAPACITY**

950 (Nominal)

### **OUR TELEPHONE NUMBER**

0141 582-0130

### **E-MAIL**

headteacher@hyndland-sec.glasgow.sch.uk

### **WEB SITE**

www.hyndland-sec.glasgow.sch.uk

### **GLASGOW CITY COUNCIL GOING TO SCHOOL WEB-SITE**

www.glasgow.gov.uk/en/residents/goingtoschool

### **USEFUL ADDRESS:**

EDUCATION SERVICES, GLASGOW CITY COUNCIL, City Chambers, GLASGOW, G2 1DU  
TEL 0141-287-2000

## **THE NUMBER OF PUPILS IN EACH YEAR OF THE SCHOOL ARE -**

<b>FIRST YEAR</b>	180	<b>SECOND YEAR</b>	180	<b>THIRD YEAR</b>	180
<b>FOURTH YEAR</b>	180	<b>FIFTH YEAR</b>	172	<b>SIXTH YEAR</b>	140
				<b>TOTAL</b>	1032
Our likely S1 intake over the next three years is					
<b>2020</b>	180*	<b>2021</b>	180*	<b>2022</b>	180*

\*INCLUDING PLACING REQUESTS.

## **OUR ACCOMMODATION INCLUDES**

Six ICT rooms, nine Science laboratories, (with a refurb this Spring to create 2 additional labs), four Technical Education rooms, two Music rooms, four Art and three Health & Food Technology areas, as well as twenty three general purpose classrooms. We also have one gymnasium, a games hall, a fitness room/dance studio and a floodlit all weather astroturf sports field. In addition we have a large modern library, a performance space - The Airlie Theatre, a drama studio, a cafeteria and pupil social space including our recent connect corridor and skills corridor.

All teaching areas are fully networked with secure access to the internet.

Although we still have two buildings, they are connected by an enclosed link corridor. There is disabled access to all areas of the building.

## OUR ASSOCIATED PRIMARY SCHOOLS

BROOMHILL PRIMARY  
12A Victoria Park Drive South  
TEL. 0141-959-6665

HYNDLAND PRIMARY  
44 Fortrose Street G11 5LP  
TEL. 0141-339-7207

THORNWOOD PRIMARY  
11 Thornwood Terrace G11 7QZ  
TEL. 0141-334-4271

WHITEINCH PRIMARY  
56 Medwyn Street G14 9RP  
TEL. 0141-959-3271

(Hyndland also receives each year pupils by placing request from several other Primary Schools.)

## THE SCHOOL DAY AT HYNDLAND

Pupils enjoy a six period day (Tues–Fri) and a seven period day on a Monday at Hyndland.  
Currently our hours are:-

OPENING	08.45 AM
MORNING INTERVAL	10.45 AM – 11.00 AM
LUNCH INTERVAL	12.40 PM - 1.30 PM
CLOSING TIME	4.00 PM (MONDAY) 3.10 PM (TUESDAY - FRIDAY)

## THE SCHOOL YEAR AT HYNDLAND

### Proposed School Term Dates 2020/2021

Re-opening	Teachers:	Thursday	12 August 2021
	Pupils:	Monday	16 August 2021
September Weekend		Friday	24 September 2021 to
		Monday	27 September 2021 (inclusive)
1st Mid Term		Monday	11 October 2021 to
		Friday	15 October 2021 (inclusive)
Christmas/New Year		Thursday	23 December 2021 to
		Tuesday	4 January 2022 (inclusive)
2nd Mid Term		Monday	14 February 2022 and
		Tuesday	15 February 2022
Spring Holiday (Easter)		Monday	4 April – Thursday 14 April 2022 (incl)
Good Friday		Friday	15 April 2022
Easter Monday		Monday	18 April 2022
May Day		Monday	2 May 2022
May Weekend		Friday 27 and Monday 30	May 2022 (inclusive)
School Close		Friday	24 June 2022 at 1.00 pm

Please note that schools will close at 2.30 pm before the Christmas break and Spring holiday break.  
Schools will close at 1pm on the last school day before the summer holiday.

### IN SERVICE DAYS

DAY 1	Thursday	12 August	2021
DAY 2	Friday	13 August	2021
DAY 3	Friday	08 October	2021
DAY 4	Wednesday	16 February	2022
DAY 5	Thursday	05 May	2022

# THE LEADERSHIP TEAM

**HEAD TEACHER – MRS LOUISE EDGERTON**

## **PUPIL SUPPORT STRUCTURE**

<b>Katrine House</b>	<b>Mr Squire / Mrs Forrester</b>
<b>Lomond House</b>	<b>Mrs Pollock / Ms Stewart</b>
<b>Rannoch House</b>	<b>Mrs Mills / Ms Letford</b>
<b>Torrison House</b>	<b>Mr Carstairs / Mrs Hayes</b>

**PRINCIPAL TEACHERS (Curriculum)** are the Heads of Hyndland's subject departments and subject faculties. They lead the staff in ensuring effective learning and teaching and performance in their particular curricular areas.

**DEPUTY HEAD TEACHERS** – lead on Curriculum, Student Welfare and Performance as detailed below

<b>Ms Vicki Letford</b>	overview of S1 Aug 21 - Jun 22, S2 Aug 21 - Dec 21
<b>Mrs Clare Hayes</b>	overview of S3 Aug 21 - Jun 22, S2 Jan 22 - Jun 22
<b>Mrs Laura Forrester</b>	overview of S4 Aug 21 - Jun 22, S5 Aug 21 – Dec 21
<b>Ms Jodie Stewart</b>	overview of S6 Aug 21 - Jun 22, S5 Jan 22 - Jun 22

**THE PUPIL SUPPORT TEAM (Pastoral Care and Support for Learning, including English as an Additional Language support)** is made up of Principal Teachers (Pastoral Care and Support for Learning) and our EAL Specialist who look after the general welfare and learning needs of individual pupils.

A full list of staff is available on the school website.

## **COMMUNICATION WITH PARENTS**

At Hyndland Secondary School we strongly encourage all parents to become involved in the education of their children. We are always ready to listen to suggestions for new ways of stimulating parental interest. We contact and involve parents in many ways.

Further information which requires a response may be sent out in letter form by email.

School website/Twitter - [www.hyndland-sec.glasgow.sch.uk](http://www.hyndland-sec.glasgow.sch.uk) – will contain a great deal of information about the school. It is a good idea to check this regularly and follow us.

Text Messaging – You may also receive text reminders about events/school closures etc. Texts are also sent out informing parents of correspondence issued to pupils and updates to website/twitter.

Meetings – Parents and carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with school staff. PT Pastoral Care is routinely the first point of contact.

Parents and carers are welcome at other events throughout the school year eg workshops, information evenings, class performances, award ceremonies, celebrating success events. Our sway newsletter and website will keep you informed.

Strong communication links between home and school ensure parents and carers are confident to address any concerns they may have about their child's education with pastoral care staff and the senior leadership team.

# HOW TO ENROL AT HYNDLAND

We recognise that the move from primary to secondary is a very important event for young people. We have a close and effective partnership with each of our 4 associated primary schools. This ensures that the move from primary to secondary is as smooth as possible for young people.

We welcome families from out with our area. Families living out with the school catchment area are welcome to make a placing request to attend Hyndland Secondary. Prospective parents are welcome to visit the school and should contact the school office.

Further information is available on [www.glasgow.gov.uk/index.aspx?articleid=8629](http://www.glasgow.gov.uk/index.aspx?articleid=8629)

## ATTENDANCE

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child or young person of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each young person's absence from school to be recorded in the school register as authorised: eg approved by the authority, or unauthorised; eg unexplained by the parent/carer (truancy) or excluded from school.

Parents are urged to inform the Absence Reporting Line by telephone on 287 0039 if their son or daughter is going to be absent from school.

If no telephone call is received then a text message will be sent to the parent / carer to inform them that their son / daughter has not arrived in school that day. **PLEASE ENSURE ALWAYS THAT THE CHILD IS GIVEN A NOTE TO BRING ON HIS OR HER RETURN TO SCHOOL, GIVING THE REASON FOR AND DATES OF THE ABSENCE. THE NOTE SHOULD BE SIGNED BY A PARENT OR CARER.**

Parents/Carers do not have an automatic right to take their child out of school without permission during term-time. The Head of Establishment can only authorise time off during term-time in **exceptional circumstances**.

Exceptional circumstances include:

- Short-term parental/carer placement abroad;
- Family returning to its country of origin for family reasons;
- The period immediately after an illness or accident
- A period of serious or critical illness of a close relative;
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Time off during term-time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- Availability of cheap holidays or desired accommodation;
- Holidays which overlap the beginning or end of term.

Clearly with no explanation from the parent or carer, the absence is unauthorised. The school will work with families to support attendance

## ABSENCES

We will be grateful for the co-operation of parents in observing the following procedures to do with leave of absence for medical or other reasons.....

- Pupils must not leave the School grounds at any time between 8.45 am and 3.10 pm (4.00 pm on a Monday) except at lunchtime - unless they have been given permission to do so.
- The Absence Reporting line should be notified on 287 0039 if a pupil requires leave of absence for part or the whole of a school day. (Such absences normally relate to religious festivals, medical appointments, children's hearing, law court, a funeral or wedding.) The Absence line is open between 08.00 – 15.30 Mon – Fri. Alternatively you can use the online form on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18832>
- 
- Where necessary the School Office staff will issue a note giving permission for absence and indicating the duration. On return to school, the note should be taken immediately to the Office where the time of return will be recorded.

## SCHOOL MEALS

Hyndland has a popular Fuel Zone system which promotes healthy eating. Pupils can choose from a wide range of items, ranging from a full two course meal to various kinds of snack. Pupils use swipe cards each day in the Fuel Zone. Those who are entitled to free meals have their cards credited each day to the value of £1.90. They may add to this by paying cash into the card machine.

### PLEASE NOTE THE FOLLOWING ADVICE FROM THE COUNCIL -

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,900), Child Tax Credit only (where income is less than £16,105\*), Universal Credit (where income is less than £7,320) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>.

## EDUCATION MAINTENANCE ALLOWANCES (EMA)

An EMA is a weekly payment worth up to £30 for young people who are planning to stay on at school in post-compulsory education and who are willing to participate in an approved learning agreement at school for a minimum of 21 guided learning hours per week. Further information on full eligibility criteria and application forms can be obtained from the school. (Note – the above figures may be subject to change)

# **DISCIPLINE AND WELFARE**

The Aim of the School is to develop self-discipline in the pupils so that they take responsibility.

**THANKS TO THE GENERAL GOOD CONDUCT OF PUPILS, THE COMMITMENT OF STAFF AND EXCELLENT PARENTAL CO-OPERATION, A HIGH STANDARD OF BEHAVIOUR HAS BEEN ACHIEVED. EXCLUSIONS ARE INFREQUENT AND ONLY IN THE MOST SERIOUS CASES WHEN ALL OTHER AVENUES EXPLORED.**

## **MEDICAL AND HEALTHCARE**

The school nurse liaises with the school at various times during the year. Parents and carers are kept informed by letter.

If a young person becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details.

Parents and carers should inform the school of any medical requirements relating to their child. If a young person requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.





## Promoting Positive Behaviour & Attitudes in Hyndland Secondary Our Vision, our Values, our School

At Hyndland Secondary School our vision is for each and every student to achieve their very best in both attainment and achievement.

Promoting positive behaviours and relationships are essential prerequisite for good learning. At Hyndland Secondary, we believe that each pupil has a right to the best education which can be provided in partnership between school, parents and the community.

As part of our school's Right Respecting Journey as well as work undertaken on the nurturing principles, we aim for all classrooms in the school to offer a safe base where relationships are built on trust, and our students feel safe, secure and relaxed in their learning.

The life and work of our school is underpinned by our core visions and values. Our expectations of all learners in the classroom are:

**Safe** – We contribute to a positive climate in learning and in our class by making good choices in our behaviour and attitude.

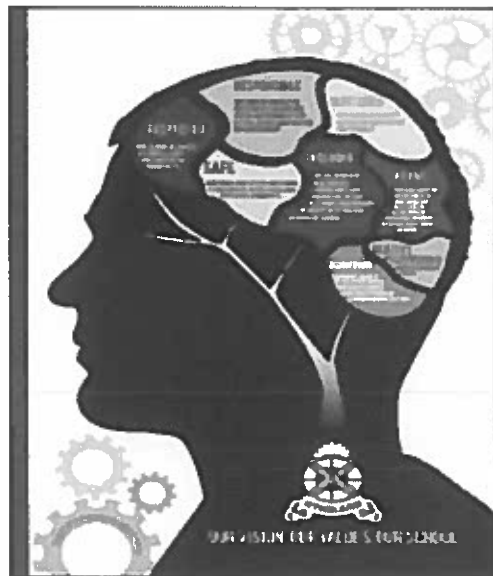
**Respected** - We understand in every classroom there are high expectations. We model respect to one another.

**Active & Healthy** – We listen to each other's voice and opinions, we can think independently when required and work together

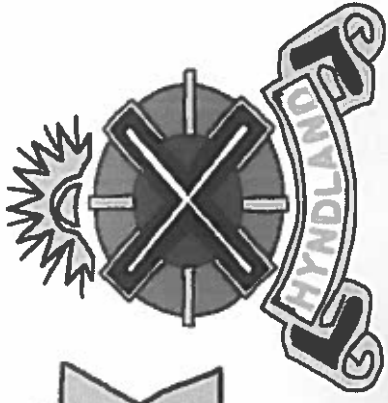
**Included** - We encourage participation from everyone in our class.

**Achieving** - We actively listen to staff in order to understand the purpose of the learning.

We actively participate in classroom discussions and questioning.



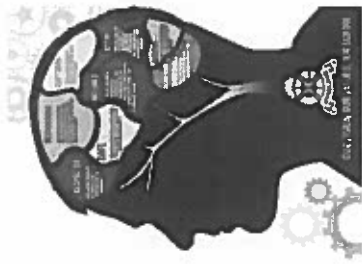
**Responsible** - We use feedback given from teachers to help identify next steps and strengths. We are encouraged to take responsibility for our own learning.



# HYNDLAND SECONDARY SCHOOL PROMOTING POSITIVE BEHAVIOUR

Created by @ImpactWales

"SPERO MELIORA - I HOPE FOR BETTER THINGS"



## RESPECTED

We consider others, both teachers and our peers.

## ACTIVE & HEALTHY

We work well together.

## INCLUDED

We respect other people's viewpoints & opinions.

## ACHIEVING

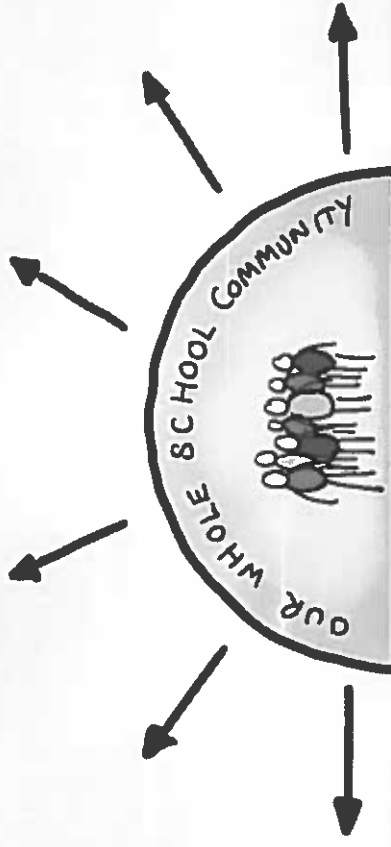
We are active learners

## SAFE

We make good choices in our behaviour & attitudes.

## RESPONSIBLE

We take control of our own progress.



"Our vision is for each & every student to achieve their very best."

Establish Positive climate & relationships	Maintain Positive interactions	Restore Relationships that need repair
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# CLOTHING AND KIT

Hyndland Secondary School wishes to encourage in pupils habits of good routines. This goes with pride in themselves and in the School. It is not the policy of the Education Committee to insist on pupils having school uniform or specialised clothing. However parents are encouraged to clothe their children in suitable clothing appropriate for a learning environment.

There are forms of dress which are unacceptable in school, such as items of clothing which:

- Potentially, encourage faction (such as football colours);
- Could cause offence (such as anti-religious symbolism or political slogans);
- Could cause health and safety difficulties, such as loose fitting clothing, dangling earrings;
- Are made from flammable material for example shell suits in practical classes;
- Could cause damage to flooring;
- Carry advertising, particularly for alcohol or tobacco; and
- Could be used to inflict damage on other children and young people or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy.

## **Clothing & Footwear Grants**

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050\*), Housing Benefit, Council Tax Benefit or Universal Credit (where the total income is less than £7,320) will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>

## **Data Protection – use of information about children and young people and parents/carers**

As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (1998). This means, amongst other things, that the data held about children and young people must only be used for specific purposes.

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other public bodies or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.

For further information please see our full privacy statement at <https://www.glasgow.gov.uk/index.aspx?articleid=22069>

## GET IN TOUCH

In Hyndland Secondary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

[Headteacher@hyndland-sec.glasgow.sch.uk](mailto:Headteacher@hyndland-sec.glasgow.sch.uk)

Contact S Walker for office enquiries. [swalker@hyndland-sec.glasgow.sch.uk](mailto:swalker@hyndland-sec.glasgow.sch.uk)

Glasgow City Council complaints procedures are available:

<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team  
Customer & Business Services  
Glasgow City Council  
City Chambers  
Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: [customer-care@glasgow.gov.uk](mailto:customer-care@glasgow.gov.uk) or [education.customerservices@glasgow.gov.uk](mailto:education.customerservices@glasgow.gov.uk)

The above website also includes information on data protection and freedom of information.

## INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.

Information will also be made available to parents/carers via email, our school website and Glasgow City Council Website.

Remote learning can continue with the use of I-pads.

# THE PASTORAL CARE TEAM

**HYNDLAND** has a team of teachers who are known as **Pastoral Care** teachers. They are there to give advice, support and encouragement to pupils, so that each individual sets appropriate targets for her/himself and achieves as well as possible.

## THE AIMS OF THE PASTORAL CARE SYSTEM -

- To make sure that each pupil knows and is known personally and well by at least one member of staff
- To maintain an overview of pupil progress and to intervene appropriately to support pupils in achieving their potential.
- To provide curricular advice and support in particular at course choice time
- To identify and respond to the needs of individual children
- To foster good relations between teachers and pupils
- To work with the home regarding all aspects of a pupil's development
- To help each pupil be aware of his or her own personal development and to accept responsibility for it
- To work with the support and welfare services where necessary
- To keep a record of information relevant to the welfare of individual pupils

## THE ROLE OF THE PASTORAL CARE TEACHER

**PASTORAL CARE** staff monitor the progress and welfare of individual pupils. They provide a special link between the Home and the School. They play a crucial role in assisting pupils with advice about the most suitable courses for them to follow - given their ambitions, abilities and parental wishes. The Pastoral Care Team operate on a house system and deliver Personal & Social Education on a weekly basis.

## WHOM SHOULD YOU CONTACT?

Parents should feel free to contact Pastoral Care staff about any matters which concerns them. The Pastoral Care Team currently comprises, Mr Carstairs - Torridon House, Mr Squire - Katrine House, Mrs Pollock - Lomond House and Mrs Mills - Rannoch House.

If you wish to enquire about how your child is getting on at school, Pastoral Care staff will be pleased to see you to discuss welfare and progress. We do ask that you contact the School in advance to make a suitable appointment because these teachers have a teaching load as well as their support role. Thank you!

## What is Child Protection?

Where possible, we aim to support and safeguard the wellbeing of our children and young people through preventative early intervention work, by making sure they feel valued and listened to, and by developing a curriculum which promotes discussion around themes of health, wellbeing and personal safety. **However, it is vital that all stakeholders within our school community school are aware of the procedures to be followed when there are Child Protection concerns relating to the care and welfare of a child or young person, or the potential of risk to their wellbeing and safety.** We are fully committed to ensuring that any children or young people experiencing (or at risk of experiencing) harm, abuse or neglect have access to the appropriate supports they may require in order to feel safe, and to thrive socially, emotionally and academically within our school setting and beyond.

**Those who wish to discuss matters relating to Child Protection should speak to Ms Louise Edgerton (Headteacher) or any other Depute Headteacher.**

### Which Factors May Give Cause For Child Protection Concerns?

You may come to have concerns about the safety or wellbeing of a child or young person for a number of reasons. These concerns may arise from:

- A specific incident;
- A disclosure made by a child or young person, or a parent, carer or guardian;
- Information from a third party;
- Adult behaviour or circumstances that may place the child or young person at risk of harm;
- Child/young person behaviour or circumstances that may place the child or young person at risk of harm;
- A culmination of minor concerns over a period of time.

The list below identifies some of the concerns or factors which may cause a young person to be harmed or at risk of harm. This list, however, is not exhaustive.

- Physical injury
- Emotional Abuse
- Physical Neglect
- Non-organic failure to thrive
- Sexual Abuse
- Absconding
- Concerns relating to Education
- Emotional Care and Development
- Health (Illness/Disability)
- Outwith Parental Control
- Self Harm
- Sexual Exploitation
- Offender behaviour
- Substance Misuse

If the parent, carer or guardian of a child young person is experiencing (or at risk of experiencing) any of the following, the wellbeing or safety of the child or young person may also be at risk. This list, however, is not exhaustive.

- Alcohol abuse
- Asylum Seekers/Refugees
- Domestic Abuse
- Drug Abuse
- Housing/Accommodation
- Learning Disability
- Mental Illness
- Parenting
- Physical Illness
- Poverty/Finance

If you have any concerns regarding a young person within our school community in relation to the above, please speak to Mrs Louise Edgerton (Headteacher), or any other Depute Headteacher (Mrs Laura Forrester, Mrs Clare Hayes, Ms Jodie Stewart or Ms Vicki Letford) as soon as possible.

# **SUPPORT FOR LEARNING**

## **Additional Support Needs/Accessibility Strategy**

The school has a duty to ensure that all our young people have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of young people with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter for people who have a hearing impairment; agreeing a phone contact system to provide direct feedback to parents and carers.

Interpreters are available to assist at Parents Evenings.

Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to additional support needs is available on the Glasgow City Council website –

[www.glasgow.gov.uk/additionalsupportneeds](http://www.glasgow.gov.uk/additionalsupportneeds)

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at [www.glasgow.gov.uk/index.aspx?articleid=8642](http://www.glasgow.gov.uk/index.aspx?articleid=8642)

## **PROMOTING POSITIVE BEHAVIOUR**

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with young people to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Glasgow Secondary School is to build a positive ethos that demonstrates care and respect for all.

The smooth running of Glasgow Secondary School requires a high standard of behaviour from all within it. We appreciate the support of parents and carers in helping us to achieve this. All pupils are required to behave well and respect their own safety and that of others. This is also important on journeys to and from school.

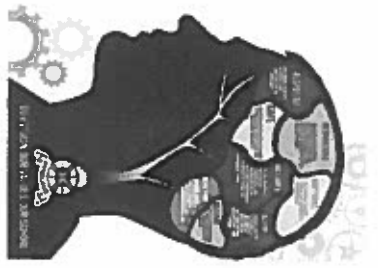
Our expectations are clearly communicated to young people and breaches of discipline are dealt with in line with school policy. In most cases, a quiet reprimand is sufficient but in more serious or persistent cases parents will be invited to school to discuss the issue and agree a course of action.

## **GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)**

The GIRFEC approach is about how staff in all children's services meet their needs by working together where necessary to ensure that children reach their full potential.

[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)





# HYNDLAND SECONDARY SCHOOL LEARNING & TEACHING STRATEGY

Created by @ImpactWales

"SPERO MELIORA - I HOPE FOR BETTER THINGS"

## LEARNING INTENTIONS

We are clear what we want our students to learn

"Do I know what I'm learning & why?"

## EFFECTIVE FEEDBACK

We give timely, straightforward feedback that's sensitive to student's needs & ensures they make progress.

"Have I received effective feedback?"

## EFFECTIVE QUESTIONS

We use challenging, well structured questions at 'hinge points' to move students' learning on.

"Are these questions effective?"

## CLASSROOM CLIMATE

We create & promote an environment of mutual respect throughout the learning journey.

"Do I feel supported & challenged?"

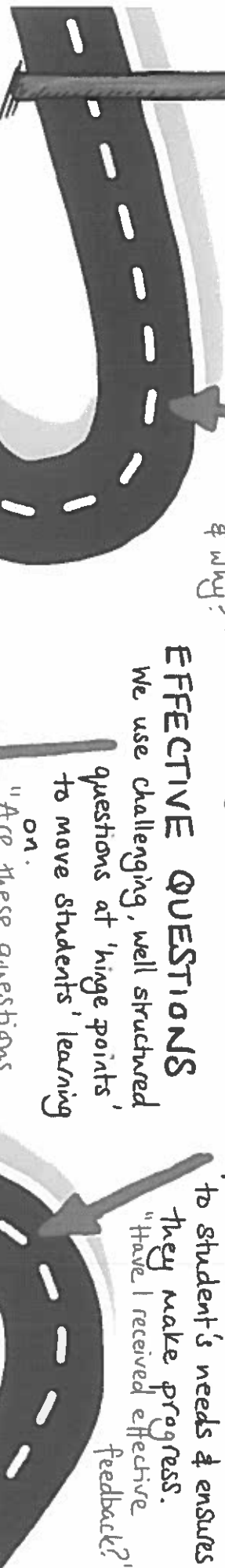
## INDEPENDENT LEARNING

We use supportive strategies to encourage students to take responsibility for their own learning.

"Can I take responsibility for my own learning?"

## SUCCESS CRITERIA

We set out in a clear, relevant & measurable way how students can succeed in their learning



# CURRICULUM FOR EXCELLENCE

## Bringing learning to life and life to learning

Curriculum for Excellence is well established across Scotland for all 3-18 year olds - wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents/carers across the country to have access to Glow. Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are ways of assessing progress and ensuring children achieve their potential. National 3, 4, 5, Higher and Advanced Higher qualifications are in place.

There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

# FROM PRIMARY TO SECONDARY

Pastoral Care, Support for Learning and Subject staff work with the associated Primary Schools to smooth the transition from Primary to Hyndland. Exchange of information about pupils and courses takes place. Primary pupils visit Hyndland on a number of occasions to participate in subjects ie Maths and English and staff from Hyndland Secondary School visit pupils in primary schools.

In June, as part of the culmination of the session-long programme of Primary Liaison, all pupils who will be starting at Hyndland are invited to follow a First Year Induction timetable for two days, during the Summer term.

## BROAD GENERAL EDUCATION

First and second year at the start of the 2015 Session will be following Curriculum for Excellence as per the national guidelines and as mentioned previously.

Classes in First and Second Year are almost all organised on a mixed sex, mixed ability basis – the current exception being Mathematics.

Currently, in First and Second Year of the Secondary school all pupils study the same range of subjects which form part of a Curriculum for Excellence.

Currently this curriculum includes the following subjects:-

English	Mathematics	Science
Social Subjects	French/Spanish	Art
Health & Food Technology	Technical Education	Music
Business & Computing	Physical Education	Religious Studies
Personal & Social Education	Library	Drama

Please note that the information given in this section on the curriculum is true of courses currently available with the School. If the school roll falls the same range of subjects may not be available when a pupil now entering S1 reaches S3 or S5.

## TOWARDS THE SENIOR PHASE

In third year pupils will still be following the broad general education as described earlier but will have the opportunity for personalisation and choice towards the end of S2. Most pupils will continue with these subjects in S4 as they work towards National Qualifications.

Pupils in Third and Fourth Year are strongly advised to follow a broad, balanced curriculum as recommended in the broad general education. This includes English, Maths, Modern Languages, Social Subjects, Science, Technology and Creative and Aesthetic. Every reasonable effort will be made to provide a curriculum that meets the needs and aspirations of the individual pupil.

The provision of courses (dependent on pupil uptake) in Third and Fourth Year includes the following.

English	Drama	Geography	Business Management
Mathematics	Physical Education	History	Computing
Media Studies	Music	Modern Studies	Computer Games Dev
French	Biology	Design Manufacture	HFT
Spanish	Chemistry	Engineering Science	Practical Fashion
Art	Physics	Admin and IT	Dance

### OTHER CERTIFICATED COURSES – NPA (National Progression Award)

Games Technology

### GLASGOW VOCATIONAL OPTION

Some Hyndland pupils opt to take the Curriculum for Excellence Vocational opportunities Senior Phase. Details of the courses will be made available.

### COURSES UNDERTAKEN BY ALL PUPILS

Physical Education Personal and Social Education Religious and Moral Education

**PUPILS entering Fifth and/or Sixth Year** now are able to choose from a very large number of courses available at Hyndland including recent additions Digital Media, Cyber Security, Lab Skills, Health Sector, Photography..

Courses are available at National 3 - 5, Higher and Advanced Higher levels in all subjects taught in Hyndland, dependent on viability.

In the Fifth and Sixth Years, students may attend School or College on a "negotiated curriculum". There is access to a number of financial awards, including the Education Maintenance Allowance, EMA. For up-to-date information about regulations concerning education payments etc, please contact the School

# **PERSONALISATION and CHOICE (CHOOSING SUBJECTS)**

## **FROM SECOND TO THIRD YEAR**

At present during the Second Year, every pupil has to make very important decisions about which courses s/he will follow in Third and in most cases Fourth Year. As the implementation of a Curriculum for Excellence progresses the arrangements for course planning may be altered. Parents/Carers will be kept fully up to date with any such changes.

This is obviously a vital stage in the child's education. Hyndland takes great care to ensure that the best possible choice is made. We involve pupils, teachers, and parents as fully as possible in this **Personalisation and Choice**.

### **STAGE**

Introduction of Personalisation and Choice processes to all pupils

Explanation of S3/4 courses in subjects

Explanatory meeting for parents

Issues of S2 Reports

Parents' Evening with consultation with teachers and Careers Officer

### **PUPILS' FIRST and SECOND CHOICES/INTERVIEWS**

Review of Choices with Staff and Parents

Confirmation of Pupils' Course Choice by Parents and by Departments

Move into S3 Timetable

## **FROM FOURTH TO FIFTH & FIFTH TO SIXTH YEARS**

The procedure is different for pupils entering Fifth and Sixth Year since many pupils wish to wait for the publication of SQA results in August before making final decisions about courses.

Pupils are interviewed in March and again in June and August as required / requested.

### **STAGE**

**Publication of Course Planning Booklet**

Explanation of S5/6 courses and timetable to S4 in PSE

Briefing meeting for parents

Move onto S5/6 Timetable

Publication of SQA Results

Individual Interviews

Finalisation of Courses

## **COMPLETING THE S3/4 PERSONALISATION AND CHOICE SHEET**

1 Column A is the **COMPULSORY SUBJECTS**. **This column contains subjects which every pupil should experience.** English and Mathematics are National Qualification courses; the remaining subjects are school-based courses.

# HYNDLAND SECONDARY SCHOOL – Personalisation and Choice

## 2021-22: S3 Choices Form - Hyndland Secondary School

One choice from C, D, E and F. Two choices from G.  
( a second choice in each column should also be made)

English & Literacy	Mathematics & Numeracy	Expressive Arts	Sciences	Social Studies	Technologies	Additional - 2 Options	Health and well being			33
4	4	3	3	3	3	3	3	1	1	2
Literacy	Numeracy	C	D	E	F	G	3	1	1	2
English	Mathematics	French ----- Art and Design Drama Music Practical Fashion Physical Education	French ----- Biology Chemistry Physics	French ----- Business Man Geography History Modern Studies	French ----- Admin and IT Computing Computer Games Dev Design Manufacture Engineering Science HFT	Admin and IT Art and Design Biology Business Man Chemistry Computer Games Dev Computing Design Manufacture Drama Practical Craft Skills	Engineering Science Practical Fashion Geography	PE	RE	PS
Periods							IDL Week in May			
							including DoE			
							Literacy			
							Numeracy			
							Wider Achievement			
							S3 Profile (During PS Time)			

Signature of Parent

Signature of pupil

Date

1<sup>st</sup> Choice

2<sup>nd</sup> Choice

3<sup>rd</sup> Choice

## HYNDLAND SECONDARY SCHOOL

In Fifth Year, you will be studying five subjects: English and four others. The levels of study will usually be National 3 - 5, and Higher. Although some pupils may study Progression Awards.

- Please indicate the appropriate level of English and tick **one** subject level from each of Columns B, C, D, and E.
- You will still have an additional period, during which there will be support for your studies and which is a mandatory part of your school week.
- Your teachers will make recommendations about an appropriate level of study for you. We want you to achieve your very best, but we wouldn't be helping you if we recommended a level which is too difficult.

In Sixth Year you will study up to **five** subjects, although if you are taking Advanced Highers or Highers you may choose to do four. A minimum of four subject choices is expected.

- Please place a tick next to each choice (only one tick per column!)
- We would like everyone to have some community involvement: in Citizenship roles, helping with reading programmes, or initiatives like Mark Scott, Leadership for Life Award or Duke of Edinburgh Award.
- Your teachers will make recommendations about an appropriate level of study for you. We want you to achieve your very best, but we wouldn't be helping you if we recommended a level which is too difficult.
- Depending on the results you achieve in the SQA examinations, your progression should be from a strong pass at National 3 - 5, and from Higher to Advanced Higher.
- Sometimes Departments may recommend that you do not move on to the next level, but look to find a more suitable course.

**We will try our best to enable you to follow the subject you have chosen, but there are limits imposed by maximum class sizes, by the numbers of teachers we have, and by enough students enrolling in the subject to make that subject or combination of subjects possible for us to run.**

**Therefore, on occasion, students may be required to revise their original choice.**

The SQA website [www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents) contains useful information to help you understand National qualifications.



## Hyndland Secondary School Options Form

Name: \_\_\_\_\_

Class: \_\_\_\_\_

The subjects which are likely to be on offer next session are identified below. If you are considering options for S5, you must choose five subjects from those below (one from each column). If you are considering options for S6, you should choose at least four subjects; these options should be selected from different columns. You should have, by this stage, consulted your options booklet for information on the entry requirements for each subject/level. Please make sure you enter the name of the subject and the level at which you would aim to study the subject.

	Column A	Column B	Column C	Column D	Column E
<b>S5 and S6</b> (Highers, National qualifications and National Progression Awards)	<ul style="list-style-type: none"> <li>Computer Games Development (NPA levels 4, 5 or 6)</li> <li>English (Nat 5 or Higher)</li> <li>Fashion and Textile Technology (Higher)</li> <li>Geography (Higher)</li> <li>Health and Food Technology (Higher)</li> <li>Photography (Higher)</li> <li>Physical Education (Nat 5 or Higher)</li> <li>Politics (Higher)</li> </ul>	<ul style="list-style-type: none"> <li>Art (N5 and Higher)</li> <li>Engineering Science (Higher)</li> <li>English (Nat 5 or Higher)</li> <li>History (Nat 5 or Higher)</li> <li>Mathematics (Nat 4, Nat 5 or Higher)</li> </ul>	<ul style="list-style-type: none"> <li>Biology (Higher)</li> <li>Chemistry (Higher)</li> <li>Computing (Higher)</li> <li>Maths (Nat 4, Nat 5 or Higher)</li> <li>Modern Studies (Higher)</li> <li>Music (Higher)</li> <li>Photography (Higher)</li> <li>Physics (Higher)</li> </ul>	<ul style="list-style-type: none"> <li>Biology (Higher)</li> <li>Business (Higher)</li> <li>Chemistry (Higher)</li> <li>Computing (Higher)</li> <li>Design and Manufacture (Higher)</li> <li>Drama (Higher)</li> <li>French (Higher)</li> <li>History (Higher)</li> <li>Lab Skills (Nat 5)</li> <li>Modern Studies (Higher)</li> <li>Physics (Higher)</li> </ul>	<ul style="list-style-type: none"> <li>Art (Higher)</li> <li>Biology (Higher)</li> <li>Chemistry (Higher)</li> <li>Cyber Security and Ethical Hacking (NPA level 6)</li> <li>French (Higher)</li> <li>Media Studies (Higher)</li> <li>P.E. (Higher)</li> <li>Philosophy (Higher)</li> <li>Physics (Higher)</li> <li>Practical Woodworking (Nat 5)</li> <li>Spanish (Higher)</li> </ul>
<b>S6</b> (Advanced Highers)	<ul style="list-style-type: none"> <li>Music (Advanced Higher)</li> <li>Physics (Advanced Higher)</li> </ul>	<ul style="list-style-type: none"> <li>English (Advanced Higher)</li> <li>Maths (Advanced Higher)</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry (Advanced Higher)</li> <li>French (Advanced Higher)</li> <li>History (Advanced Higher)</li> </ul>	<ul style="list-style-type: none"> <li>Biology (Advanced Higher)</li> <li>Computing (Advanced Higher)</li> </ul>	<ul style="list-style-type: none"> <li>Art (Advanced Higher)</li> </ul>
<b>1<sup>st</sup> Choice</b>					
<b>2<sup>nd</sup> Choice</b>					



## **PERSONAL AND SOCIAL EDUCATION**

Pupils are timetabled in all Years 1 to 5, for one period per week of Personal & Social Education. (The S6 programme is delivered on a rota basis. The PSE programme gives pupils the opportunity to deal with varied and relevant topics. The programme is delivered by the Pastoral Care Teacher.

Areas covered include learning styles, study skills, citizenship, health & safety, personal and social development, careers and education for enterprise and employability.

Specialists from out with the School are often invited to contribute to the work covered in the programme.

## **RELIGIOUS OBSERVANCE**

**Religious Observance is seen as something quite distinct from Religious Education. Major religious festivals are noted in the school calendar. Christmas Observances through assemblies are held in Hyndland Parish Church, in December,**

Care is taken, as far as possible, to avoid planning school events that conflict with religious festivals.

During Ramadan, special arrangements are made to support those involved in fasting.

Parents and carers from religions other than Christianity may request that their child or young person may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on no more than three occasions (days) in any one school session and the pupil noted in the register using code REL on these days.

### **Useful websites**

[www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)

[www.educationscotland.gov.uk/parentzone/index.asp](http://www.educationscotland.gov.uk/parentzone/index.asp)

# Parent & Carer Involvement in Learning

Parents / Carers can become involved in their child's learning in a number of ways.

Homework is posted via Satchel one.

Hyndland believes that homework is extremely important, and can be worthwhile AND rewarding. Homework serves the following purposes -

1. To follow up work done in school, for example, by doing further reading or by learning what has been taught in class.
2. To reinforce what has already been learnt, by giving further practice.
3. To enable pupils who have special aptitude to push their talents on or to enable pupils who are experiencing some learning difficulty to overcome the difficulty.
4. To give the pupils experience of working on their own.
5. To develop in pupils a sense of responsibility for their own learning, so that in appropriate cases, the transition from school pupil to student can be successfully made.
6. To allow pupils to follow up their special interests.

In First and Second Year the normal amount of homework should not exceed one hour per evening. Of course the amount will vary from night to night and from subject to subject.

In the Third and Fourth Years, where pupils follow certificate courses, the amount of homework will increase.

In the Fifth and Sixth Years it will increase again!

There is a large range of resources that are available on the school website which will allow parents / carers to work with young people at home to support their learning.

In addition Hyndland Secondary School has produced a booklet outlining course content at each stage of the school. This booklet also provides information on resources that parents / carers can access to support pupils.

**IT HAS TO BE EMPHASISED THAT HOMEWORK MAY MAKE A CRUCIAL CONTRIBUTION TO A PUPIL'S SUCCESS, ESPECIALLY IN CERTIFICATE COURSES IN THE SENIOR SCHOOL.**

**THE ROLE OF PARENTS IN ENSURING THAT HOMEWORK IS DONE IS EXTREMELY VALUABLE- YOUR ASSISTANCE WILL BE MUCH APPRECIATED!**

## SUPPORTED STUDY

Supported Study is offered to S3 – S6 at various points in the year and we offer spring revision classes during the first week of the Spring holiday to support our young people in preparation for National Qualifications.

# TAKING PART / GETTING INVOLVED IN THE LIFE OF THE SCHOOL

Clubs \* Events \* Activities \* Outings

Extra-curricular activities - the 'informal curriculum' - make an invaluable contribution to the overall education of the individual.

Hyndland offers a range of clubs, events, activities, and outings which include -

Football (Boys & Girls)	Orchestra String	Theatre/Cinema Visits
Rugby (Boys and Girls)	Choir	Drama
Badminton	Guitar Group	Eco School
Hockey	School Musical Production	Chess
Netball	Discos	Debating
Basketball	Art Club	Mark Scott Leadership
Table Tennis	Photography	Mathematical Challenge
Rowing	Windband senior + junior	Film club
Duke of Edinburgh Award	Ensembles	Community Involvement
Dance/Cheer Fitness	Young Enterprise	Photography

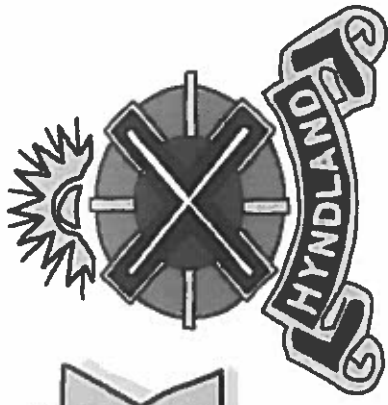
Pupils are encouraged to participate in clubs and activities, in teams entered in various competitions, and in a variety of fund-raising events.

Further details about these activities is contained in a special edition of 'Hyndland News', available on request.

Some activities may require Parental Consent.

## SCHOOL IMPROVEMENT PLAN

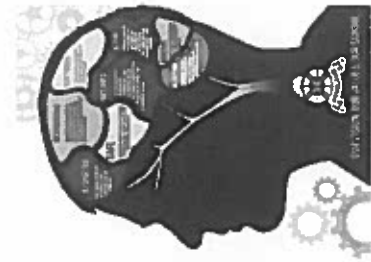
On an annual basis, you will receive a copy of our Standards and Quality report. Copies from previous years are available on the school website. The Standards and Quality report will be used to share the overall exam performance of the school and highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office or check out our website.



# HYNDLAND SECONDARY SCHOOL SCHOOL IMPROVEMENT PLAN

Created by @ImpactWales

"SPERO MELIORA - I HOPE FOR BETTER THINGS"



Improving the quality of our teaching & learning including digital learning.

Embed our research-informed teaching strategy

Develop our use of digital & blended learning

Focus on skills, literacy, numeracy & employability

Improving outcomes for all young people through family learning & parental involvement.

Build on work with primaries & better understand involvement strategies

Refine tracking of achievement & reporting

Analyse school leaver information & utilise well

Further refine our Self Evaluation

Involve pupils & other partners more in self-evaluation

Use department Perspective reports and Analysis

Parents given more opportunities to support school

# ASSESSMENT

All young people are assessed both formally and informally throughout the school year. This allows young people and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents and carers about the progress of their child. Assessment records are kept by teachers and form the basis of discussion at parents' meetings throughout the year.

Dates of all parents' meetings and the schedule for issuing written reports is included in the school calendar which is issued at the start of term and is available on the website.

If you have any concerns about your child's progress do not hesitate to contact their pastoral care teacher at any time.

## Pupil Profiles

All S3 learners have a profile which reflects their progress in learning and achievement and emphasises their strengths. The profile documents their key achievements in school, at home and in the community and the content is decided by the young person. The profile provides a valuable way for learners to share information about their achievements with their parents, teachers and in the future, staff in colleges, universities and employers. The profile also supports the move from S3 into the senior phase of secondary school.

## PARENT COUNCIL 20/21 - [hyndlandsecparentcouncil@gmail.com](mailto:hyndlandsecparentcouncil@gmail.com)

We have a very active Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can become members at the AGM in September. Parent Council minutes are available on the Parent Council page of the school website and on request from the school office. A list of current members is also available on the website.

Chairperson: Tom Wilson  
Secretary: Colin Hamilton

## PUPIL COUNCIL

Our Pupil Council is made up of 2 representatives from various steering groups and senior ambassadors. This is an important group which ensures that the views of pupils are heard in matters that are important to them.

Although the information in this handbook is correct at the time of printing, it should not be assumed that there will be no change affecting any of the matters dealt with in the book, either before the beginning or during the course of the school year in question, or indeed in relation to subsequent school years.

#### 4. Performance Headlines

**Attendance 2019 / 2020**  
Overall 93.1%

**S5 Awards**  
76% of our S5 achieved 5 level 5 – National 5 level

**2018 / 2019 Destinations –**  
56% to Higher Education, 22% to Further Education,  
Training 0.5%, Employment 10.7%, Voluntary Work  
– 1.1%, Unemployed seeking 6.4% other 3%

**S5 Awards**  
53% of our S5 achieved 5 level 6 – Higher level  
64.4% of our S5 achieved 3 level 6 – Higher level  
80.3% of our S5 achieved 1 level 6 – Higher level

**2019 figures**  
97% Stay on rate S4 – S5  
79% Stay on rate S5 – S6

**S6 Awards**  
40% of our S6 achieved 1 level 7 – Advanced Higher level  
61% of our S6 achieved 4 level 6 – Higher

**S4 Awards**  
90.5% of our S4 achieved 5 level 4 National 4 levels  
70% of our S4 achieved 5 level 5 National 5 level  
90% of our S4 achieved at least 1 level 5 National 5  
level