



December 2011



## FOREWORD

I have pleasure in issuing a copy of the Hyndland Secondary School Handbook for Parents, which is published in keeping with the Council's guidelines.

It contains a wide range of information about the School which I hope you find of interest.

I will welcome any comments which you wish to make on its usefulness, and ease of access. (There is an evaluation sheet included at the back).

I will be pleased to respond to any questions you may have; do not hesitate to contact me.

Best wishes

Yours sincerely

M McNEIL  
HEAD TEACHER





**WELCOME  
TO  
HYNDLAND  
SECONDARY  
SCHOOL  
HANDBOOK  
FOR  
PARENTS**





# AN INTRODUCTION FROM THE HEAD TEACHER

Dear Parents and Friends of the School

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 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 (obviously) and even complaints! Especially, we welcome visitors.

Visitors to our school regularly comment on the happy, purposeful atmosphere that they find in Hyndland. 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, but we also work very hard to achieve them.

Maura McNeil  
Head Teacher of Hyndland Secondary School





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We hope that you find this Handbook useful.

Please feel free to comment on it.

Thank you!





## SECTION ONE

### SOME FACTS AND FIGURES ABOUT HYNDLAND





## THIS SECTION CONTAINS SOME BASIC FACTS AND FIGURES ABOUT HYNDLAND OUR NAME AND ADDRESS

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

### OUR FAX NUMBER

0141-582-0131

### 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](http://www.glasgow.gov.uk/en/residents/goingtoschool)

### 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>	158	<b>SIXTH YEAR</b>	102
				<b>TOTAL</b>	989
Our likely S1 intake over the next three years is					
<b>2012</b>	180*	<b>2013</b>	180*	<b>2014</b>	180*

\*INCLUDING PLACING REQUESTS.

### OUR ACCOMMODATION INCLUDES

Six ICT rooms, eight Science laboratories, 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 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.

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  
57 Edgehill Road G11 7HZ  
TEL. 0141-334-5171

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 - 10.55 AM
LUNCH INTERVAL	12.40 - 1.30 PM
CLOSING TIME	4.00 PM (MONDAY) 3.10 PM (TUESDAY - FRIDAY)

## THE SCHOOL YEAR AT HYNDLAND

Term and holiday dates 2012/2013

RE-OPENING	Teachers:	Monday	13	August	2012
	Pupils:	Wednesday	15	August	2012
SEPTEMBER WEEKEND		Friday	21	September	2012 to
		Monday	24	September	2012(incl)
1ST MID TERM		Monday	15	October	2012 to
		Friday	19	October	2012 (incl)
CHRISTMAS/NEW YEAR		Monday	24	December	2012 to
		Friday	4	January	2013 (incl)
2ND MID TERM		Monday	11	February	2013 to
		Tuesday	12	February	2013(incl)
EASTER		Good Friday	29	March to Monday 1 April	2013 (incl)
SPRING HOLIDAY		Tuesday	2	April to Friday 12 April	2013 (incl)
MAY DAY HOLIDAY		Monday	6	May	2013
MAY WEEKEND		Friday	24	May	2013 to
		Monday	27	May	2013 (incl)
SUMMER		Schools close on Friday 28 June 2013			

### In-Service Days

DAY 1	MONDAY 13 AUGUST 2012
DAY 2	TUESDAY 14 AUGUST 2012
DAY 3	THURSDAY 20 SEPTEMBER 2012
DAY 4	WEDNESDAY 13 FEBRUARY 2013
DAY 5	TUESDAY 7 MAY 2013





## SECTION TWO

### STAFF AT HYNDLAND

#### SENIOR PROMOTED STAFF - REMITS

KEY GROUPS

TEACHING STAFF

SUPPORT STAFF







## THE SENIOR LEADERSHIP TEAM

### **HEAD TEACHER – MS M. MCNEIL**

Overall leadership of all aspects of School Life  
Lead on Strategic Planning for School Improvement  
Pupil and Staff Health, Safety and Welfare  
Principal Advisor to the Parent Council  
School, Home and Community Links  
Equal Opportunities / Multi-Cultural Education  
Coordination of Whole School Information and Communication Technology  
Timetable (with D. Brown)  
SLT Link for PE, Drama and Dance and Social Subjects

### **DEPUTY HEAD TEACHER–DR C.MACLEOD**

Principal responsibility to deputise for the Head Teacher  
Responsibility for staff absence, cover and associated budget  
16 Plus learning Choices including Careers, Partnership Plus and Employability Officer  
SQA Co-ordinator  
UCAS Coordination  
Development of the Senior Phase (with D. Brown)  
Link SLT for Technical, Art & Design and Health & Food Technology  
Lead on Curriculum, Student Welfare and Performance in S5 -6  
Reporting to Parents

### **DEPUTY HEAD TEACHER – MR. D. PYKE**

Lead on Professional Development of Staff – the improvement and effective development for all teaching staff, including student and probationer teachers, and in collaboration with the Area Business Support Manager, support staff.  
SQA Shadow Co-ordinator (Session 2011 – 12)  
SLT Link for Mathematics and Science  
Lead on Curriculum, Student Welfare and performance in S3 (shared) and S4  
Reporting to Parents

### **DEPUTY HEAD TEACHER– MR. D. BROWN**

Lead on Curriculum for Excellence and Curricular innovation – inter-departmental / cross-scholastic developments  
Development of the Senior Phase (with C. MacLeod)  
Ensure consistency, effective methodology, including use of ICT and out of school and out of hours provision, to enhance learning and teaching to raise attainment.  
Secondary Supported Study Programme  
Lead on School Improvement Planning, Quality Evaluation and reporting on Standards and Qualities  
Timetable (with M. McNeil)  
SLT link for Language and Communication and Computing and Business Education  
Lead on Curriculum, Student Welfare and Performance in S2 and S3 (shared)  
Reporting to Parents

### **DEPUTY HEAD TEACHER – MRS. L. EDGERTON**

Lead on Pupils Support – integrated pupil support provision; Pastoral Care, Support for Learning, EAL, Behaviour Support, intervention strategies., external experience provision  
Development of coaching and mentoring of young people to foster their leadership and raise attainment and achievement  
Primary – Secondary Liaison, including Primary Supported Study Programme  
SLT link for Pupil Support and Music  
Management of Health promotion  
Lead on Curriculum, Student Welfare and Performance in S1  
Reporting to Parents





**HYNDLAND SECONDARY SCHOOL SENIOR LEADERSHIP TEAM**, comprising the Head Teacher and Deputy Head Teachers, meets formally twice weekly to review and plan the management and improvement of the school.

**THE CURRICULUM FOR EXCELLENCE STEERING GROUP** is made up of the school senior leadership team plus staff representatives of each of the Staff Working Groups. The Steering Group meets regularly to discuss and agree strategies and actions to take forward a Curriculum for Excellence and other actions to improve the School.

**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. Departmental meetings take place at least every two weeks and often more frequently.

**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. This team meets weekly to discuss matters of pupil welfare and progress.

**HYNDLAND MANAGEMENT TEAM** comprises the SLT and all Principal Teachers and meets weekly to discuss school management, leadership and improvement issues.

**THE JOINT SUPPORT TEAM** comprises Pastoral Care Team and Senior Leadership Team members along with representatives of Psychological Services, Social Work, Health and other agencies who can support young people who are experiencing and/or presenting significant difficulties in school or in other areas or their lives. The JST has regular scheduled meetings every five weeks.

**THE STAFF LIAISON GROUP** is made up of the HT, a DHT and representatives of the Teachers' organisations and meets to discuss matters relating to conditions of service.

**THE PUPIL COUNCILS** (Junior Council, S1-3 and Senior Council, S4-6) are made up of elected class representatives, and meet monthly to discuss issues of concern and interest, and to contribute to the improvement of the School.





# STAFF LIST 2011 – 2012

HEAD TEACHER MS M MCNEIL

DEPUTY HEAD TEACHERS DR K MACLEOD, MR D PYKE, MRS L EDGERTON, MR D BROWN

## LANGUAGE AND COMMUNICATION

MRS M MCGUIRE PT FH (Act)  
MRS M POLLOCK PT PASTORAL CARE  
MS S McFEDRIES  
MRS P BAILLIE Mon, Tue, Wed  
MS B BROCKETT  
MS K BROWN  
MS C TERHAZ  
MR N JOHNSTON  
MR D BROWN DHT  
DR K MACLEOD DHT

## MATHEMATICS

MRS J JAMIESON PT  
MS E ROBERTSON  
MR M MCNICHOL  
MRS M KAY  
MR C MORRIS PT CFE (Act)  
MR I AKRAM  
MS H WHYTE  
MR D PYKE DHT  
MS B ALI

## COMPUTING

MR W SARGENT PT  
MRS K LYNCH  
MR G MULLIN  
MS A GRIFFIN

## HISTORY

MR G THOMSON FACULTY HEAD  
MR HIGGINS  
MR D ELDER

## MODERN STUDIES

MS J LAKE  
MRS J SHARP

## GEOGRAPHY

MR R LIVINGSTONE  
MR DOCHERTY

## RELIGIOUS STUDIES

MRS S JOHNSON

## ART

MR A DEMPSTER PT  
MRS E JONES  
MR J MONAGHAN  
MS M WATT

## HEALTH & FOOD TECH

MRS S MCILROY PT  
MRS D RITCHIE PT PASTORAL CARE  
MS J HOLLOWAY  
MRS J COWAN

## SUPPORT FOR LEARNING

MRS M WRIGHT PT  
MRS L GREBENC  
MRS FALLON

## EAL SUPPORT

MRS S WADDELL

## PE, DRAMA & DANCE

MR M STEWART PT  
MISS J LAWSON  
MS L PHILLIPS  
MS J DAVIES  
MS C PEARSON Mon + Wed  
MS C KERR  
MR E ALLEN Wed, Thur, Fri

## MODERN LANGUAGES

MRS M MCGUIRE PT FH (Act)  
MRS M ROXBURGH  
MRS A HOUSTON  
MS J MCCORMACK  
MS K McALINDEN

## PHYSICS

MRS C MONAGHAN FACULTY HEAD JS  
MRS C HAYES FACULTY HEAD JS  
MR I SWAN  
MRS A DEIGHAN

## CHEMISTRY

MISS M LANERES  
DR G SMITH\*  
DR A PEDEN  
MRS M FOLEY PT PASTORAL CARE (JS)  
MS J FREEL

## BIOLOGY

MR J HARVEY  
DR G SMITH\*  
MS B GALBRAITH /MRS M MILMORE (JS)  
MS K MCMANUS

## BUSINESS STUDIES

SOCIAL STUDIES FACULTY

SCIENCE FACULTY





MRS C MILLS  
MRS C SCULLION

PT PASTORAL CARE (JS)

MR T McGOVERN

**MUSIC**

MR A GORDON PT  
MR R CARSTAIRS PT PASTORAL CARE  
MS E FERNANDEZ - B Mon+ Tue  
MS D BARCLAY Mon, Tue pm, Fri  
MRS D GUNNEE Tue  
MRS L HOLL Tues am & Fri  
MR J GUERRIER Wed am & Thurs  
MS P STRAIN - B Mon  
MS A CHAURAND Wed  
MR T GORDON  
MR A TRAIN  
MS A RENNIE

Music Instructors

**ASL STAFF** - MS J ROSS, MS C MCILHINNEY,  
MR V CARROLL

**PUPIL SUPPORT ASSTS**

MS S LANDER, , MR J McBRIDE, MS P CLEWS,  
MR SHEARER, MS I PARTSANAKI

**HEALTH DEVELOPMENT OFFICER** – MS S O’NEILL

**DHT**

Deputy Head Teacher

**PT**

Principal Teacher

**In two departments** \*

**TECHNICAL**

MR W CUMMING PT  
MR J NEE PT PASTORAL CARE  
MR A STELMASZUK  
MR J FLANAGAN Wed + Fri

**CHAPLAIN**

REV D GEDDIE (INTERIM)

**BUSINESS MANAGER**

MS M TALENT

**AFA** – MRS T CARRIGAN

**OFFICE SUPERVISOR**

MRS S WALKER

**OFFICE STAFF** MRS M MILLER, MRS S ROBERTSON,  
MRS A KIRKPATRICK, MS I BRADBURY

**ELO**

MRS P GLASS

**HFT SUPPORT** MRS C McCREADIE

**LIBRARIANS**

MRS J MORLEY, MRS P AITKEN

**TECHNICIANS**

MR M CAMPBELL(PRINCIPAL TECH.), MR D COOK,  
MR A MAHON, MS K MCGRATH

**JANITORS**

MRS T MACLEAN, MR S MOYERS

**CLEANER** – MRS M DAVIDSON

**CATERING SUPERVISOR**





## **SECTION THREE**

# **GENERAL ARRANGEMENTS**

**ENROLMENT**

**ATTENDANCE**

**SCHOOL MEALS**

**TRANSPORT**

**EDUCATION MAINTENANCE ALLOWANCES**

**DISCIPLINE AND WELFARE**

**HEALTH**

**CLOTHING AND KIT**

**CARE OF PROPERTY**

**DATA PROTECTION**

**INFORMATION IN EMERGENCIES**





# HOW TO ENROL AT HYNDLAND

## IF YOUR CHILD ATTENDS ONE OF OUR ASSOCIATED PRIMARY SCHOOLS

The Primary School will provide you with information about **HYNDLAND SECONDARY SCHOOL**

You should also receive monthly the Hyndland News, which contains information about life at Hyndland.

You will also be able to meet Ms McNeil or Mrs Edgerton at meetings in the Primary Schools, and at Hyndland.

If you wish to visit the School, we will be delighted to show you around and to answer any questions which you may have.

Thereafter the Primary Head Teachers will provide the names of pupils who will be enrolling in Hyndland Secondary School.

Parents need take no further action provided they are resident within the catchment area. If you are not resident within the catchment area and would like your child to attend Hyndland Secondary please see details below about making a Placing Request.

If your child does not attend an associated primary school but lives within our catchment area the Area Business Support Manager of the primary school your child attends should notify Hyndland Secondary.

Parents of P7 pupils are invited to an initial meeting in the secondary school in October and there is a further special meeting for Primary parents held in June at Hyndland.

Meantime all pupils in Primary 7 visit Hyndland for lessons on at least FOUR occasions before June, when they have a two-day visit on which they follow a Secondary Timetable. Hyndland teachers also visit the Primary classrooms regularly. The Learning Support Teachers work with Primary Teachers. The Primary Head Teachers meet with Ms McNeil every month.

## HYNDLAND PLACES VERY GREAT IMPORTANCE ON CLOSE LINKS WITH ITS ASSOCIATED PRIMARY SCHOOLS

### IF YOUR CHILD LIVES OUTWITH THE CATCHMENT AREA

You will have to make a placing request and application forms may be obtained from all schools or you can apply online ([www.glasgow.gov.uk](http://www.glasgow.gov.uk))

Hyndland Secondary receives more Placing Requests than there are places and places are allocated as per Glasgow City Council's policy.

Completed application forms should be returned to  
Ms M Talent, Area Business Support Manager, West Area Support Team, 147 Berkeley Street,  
Glasgow, G3 7HP.

You will be very welcome to call us to arrange an appointment so that you can visit the School.





# 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 school if their son or daughter is likely to be absent for more than two days. Parents are asked to inform the school on the first day of absence by telephone if possible. 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. Cases of unexplained absence will be investigated by the school's Education Liaison Officer. Truants may appear before the School Attendance Committee who have the power to write to, interview or prosecute parents or to refer pupils to the Reporter of the Children's Panel, if necessary.





## 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.
- A pupil who requires leave of absence for part or the whole of a school day should bring an appointment card or parental note to the Class Tutor. (Such absences normally relate to religious festivals, medical appointments, children's hearing, law court, a funeral or wedding.)
- Where necessary the Tutor or 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 £1.15. They may add to this by paying cash into the card machine.

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

Young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420), Child Tax Credit only (where income is less than £15,860\*) 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 from Grants Section at Education Services headquarters.

N.B. Parents/Carers who are in receipt of Child Tax Credit and Working Tax Credit are not entitled to a free midday meal.

\*Income amount effective from 1 April 2011 and may be changed by the Department of Work and Pensions







## TRANSPORT

The Education Authority has a policy of providing free transport to all secondary young people who live more than 2.2 miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible should obtain an application form from the school or Education Services. **These forms should be completed and returned before the end of February for those young people beginning school in August to enable the appropriate arrangements to be made.**

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for young people to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

The authority has an Exceptional Circumstances policy relating to eg homelessness, parental/ carer disability, etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.

### PICK UP POINTS

Where free transport is provided, it may be necessary for young people to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

It is the parent's/carer's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's/carer's responsibility to ensure the young person behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

### PLACING REQUESTS

The Education Authority does not provide transport for those young people in receipt of a placing request other than in individual exceptional circumstances and where appropriate legislation applies.

The Authority does provide special passes to assist senior pupils who may have to travel to and from other educational establishments - e.g. Anniesland College - in the course of their studies. (See Section Four).

## EDUCATION MAINTENANCE ALLOWANCES (EMA)

An EMA is a weekly payment worth £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 maybe subject to change)





## DISCIPLINE AND WELFARE

The Aim of the School is to develop self-discipline in the pupils so that they learn to behave properly without fear of punishment. Most pupils respond well to this approach, readily appreciating that the Code of Conduct has been drafted to ensure that work and study can proceed without disruption caused by mischievous or unruly pupils. Disruptive pupils are subject to the following procedures.

- \* For classroom misbehaviour, a punishment task may be given by the class teacher.
- \* If this proves ineffective, the matter will be referred to the Principal Teacher (Curriculum) who may take further action.
- \* Persistent Offenders will be referred to the Principal Teacher of Pastoral Care for the Year Group or to a Senior Manager.
- \* Parents may then be invited to come to School to discuss how the difficulty can best be resolved.
- \* If misbehaviour continues, the pupils may be put on a behaviour sheet by which conduct is monitored at every period. The sheet is sent home every evening for signature by the parent, so that close contact with the parent is maintained.
- \* By agreement with parents, it may be possible to arrange detention - either at lunchtime or at close of School.
- \* As a last resort, a pupil may have to be excluded from the school; usually this would be in the first instance for a period not exceeding three days.
- \* Deliberate and dangerous acts that put the safety of members of our school community at risk will result in exclusion. Specific examples of such acts are; malicious setting off of the fire alarm and violent conduct which endangers the safety of others.
- \* Should exclusion for a longer period become necessary, the matter may be referred to the Education Department. Parents have the right to appeal against decisions to exclude.

**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 LENGTHY EXCLUSIONS ARE EXTREMELY RARE.**

The Code of Conduct is issued each year to every pupil.

## HEALTH

Hyndland has very careful procedures to deal both with emergencies and with general health care. **IF A CHILD BECOMES UNWELL AT SCHOOL** then a Senior Member of staff is always available to make suitable arrangements. It may be necessary to contact the home and request the parent to come to School. Or other arrangements may be made for the safe return home of the child. **IN CERTAIN EMERGENCIES** it may be necessary for a child to be taken to hospital. In that case parents are contacted as speedily as possible and asked to go directly to the hospital.





The School Nurse acts as a bridge between education, health and social care by supporting work on health issues in school and making health services more accessible to pupils.

Hyndland Secondary has a named School Nurse who carries out health promotion talks as part of the school curriculum within PSE classes. She also runs a pupil drop in clinic once a week within the school. There is also Counsellor provision in the school which pupils can self refer to.

Third year pupils, aged from fourteen to sixteen years, are offered a Diphtheria, Tetanus and Polio vaccine. Any additional immunisation campaigns will be carried out as notified by the Scottish Government.

For all vaccinations, Parents will be notified and asked to sign a consent form.

NB By law, children are generally regarded as competent to consent to or refuse medical treatment including vaccination.

**PARENTS/CARERS ARE STRONGLY URGED TO ENSURE THAT THE SCHOOL IS INFORMED OF ANY PARTICULAR MEDICAL CONDITION OR REQUIREMENTS OF THEIR CHILD. THIS COULD BE CRUCIAL FOR THEIR WELL-BEING.**

## CLOTHING AND KIT

Hyndland Secondary School wishes to encourage in pupils habits of tidiness and of cleanliness. 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.

Given that there is substantial parental/carer and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code policy account must be taken in any proposals to prevent any direct or indirect discrimination on the ground of race or gender. Any proposals will be the subject of widespread consultation with parents/carers and young people. Against this background it should be noted that it is the policy of the Education Children and Families Policy Development Committee to encourage schools to develop an appropriate dress code policy.

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.





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, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents/carers in different circumstances is at the discretion of the Executive Director of Education. Information and application forms may be obtained from schools and from Grants Section at Education Services headquarters.

Glasgow City Council is concerned at the levels of claims being received regarding the loss of young peoples' clothing and/or personal belongings. Parent/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents/Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

### **CARE OF PROPERTY**

Pupils must **NOT** leave their property out of sight at any time.

Valuables or large sums of money should **NOT** be brought to school.

No responsibility will be accepted by the school for any articles lost as a result of disobeying this regulation.

Pupils will be expected to replace any school equipment, textbooks or jotters etc. lost or damaged by them.

**THE SCHOOL COLOURS ARE** navy blue, blue, green, and yellow.

Advice about the availability of certain items e.g. sweatshirts and ties can be obtained from the School.

Pupils should also be equipped with kit which will enable them to take full part in the Physical Education curriculum, e.g. shorts, gym shoes, swimming costume towel.

We welcome forms of traditional ethnic dress.





## DATA PROTECTION ACT

Information on young people, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the School.

### **The Freedom of Information (Scotland) Act 2002**

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including: The Scottish Government and its agencies; Scottish Parliament; local authorities; NHS Scotland; universities and further education colleges; and the police.

Further information is provided on the Glasgow City Council web-site:

**[www.glasgow.gov.uk/en/yourcouncil/freedomofinformation](http://www.glasgow.gov.uk/en/yourcouncil/freedomofinformation)**

## GET IN TOUCH

Parents of pupils at Hyndland Secondary are urged to make contact with us over **ANY** matters of concern. The concern may be about some specific incident, in class, out of class, in school or out of school. Or about some general arrangements made - or not made! - by the School. It may be a complaint, or a suggestion, or simply a request for information. In any event, and if in doubt - **GET IN TOUCH!**

We will do our best to respond to parental enquiries as speedily as possible. (Depending on the nature of the enquiry, time for response may vary from the instant to a number of days).

## 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.





# SECTION FOUR

## SUPPORT FOR PUPILS

THE PUPIL SUPPORT SYSTEM  
ANTI BULLYING  
SUPPORT FOR LEARNING  
ENGLISH AS AN ADDITIONAL LANGUAGE





## 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 Nee - Nevis House, Mr Carstairs - Torridon House, Mrs Ritchie - Katrine House, Mrs Pollok - Lomond House and Mrs Mills/Mrs Foley - 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 subject-teaching load as well as their support role. Thank you!





# 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.

**HYNDLAND** has members of staff who are known as **Support for Learning Specialists**. Their job, mainly, is to provide support for pupils who have barriers to learning.

The team use a staged intervention model to identify needs.

Some pupils can have basic difficulties with reading and/or writing. Other pupils can have difficulties with high level skills such as writing an analytical essay.

Support for Learning is provided in a number of ways -

Firstly, by encouraging all teachers to use teaching/learning methods which are geared to the needs of individual pupils such as group work and individualised learning.

Secondly, by using systems of assessment which help us to identify the strengths and weaknesses of individual pupils.

Thirdly, by the use of co-operative teaching where teams of teachers are allocated to classes to provide additional support within the classroom for pupils with learning difficulties.

Fourthly, through the work of the Support for Learning Specialist who helps to assess and diagnose learning difficulties, offers advice as to the most appropriate methods, and provides co-operative support in the classroom.

Fifthly, in the case of severe learning difficulties, by withdrawing a pupil from class for a limited period to receive special tuition.

Our Support for Learning Specialists are very keen to involve parents in supporting their children at home.

Senior students are actively involved in supporting younger pupils in their work in school.

The Principal Teacher of Support for Learning is Mrs Wright.

Please do not hesitate to get in touch with us!







## BULLYING

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. All young people in Glasgow's educational establishments have an entitlement "to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination". (A Standard for Pastoral Care in Glasgow Schools).

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within education establishments. All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

At Hyndland Secondary we are keen to promote positive relationships. Our Code of Conduct emphasises the importance of:

Caring for each other

Self-respect

Support and Co-operation

Our anti-bullying policy is available on request and can be accessed from the school website under heading Our School then 'School Policies'

## ENGLISH AS AN ADDITIONAL LANGUAGE

**HYNDLAND** has a number of pupils who are bi-lingual. In order to help us make the most of this Hyndland has one member of staff, Mrs Waddell, who is a specialist teacher of English as an Additional Language (**EAL**).

Mrs Waddell's job is to provide support for all pupils who may have difficulties with English as an additional language. The main form of support is through co-operative teaching - that is working with subject teachers in the classroom.





## **SECTION FIVE**

# **THE CURRICULUM**

**COURSES IN S1/2    COURSES IN S3/4    COURSES IN S5/6    COURSE PLANNING  
OPTION FORMS**

**PERSONAL & SOCIAL EDUCATION**

**CAREERS EDUCATION**

**WORK EXPERIENCE**

**ANTI-RACIST EDUCATION**

**OCCUPATIONAL TRAVELLERS**

**RELIGIOUS EDUCATION AND OBSERVANCE**

**LANGUAGES OTHER THAN ENGLISH**

**HOMEWORK**

**STANDARD GRADE**

**INTERMEDIATE, HIGHER AND ADVANCED HIGHER**

**TAKING PART – CLUBS ETC.**

**DEVELOPMENT PLAN**





# CURRICULUM FOR EXCELLENCE

## **Bringing learning to life and life to learning**

Curriculum for Excellence is now being introduced 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 will be new ways of assessing progress and ensuring children achieve their potential. From 2013/14 new National 4 and 5 qualifications will be in place. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

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.

At the moment Hyndland Secondary school departments are implementing the new S2 courses planned over the past sessions. Work is also ongoing planning for S3 courses.





The Curriculum for Excellence Steering Group meets regularly to oversee the implementation of a Curriculum for Excellence within Hyndland Secondary School and to plan future developments such as course choice and the implementation of the new National Qualification Structures. Parents' / Carers' will be kept fully informed of such matters.

Working groups are also focusing on other aspects of a Curriculum for Excellence such as Tracking and Reporting of Achievement and Attainment and working with primary colleagues to share the standard. During this time collaboration with parents, pupils, primary schools, and other stakeholders will take place to ensure Curriculum for Excellence in Hyndland Secondary School offers the most appropriate education for our school and the wider community.





## 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 practical subjects ie Art, Technical 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 type of timetable for two days, during the SQA exam period.

## FIRST AND SECOND YEAR CURRICULUM

First and second year at the start of the 2012 Session will be following Curriculum for Excellence as per the national guidelines and as mentioned previously.

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

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	Art
Health & Food Technology	Technical Education	Music
Information / Communication Technology	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.





# THE MIDDLE SCHOOL - THIRD AND FOURTH YEARS

In the Third and Fourth Years, pupils choose to study in greater depth a number of courses.

The main type of course in S3/4 at present is STANDARD GRADE however this will be changing to national 4 and national 5 qualifications.

Pupils in Third and Fourth Year are strongly advised to follow a broad, balanced curriculum as recommended in the National Curriculum Guidelines. 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.

## STANDARD GRADE COURSES

English	Mathematics	Biology
Chemistry	Physics	French
Geography	History	Modern Studies
Business Management	Computing Studies	Craft & Design
Technological Studies	Music	Art & Design
Drama	Spanish	Physical Education

## OTHER CERTIFICATED COURSES (NQ)

English	Intermediate 2
Biology, Chemistry, Physics	Access 3 + Intermediate 1
Health & Food Technology	Intermediate 1 / 2
Fashion & Textile Technology	Intermediate 1 / 2
Games Technology	

## GLASGOW VOCATIONAL OPTION

Some Hyndland pupils opt to take the Glasgow Vocational Option, involving weekly work experience and leading to a vocational qualification, instead of one S Grade or NQ subject.

## COURSES UNDERTAKEN BY ALL PUPILS

Physical Education    Personal and Social Education    Religious and Moral Education

Pupils in Third and Fourth Year may follow a combination of different types of course.

The range and type available in the current session is set out on the accompanying 'Course Planning Sheet' which is printed in the following pages.

## CLASSES IN THE MIDDLE SCHOOL

Classes in Third and Fourth Year are organised on a mixed ability basis for Tutor Groups and certain core courses. However for most subject classes, setting takes place. This means that classes are organised on the basis of ability in that particular subject, usually containing at least two S grade levels.





## THE SENIOR SCHOOL - FIFTH AND SIXTH YEARS

**PUPILS** entering Fifth and/or Sixth Year now are able to choose from a very large number of courses available at Hyndland or at neighbouring schools and colleges.

### SCOTTISH QUALIFICATIONS AUTHORITY – SQA

Courses are available at Intermediate 1, Intermediate 2, Higher and Advanced Higher levels in all subjects taught in Hyndland, dependent on viability.

A key difference from previous courses in the Middle School is the requirement for students to pass End of Unit Tests as well as the final exam before being eligible for the full award. Certificated credit for passing tests is given, however, even where a final pass is not achieved.

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.

## EQUAL OPPORTUNITIES

The Education Authority requires every school to produce its own Race Equality Policy to comply with the Race Relations (Amendment) Act 2000. A copy of the policy is held in the school office.

The Curriculum at Hyndland is designed to give equal opportunities to all pupils, regardless of race, gender, or religious persuasion.

## COURSE PLANNING (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 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 **COURSE PLANNING PROCESS**.





**STAGE**

Introduction of option process 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

**TIMING**

February  
February  
February  
March  
April

**PUPILS' FIRST CHOICES/INTERVIEWS**

Review of First Choices with Staff and Parents

May

May

**PUPILS' SECOND CHOICES (if required)**

Confirmation of Pupils' Course Choice by Parents and by Departments  
Move into S3 Timetable

May

May

August

**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  
Course Planning Interviews S4  
Course Planning Interviews S5  
Individual Interviews  
Move onto S5/6 Timetable  
Publication of SQA Results  
Individual Interviews  
Finalisation of Courses

**TIMING**

January  
January  
January  
February  
March  
June  
August  
August  
August  
August

**COMPLETING THE S3/4 COURSE PLANNING 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.
- 2 You should select **ONE** subject in each of the columns B, C, D, E, F, G and H. Take care not to choose any subject twice in different columns.
- 3 All subjects are equally available to girls and boys.







HYNDLAND SECONDARY SCHOOL COURSE PLANNING SHEET - for S3/S4 2012/14

NAME \_\_\_\_\_ CLASS \_\_\_\_\_ This is an example of an S2 Options Form. This format will be subject to change as we continue to implement a Curriculum for Excellence

A & B		Please make sure you select one subject from each column C to H							
COMPULSORY SUBJECTS		C	D	E	F	G	H		
ENGLISH	S	BUS. MAN. S	FRENCH S	BIOLOGY S Access/Int 1	COMP STUDIES S	ART S	ART S	ART S	S
MATHEMATICS	S	FRENCH S	GEOGRAPHY S	CHEMISTRY S Access/Int 1	CRAFT & DESIGN S	CRAFT & DESIGN S	BIOLOGY S	BIOLOGY S	S
P.E. CORE		GAMES TECH. Int 1/2	HISTORY S		GAMES TECH. Int 1/2	DRAMA S	BUSINESS MAN S	BUSINESS MAN S	S
RELIGIOUS EDUC.		GEOGRAPHY S	MOD. STUDIES S	PHYSICS S Access/Int 1	H & F TECH Int 1/2	FAB & TEXT TECH Int 1/2	CHEMISTRY S	CHEMISTRY S	S
PSE		HISTORY S	SPANISH S		MEDIA STUDIES Int 1/2	MUSIC S	COMP STUDIES S	COMP STUDIES S	S
		MOD STUDIES S			PHYSICS S	P.E. S	HISTORY S	HISTORY S	S
					TECHNOLOGICAL STUDIES S		P.E. S	P.E. S	S
							PHYSICS S	PHYSICS S	S
							TECH. STUDIES S	TECH. STUDIES S	S

Every effort will be made to enable pupils to follow the subjects they have chosen, but there are limits imposed by maximum class sizes, by the availability of staff, and by sufficient pupils enrolling in any subject to make that subject viable. **ON OCCASION PUPILS MAY BE REQUIRED TO REVISE THEIR ORIGINAL CHOICE.** If your preferred subject combinations from the table above cannot be met, please indicate below what other subject you would like to have chosen.

I WOULD LIKE TO HAVE CHOSEN \_\_\_\_\_ INSTEAD OF \_\_\_\_\_

POSSIBLE CAREER IF KNOWN \_\_\_\_\_ DATE \_\_\_\_\_

PARENT'S SIGNATURE \_\_\_\_\_ PUPIL'S SIGNATURE \_\_\_\_\_



## HYNDLAND SECONDARY SCHOOL

In Fifth Year, you will be studying **five** subjects: English and four others. The levels of study will usually be Intermediate 1, Intermediate 2, and Higher.

- 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.
- Usually, a Standard Grade 5,6 or 7 will mean you should tick the **Intermediate 1** box;
- If you expect to gain a grade 3 or 4, you should tick the **Intermediate 2** box;
- If you expect to gain a grade 1 or 2, you can tick the **Higher** box.
- Your choices should follow on your **Standard Grade** subjects.

**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.**

### Hyndland secondary School S5 Course Planning Sheet - DRAFT 2012 - 2013

Column A	Column B	Column C	Column D	Column E
English Int 1	Art Higher	Computer Games Dev't Int 1	Biology Int 2	Art Int 2
English Int 2	Art Advanced Higher	Computer Games Dev't Int 2	Biology Higher	Art Higher
English Higher	Administration Int 2	Computing Int 2	Chemistry Higher	Biology Higher
	Administration Higher	Computing Higher	Computing Higher	Business Management Int 2
	Health and Food Tech Int 2	Geography Int 2	Drama Int 2	Business Management Higher
	Health and Food Tech Higher	Geography Higher	Drama Higher	Chemistry Int 2
	Fashion and Textile Tech Int 2	History Int 2	French Int 2	Chemistry Higher
	Fashion and Textile Tech H	History Higher	French Higher	Hospitality Int 2
	Mathematics Int 1	Mathematics Int 1	History Higher	Human Biology Higher
	Mathematics Int 2	Mathematics Int 2	Human Biology Higher	Physics Higher
	Mathematics Higher	Mathematics Higher	IT Essentials	Practical Craft Skills Int 1
	PE Performance Int 2	Modern Studies Higher	Modern Studies Int 2	Practical Craft Skills Int 2
	PE Performance Higher	Music Int 2	Physics Higher	Product Design Int 2
	Physical Education Int 2	Music Higher		Product Design Higher
	Physical Education Higher			Spanish Int 2
	Technological Studies Int 2			Spanish Higher
	Technological Studies H			

**This form should be completed after reading carefully the information given overleaf.**

**If your preferred subject combination from the table above cannot be met, please indicate below what other subject you would like to have chosen.**

I would like to have chosen

Instead of

Signed

Date

Class





In Sixth Year you will study up to **five** subjects, although if you are taking Advanced Highers or Highers you may choose to do fewer than five – usually four.

- Please place a tick next to each choice (only one tick per column!)
- We would like everyone to have some community involvement: in Working With Others, 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 Intermediate 1 to Intermediate 2, from Intermediate 2 to Higher, 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.

### Hyndland secondary School S6 Course Planning Sheet - DRAFT 2012 - 2013

Column A	Column B	Column C	Column D	Column E
English Int 1	Art Higher	Chemistry Advanced Higher	Biology Int 2	Art Int 2
English Int 2	Art Advanced Higher	Computer Games Dev't Int 1	Biology Higher	Art Higher
English Higher	Administration int 2	Computer Games Dev't Int 2	Chemistry Higher	Biology Higher
Physics Advanced Higher	Administration Higher	Computing Higher	Computing Higher	Biology Advanced Higher
Working with Others Int 2	Health and Food Tech Int 2	Computing Int 2	Computing Advanced Higher	Business Management Int 2
Working with Others Higher	Health and Food Tech Higher	Geography Higher	Drama Int 2	Business Management Higher
	Fashion and Textile Tech Int 2	Geography Int 2	Drama Higher	Chemistry Int 2
	Fashion and Textile Tech H	History Higher	English Advanced Higher	Chemistry Higher
	History Advanced Higher	History Int 2	French Int 2	Hospitality Int 2
	Mathematics Int 1	Mathematics Higher	French Higher	Human Biology Higher
	Mathematics Int 2	Mathematics Int 1	French Advanced Higher	Media Studies Higher
	Mathematics Higher	Mathematics Int 2	History Higher	Modern Studies Advanced Higher
	Mathematics Adv Higher	Modern Studies Higher	Human Biology Higher	Physics Higher
	PE Performance Int 2	Music Advanced Higher	IT Essentials	Practical Craft Skills Int 1
	PE Performance Higher	Music Higher	Modern Studies Int 2	Practical Craft Skills Int 2
	Physical Education Int 2	Music Int 2	Philosophy Int 2	Product Design Int 2
	Physical Education Higher		Philosophy Higher	Product Design Higher
	Technological Studies Int 2		Physics Higher	Spanish Int 2
	Technological Studies H			Spanish Higher

**This form should be completed after reading carefully the information given overleaf.**

**If your preferred subject combination from the table above cannot be met, please indicate below what other subject you would like to have chosen.**

<b>I would like to have chosen</b>	<b>Instead of</b>
<b>Signed</b>	<b>Date</b>
	<b>Class</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 by a programme of extraction. 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 outwith the School are often invited to contribute to the work covered in the programme. Anti bullying and Domestic Abuse programmes, the latter piloted in Hyndland, are also included.

## CAREERS EDUCATION

The careers education programme is undergoing expansion. Pupils are introduced to the Careers Library at an early stage. There are regular contacts with the Careers Adviser.

Every pupil has the opportunity to be interviewed by the Careers Adviser.

There are frequent opportunities to attend Careers Conventions and Conferences.

Careers advice and information is included in the Personal & Social Education programme.

Great emphasis is laid on equal opportunities in approaching career choice.

## WORK EXPERIENCE

Pupils have the opportunity of work experience during their senior phase. In addition, S6 students are encouraged and supported to find work or community placements, which students attend one afternoon per week throughout the session

## ANTI-RACIST EDUCATION

HYNDLAND welcomes and is enriched by the various races and nationalities represented in our community. We aim to treat every individual, and every culture and religion with equal respect. The multi-cultural dimension of the School's life is seen as a special asset. Our aim is to develop the existing harmony and sense of mutual respect, in keeping with the Council's policy. Multi-cultural Education should be evident throughout School life - from discipline (where any form of racist behaviour is carefully monitored) to the curriculum where opportunities to recognise, learn from and celebrate cultural diversity are encouraged and taken.

Full attention is paid to the Council's policy on Racial Harassment

The Race Relation Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The Act makes it the duty of





Glasgow City Council to eliminate unlawful racial discrimination.

In 1999 the guidelines, "Dealing with Racial Harassment"" were issued to assist all teaching staff in dealing with such incidents. The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every young person in Glasgow has the right to be happy and secure at school.

## **PUPILS FROM OCCUPATIONAL TRAVELLERS FAMILIES**

Hyndland Secondary is a base school for pupils whose families are from Occupational Traveller backgrounds (Show/Fairground/Circus). The school is committed to ensuring these pupils have equal opportunities in their education and to supporting them in their learning within the context of their traditional way of life.

Every effort is made to ensure that they are not disadvantaged by their seasonal pattern of attendance, and in this the school has the additional services Glasgow City Council's Network Support Service which provides additional support and liaises with the school, the families and their representative organisations (e.g. the Showmen's Guild; Scottish Section), to provide relevant information on pupils' prior learning, individual needs, travelling times, authorised absences etc.

The school values the contribution which these pupils make to the life of the school and the richness they add to its cultural diversity.





# SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES RELIGIOUS EDUCATION

Religious Moral and Philosophical Studies, part of the Faculty of Social Studies in Hyndland Secondary School, provides a core curriculum for pupils which is in keeping with the policy of the local authority, and the requirements of national guidelines on the curriculum.

The programme recognises the variety of religious backgrounds, and indeed, of no religious background represented in the School. Every effort is made to promote the fullest possible understanding. The overall aim is to enlighten, not to indoctrinate.

The guiding principles of this programme are that it

- makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, values, attitudes and practices. Other aspects of school ethos and the curriculum also aim to help pupils in their search for answers to some of life's deepest questions.
- is concerned with the spiritual growth of the pupil, with those feelings and beliefs which arise out of experience and which influence the search for meaning, value and purpose in life.
- encourages pupils to become aware of a wide range of religious interpretations of personal experience and of their importance to believers; and
- fosters attitudes of open enquiry and awareness of prejudice. Religious education helps pupils to appreciate that religion offers a distinctive interpretation of life. It also encourages them to think honestly for themselves about religious beliefs and practices, and the implications of moral issues within religions.

A copy of the Council's Policy statement is available from the School on request.

Parents do have the right to withdraw their children from Religious Education. They can do so by contacting the Head Teacher, preferably in writing. At Hyndland Secondary, very few parents have exercised this right.

## RELIGIOUS OBSERVANCE

**Religious Observance is seen as something quite distinct from Religious Education. Major religious festivals are noted in the school calendar. Services are held in Hyndland Parish Church, in December, and at Easter.**

The School Chaplain visits each Year Group Assembly, approximately once a month.

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.

## HOMEWORK

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!

Every pupil is issued with a Homework Diary/Planner in which homework must be recorded. Parents are able to monitor homework by checking the diary and signing it! Thank you

**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!**





# STANDARD GRADE

Standard Grade is now established as the main type of course offered to pupils in the Third and Fourth Years in Scottish Secondary Schools.

The principles behind Standard Grade are as follows:

## All pupils choose subjects in eight modes, or areas of study

LANGUAGE AND COMMUNICATION  
MATHEMATICAL STUDIES  
SCIENTIFIC STUDIES  
SOCIAL STUDIES

CREATIVE AESTHETIC STUDIES  
TECHNOLOGICAL ACTIVITIES  
RELIGIOUS AND MORAL EDUCATION  
PHYSICAL EDUCATION

It is expected that every pupil will study English, Mathematics, at least one Science, a Social Subject, and a Modern Language other than English. Normally pupils will also study a Technological subject and one from the Creative Aesthetic Mode

In compiling their courses, pupils have a degree of choice in their subjects, with some discretion about the amount of time they wish to spend in each area of study, for example to include one or more branches of Science, or one or more foreign languages.

In some subjects in S3/S4 certification is offered through NQ courses at Access 3 or Intermediate 1 / 2 level but the most common type of course is the two year **STANDARD GRADE** course.

In Standard Grade, most subjects are offered at two or three different levels - **CREDIT, GENERAL,** and **FOUNDATION** - and the emphasis in the pupils' study can be directed towards the most appropriate level as the courses develop. In some subjects, all pupils follow courses which have common elements and extension areas for the more able pupils. In many subjects, there will be classes providing more than one level of study.

Standard Grade courses use forms of assessment that, in general, are based on "**GRADE RELATED CRITERIA**", that is pupils have their attainments measured against published performance levels. It is as if each course contains a number of achievement ladders, and the pupils are assessed according to the rungs of the ladder that they reach.

Although external examination in S4 remains a major part of the assessment, there is also a degree of **INTERNAL ASSESSMENT** of course work which goes on during the two year course. This is extremely important.

At the end of the fourth year, pupils will be awarded standard grade certificates which list the subjects taken, the level at which they were presented, and the bands obtained.

<b>BAND</b>	<b>LEVEL</b>	<b>BAND</b>	<b>LEVEL</b>
1	Credit	4.	General
2.	Credit	5.	Foundation
3.	General	6.	Foundation







Pupils may get no award at all if they fail to complete a course or do not attend regularly. The overall aim in the third and fourth years is to give the pupils an all-round education, with a variety of types of course, appropriate levels of study, and awards related to their achievements, with pathways to appropriate provision in S5/6

## **INTERMEDIATE, HIGHER & ADVANCED HIGHER**

Pupils in S5 / S6 follow a range of Scottish Qualifications Authority, National Qualification courses. These are available in Hyndland at Intermediate 1, Intermediate 2, Higher and Advanced Higher levels. Further information is printed earlier in this section and detailed descriptions of courses and arrangements are available in the Hyndland S5/S6 Course Planning Booklet.





## TAKING PART

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)	Swimming	Rugby (Boys&Girls)
Badminton	Hockey	Athletics
Chess	Debating	Young Enterprise
Orienteering	Basketball	Theatre/Cinema Visits
Fair Trade	Website	Mathematical Challenge
Quizzes	Netball	School Musical Production
Orchestra	Rowing	Jazz Band
Choir	Guitar Group	Drama
Duke of Edinburgh Award	Mark Scott Leadership	Table Tennis
Discos	Art Club	Ecoschool

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.





## 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. Please see sample attached.

## SCHOOL IMPROVEMENT PLAN

Hyndland Secondary School is currently following an improvement plan, based on the findings of an inspection carried out by Her Majesty's Inspectorate of Education (HMIE) in February 2011 and published in a report in April 2011.

HMIE graded all areas reported on for Hyndland as 'Good'.

Our Improvement Plan sets out the school's policy areas for curriculum and other development.

The views of Parents are sought, through the following methods.

- Discussion at the Parent Council
- Questionnaires issued to parents and pupils.
- An open invitation to all parents to contact us with views and/or suggestions.

The views of pupils are sought through the following methods.

- Pupil conferences for junior and senior school in May and June.
- Pupil questionnaires.
- Ongoing dialogue with individual and groups of students.

The existing set of priorities attempts to combine national, local authority and school requirements and the plan covers:

- Evaluating and improving the effectiveness of learning and teaching
- Raising standards of performance of pupils at all levels of attainment
- Involving all staff in collegiate participation to bring about improvement
- Promoting positive attitudes and behaviour
- A Curriculum for Excellence
- Education for Employability and Enterprise
- Health Promotion

## DEVOLVED SCHOOL MANAGEMENT – THE BUDGET

DSM means that the management of the budget for the running of the school is delegated from the Education department to the Head Teacher who, in consultation with staff and the Parent Council, has control over the budget.



2011 SPRING REVISION PROGRAMME

MONDAY 4TH APRIL - THURSDAY 7TH APRIL  
10.00 - 12.00 HRS

Subject	Level	Mon	Tues	Wed	Thurs	Staff	Room
Administration	Higher / Int 2	XXX	XXX	XXX	Thurs	Mrs Agnew	A106
Administration	S Grade	Mon	Tues	XXX	XXX	Mrs Scullion	A106
Art	All levels	Mon	Tues	Wed	Thurs	Mr Monaghan	A202
Art	All levels	Mon	Tues	Wed	Thurs	Mr Dempster	A203
Biology	Higher / Int 2	XXX	Tues	XXX	Thurs	Mrs Samual	A104
Business Management	All levels	XXX	XXX	XXX	Thurs	Mrs Scullion	A105
Chemistry	Higher / S Grade	Mon	XXX	Wed	XXX	Mrs Foley	A213
Computing	All levels	Mon	Tues	Wed	Thurs	Mr Sargent	L109
Craft and Design	S Grade	Mon	Tues	Wed	Thurs	Miss Edgar	Tech
English	Higher / Int 2	Mon	XXX	XXX	XXX	Mr Fulton	A111
English	Int 2	Mon	Tues	XXX	XXX	Mrs Baillie	A210
English	Higher	XXX	Tues	Wed	Thurs	Ms Loder	L209
Geography	All levels	Mon	Tues	XXX	XXX	Mr Docherty	L035
HFT / FTT	Int 2 / Higher	Mon	XXX	XXX	XXX	Miss Holloway	HFT
HFT / FTT	Int 2 / Higher	XXX	XXX	XXX	Thurs	Ms McIlroy	HFT
History	Higher / Int 2	Mon	Tues	XXX	XXX	Miss Sherwood	L006
History	AH / Higher	XXX	XXX	Wed	Thurs	Mr Thomson	L008
History	S Grade	XXX	Tues	Wed	XXX	Mr Higgins	L007
Maths	Higher	Mon	Tues	Wed	Thurs	Mrs Robertson	L119
Maths	Higher	Mon	Tues	Wed	Thurs	Ms Whyte	L028
Maths	Credit / Int 2	Mon	Tues	Wed	XXX	Mr Morris	L120
Maths	General / Int 1	Mon	Tues	Wed	Thurs	Mr Furniss	L029
Modern Studies	Higher / Int 2	XXX	XXX	Wed	XXX	Miss Lake	L006
Modern Studies	S Grade	XXX	XXX	XXX	Thurs	Miss Lake	L006
Music	All levels	Mon	XXX	XXX	XXX	Mrs Edgerton	A011
PE	All levels	Mon	Tues	Wed	Thurs	Mr Stewart	L027
Philosophy	Higher / Int 2	Mon	Tues	XXX	XXX	Miss Johnson	L103
Physics	S Grade / AH	XXX	XXX	Wed	Thurs	Mr Swan	A205
Physics	AH / Higher / S Grade	Mon	Tues	Wed	Thurs	Mrs Monaghan	A204
Product Design	NQ	Mon	XXX	XXX	Thurs	Mr Cumming	Tech
Spanish	S Grade	XXX	XXX	Wed	XXX	Ms McAlinden	A113
Technological Studies	S Grade	Mon	XXX	XXX	Thurs	Mr Cumming	Tech





# SECTION SIX

## ASSESSMENT AND REPORTING

### ASSESSMENT REPORTING TO PARENTS





# ASSESSMENT

**IN FIRST AND SECOND YEAR** the main aim of the assessment system is to discover what each pupil can or cannot do, in order to improve his or her learning. We use a system of **CONTINUOUS ASSESSMENT**. This involves a variety of methods including written tests, practical tests, best-work folios, observation and oral tests. These are used to build up a 'profile' of each child's strengths and weaknesses. In addition the school uses the information gained through CAT Testing to support pupils and teachers.

**IN THIRD AND FOURTH YEAR** the system of assessment is based closely on the requirements of the Scottish Qualifications Authority. Greater emphasis is placed on formal examinations and tests. However other methods such as home exercises, tests, best-work folios etc. are also used.

**IN FIFTH AND SIXTH YEAR** the system of assessment is again based closely on the requirements of the SQA. Formal Examination still plays the major role, although a number of certificate courses now include 'internal assessment' which may involve a pupil completing a project which is marked in school.

**AT ALL STAGES** the behaviour and attitude to work of pupils is monitored and reported.

## PATTERN OF REPORTING

FIRST YEAR	November	Summary Report
	May	Booklet giving detailed profile.
	February	Parents' Evening to discuss progress.
SECOND YEAR	March	Booklet giving details about performance in each subject
	April	Parents' Evening to discuss progress and recommendations about option choice.
THIRD YEAR	October	Summary Report
	November	Parents' Evening to discuss progress
	June	Booklet giving details about performance in each subject
FOURTH YEAR	September	Summary Report
	October	Parents' Evening to discuss progress in each subject
	January	Booklet giving details about performance in each subject
	March	Parents' Evening to discuss progress in subjects where there are concerns
FIFTH/SIXTH YEARS	November	Summary Report
	November	Parents' Evening to discuss progress in each subject
	March	Booklet giving details of performance in each subject
	March	Parents' Evening to discuss progress in subjects where there are concerns

Parents are welcome to contact the School **AT ANY TIME** in order to receive a report on their child's progress.

Any parent who feels concern is urged to **GET IN TOUCH**

These dates may be subject to change and parents would be informed.





# SECTION SEVEN

## HOME SCHOOL COMMUNITY

LINKS BETWEEN HOME AND SCHOOL

THE PARENT FORUM

THE CHAPLAIN

THE PARENT COUNCIL

A COMMUNITY RESOURCE





## HOME-SCHOOL LINKS

It will be clear from many references throughout this handbook that Hyndland places great importance on links between the home and the school.

We attempt to maintain close contact in a number of ways -

- Through the “**HYNDLAND NEWS**”, our monthly newsletter for parents and friends of the School.
- By **LETTERS**, email and regular communications about various aspects of School life, sent home with the pupils.
- Through **INTERVIEWS** arranged at parental request. It is most helpful if the parent contacts the School in advance to arrange an appointment - most teachers have a heavy teaching commitment and may not be able to see someone who calls without an appointment!
- By written **SCHOOL REPORTS** about pupils (see section on Assessment and Reporting).
- Through other agencies such as the Careers Service or Psychological Service.
- Through the **PARENT COUNCIL**.

## THE PARENT FORUM AND THE PARENT COUNCIL

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

### Parent Forum

The membership of the Parent Forum is made up of all parents/carers who have a child or young person at an education authority school. Membership of the Parent Forum allows parents/carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents/carers. One of the ways parents/carers in the Parent Forum will be able to express their views will be through the Parent Council

### Parent Council

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of young people at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. The type of things a Parent Council could get involved in include:







- Supporting the work of the school;
- Gathering and representing parents'/carers' views to the Headteacher, education authority and HMle;
- Promoting contact between the school, parents/carers, young people and the local community;
- Fundraising;
- Involvement in the appointment of senior school staff.

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect young people's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents/carers in each school who make the key decisions. The Parent Council is also entitled to support from the education authority in fulfilling its role.

### **Membership of the Parent Council**

Generally members of the Parent Council must be parents/carers of children and young people who attend the school and the chairperson must have a child or young person in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.

#### **Chairperson**

Colin Ross

## **THE CHAPLAIN**

The **SCHOOL CHAPLAIN** plays an important part in the life of the School. He makes an invaluable contribution to the Religious Education and Observance programme. He has also made regular contributions to the weekly Year Group Assemblies, held in the Airlie Theatre. The Chaplain also offers advice and support on a range of school matters. The interim Chaplain, is David Keddie, Minister of Hyndland Parish Church.

## **COMMUNITY LINKS**

Hyndland wishes to promote close links and good relationships with as many local organisations as possible, ranging from local religious establishments, to Playschemes, to the Community Councils, to other educational establishments.





## COMMUNITY USE OF SCHOOL

Many organisations in the City use the School for their activities or meetings in the evenings.

**Amongst these groups are:-**

Kelvinside Community Council  
Scottish Wildlife Trust  
SFA Coaching  
Steadfast Boys' Club  
Glasgow Navigators FC  
Hyndland Badminton Club  
Broomhill Sports Club

Strathclyde University Netball  
St Peter's Boys' Club  
Scottish Rocks Academy  
Karate Club  
Celtic Boys' Club  
Hyndland Residents Junior Football  
Glasgow Schools Symphony Orchestra

Applications for lets of school premises should be made to **School Letting, Glasgow Life, Trongate, GLASGOW. Tel No 0141 302 2814/2815.**





# SECTION EIGHT

## EXTERNAL EXAMINATIONS

PRESENTATION POLICY

SQA RESULTS

ANNUAL STATISTICAL INFORMATION FOR PARENTS





## EXTERNAL EXAMINATIONS

**PUPILS AT HYNDLAND** have opportunities to enter for a wide range of public examinations. They can study for examinations which lead to awards in

### **SCOTTISH QUALIFICATIONS AUTHORITY**

(Standard Grade, Intermediate, Higher and Advanced Higher)

Policy with regard to entering children and young people for public examinations:

Schools in consultation with young people/parents/carers normally decide on presentation for examinations. However in the final analysis, the school will accede to the wishes of the parents/carers.

Results obtained by pupils in the most recent diets of the above examinations are recorded in the following pages.

Meantime parents should note the following information about the SQA Awards system as it now operates.

The Scottish Qualifications Authority has provided the following information on the SQA Awards system which now operates. For Standard Grade, awards are made on a 7-point scale with grade 1 the highest and grade 7 the lowest.

Higher grade passes are reported in 4 bands A - D.





## ANALYSIS OF EXTERNAL EXAMINATION RESULTS

The data in this section has been provided by the Scottish Executive Education Department (SEED) to allow parents to assess the performance of the Schools. {It is worth noting that many involved in Education do not regard this kind of analysis as revealing very much about the performance of schools, as opposed to the kind of pupil intake the schools enjoy}.

The Authority's and Scotland's figures include all education authority and grant-aided secondary schools, but exclude all special schools.

For Fourth year SQA Results the "percentage of pupils achieving" under any heading is calculated by expressing the number of pupils achieving as a percentage of the S4 roll in September, at the start of the School Year. The percentage shown under the Fifth and Sixth year headings is calculated by expressing the number of pupils achieving in S5 and S6 as a percentage of the original S4 roll.

The S4 to S5 staying on rate is calculated by expressing the S5 roll at the start of the second term (January) as a percentage of the roll of the same group of pupils when they were in S4 at September of the previous school year.

Where a pupil is presented for an examination at Standard Grade in the same subject at more than one level, only account is taken of the highest grade attained.

Where figures or percentages based on a number of pupils attaining certificates under any particular heading is between 1 and 4 no information is given and \*\*\* is inserted instead of the figures.





## INFORMATION FOR PARENTS 2011 SECONDARY SCHOOLS

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

	2008-2009	2009-2010	2010-2011
<b>HYNDLAND</b>	72	83	78
<b>GLASGOW CITY</b>	64	64	68
<b>SCOTLAND</b>	67	72	75

SQA Examination Results (2010/2011 Figures Are Pre-Appeal)

<b>Percentage of the relevant September S4 roll achieving:</b>										
<b>By end of S4</b>		<b>5+ @ level 3 or better</b>			<b>5+ @ level 4 or better</b>			<b>5+ @ level 5 or better</b>		
		<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
		<b>HYNDLAND</b>	90	93	94	76	73	80	46	37
<b>GLASGOW CITY</b>	86	89	91	65	69	72	24	24	24	
<b>SCOTLAND</b>	92	92	93	78	78	78	35	36	35	

<b>Percentage of the relevant September S4 roll achieving:</b>										
<b>By end of S5</b>		<b>1+ @ level 6 or better</b>			<b>3+ @ level 6 or better</b>			<b>5+ @ level 6 or better</b>		
		<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
		<b>HYNDLAND</b>	38	54	45	21	43	32	12	29
<b>GLASGOW CITY</b>	29	32	33	13	17	16	5	8	7	
<b>SCOTLAND</b>	41	43	44	23	25	26	11	11	12	

<b>Percentage of the relevant September S4 roll achieving:</b>										
<b>By end of S6</b>		<b>3+ @ level 6 or better</b>			<b>5+ @ level 6 or better</b>			<b>1+ @ level 7</b>		
		<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
		<b>HYNDLAND</b>	44	30	49	30	22	38	20	17
<b>GLASGOW CITY</b>	22	22	24	13	13	15	7	7	8	
<b>SCOTLAND</b>	31	33	35	21	22	23	14	15	15	

#### FOR INFORMATION

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





## ANNUAL INFORMATION REPORTS FOR SCHOOLS 2011 SECONDARY SCHOOLS

### Leaver Destinations Number of Pupils Leaving In School Year 2010-2011 And Percentage With Destination As:

	HYNDLAND	GLASGOW CITY	SCOTLAND
Total Number of Leavers (=100%)	178	4,750	54,073
Full-time Higher Education	56	28	36
Full-time Further Education	17	29	27
Training	4	10	6
Employment	10	19	20
Other Known	12	14	11
Not Known	1	1	0

### Budgeted Running Costs For Financial Year 2010 – 11

	HYNDLAND	GLASGOW CITY	SCOTLAND
School Roll at September 2010	998	26,741	299,616
Total School Running Costs at April 2011 (£)	4,879,415	140,933,268	1,702,108,639
Cost per Pupil (£)	4,889	5,270	5,681

### Attendance And Absence For School Year 2010 – 2011

HYNDLAND	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances (Pupil Half Days)	64,867	64,452	65,870	63,852	52,422	311,463
Percentage Authorised Absences	5.7	8	8.7	8.5	8.3	7.8
Percentage Unauthorised Absences	0	0	0	0	0.1	0

GLASGOW CITY	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances (Pupil Half Days)	1,760,788	1,843,725	1,885,602	1,795,122	1,335,895	8,621,132
Percentage Authorised Absences	6.1	7.5	8.2	7.3	6.3	7.1
Percentage Unauthorised Absences	2.6	3.4	4.6	3.2	2.9	3.4

SCOTLAND	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances (Pupil Half Days)	19,561,953	19,996,998	20,211,642	20,145,865	15,556,206	95,472,664
Percentage Authorised Absences	5.3	6.2	6.8	6.3	5.9	6.1
Percentage Unauthorised Absences	1.6	2.3	3.2	3.5	3.1	2.7





## **SECTION NINE**

### **AND FINALLY**

**CHILD PROTECTION POLICY**

**SUMMARY OF PARENT/SCHOOL CONTACTS**

**GLOSSARY**

**USEFUL ADDRESSES**

**COMPLAINTS PROCEDURE**

**EVALUATION**







## CHILD WELFARE & SAFETY AND CHILD PROTECTION

All educational establishments and services must take positive steps to help children and young people protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children/ young people have a clear understanding of the difference between appropriate and in appropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child/ young person's establishment.

Educational establishments and services must create and maintain a positive ethos and climate which actively promotes children and young people's welfare and a safe environment by:

- Ensuring that children and young people are respected and listened to
- Ensuring that programmes of health and personal safety are central to the curriculum
- Ensuring that staff are aware of child welfare & safety and protection issues and procedures
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children and young people

Should any member of staff have concerns regarding the welfare or safety of any child or young person they must report these concerns to the head of the establishment. The Head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any child or young person must then immediately advise social work services of these concerns.





## PARENT - SCHOOL CONTACTS

A principal theme of this handbook has been the need for close contact and co-operation between Hyndland and the parents. Reference has been made in many sections to opportunities for contact and consultation.

**Here is a summary of Parent-School contacts**

STAGE OF PUPIL'S CAREER	OPPORTUNITY FOR CONTACT	APPROXIMATE TIMING	OTHER CONTACTS
PRIMARY 7	Staff visit Primary	Autumn to Spring	Regular communications by letters
	Pupils visit Hyndland	January to June	
	Staff at P7 meetings	Throughout year	
	Parents ' meetings at Hyndland	October/June	
SECONDARY 1	School Reports	November/May	Regular Hyndland News
	Meeting for Parents to discuss progress	February	
SECONDARY 2	School Reports	March	Individual appointments <b>AT ANY TIME</b> on request
	Meetings to discuss progress	April	
	Option process	February/March	
SECONDARY 3	School Reports	October/May	Meetings to deal with specific issues required
	Meetings to discuss progress	November	
SECONDARY 4	School Reports	September/January	Parent Council Meetings Social Events
	Meetings to discuss progress	October/March	
SECONDARY 5 & 6	School Reports	October/February	(Shows, concerts)
	Meetings to discuss progress	November/March	

Please note this is a summary which does not include other opportunities for contact which we welcome at all times.

What we wish to emphasise is this -

**IF YOU DO HAVE ANY QUESTIONS OR MATTERS OF INTEREST OR CONCERN - PLEASE DO NOT HESITATE TO GET IN TOUCH WITH US -**

You will be

WELCOME AT  
HYNDLAND!





## ABBREVIATIONS USED -

S1 (etc)	Secondary 1
HT	Head Teacher
DHT	Depute Head Teacher
PT	Principal Teacher

**MIXED ABILITY CLASSES** -pupils of a wide range of abilities taught together in a class; the work of the class will include individual and group activity (usually in S1/2).

**SETTING** - an arrangement by which pupils are placed in classes within certain subjects according to their abilities (usually in S3 to S6).

**CO-OPERATIVE TEACHING** - an arrangement by which a team of teachers are assigned to a class or a number of classes so that special support can be given to pupils.

**OPTIONS** -the choice of subjects and courses open to pupils entering S3 and S5/6..

## USEFUL ADDRESSES

The following addresses may be of use to you:-

**Maureen McKenna,  
Executive Director of Education**

**EDUCATION SERVICES  
GLASGOW CITY COUNCIL**  
Wheatley House  
25 Cochrane Street  
Merchant City  
GLASGOW  
G1 1HL  
TEL 0141-287-2000

**EDUCATION LIAISON OFFICER  
(School Attendance)**  
Mrs Glass  
Hyndland Secondary School  
Lauderdale Gardens  
GLASGOW G12 9RQ  
TEL 0141 – 582-0130

**SKILLS DEVELOPMENT SCOTLAND**  
3 Byres Road,  
Glasgow  
G11 5RD  
TEL 0141-357-6250

**LOCAL COUNCILLORS**  
Kenneth Elder  
Hanzala Malik  
Ken Andrew  
Martha Wardrop  
City Chambers  
George Square  
GLASGOW G2 1DU  
TEL 0141-287-2000





## GIVE US YOUR VIEWS

### ADVICE AND COMPLAINTS

At Hyndland, we aim to offer education of the highest quality possible.

We constantly encourage parents or other members of the community to take an active interest in the life of the school.

### IF YOU HAVE A QUESTION, OR WANT ADVICE ABOUT THE SERVICE WE PROVIDE

please do not hesitate to get in touch. We will be pleased to respond. You should contact the Head Teacher, Ms McNeil, at the school.

OR, if your enquiry is of a very general nature, you can contact Education Services at Wheatley House, 25 Cochrane Street, Merchant City, Glasgow G1 1HL

### OR IF YOU ARE NOT SATISFIED WITH THE SERVICE OR HAVE SOME KIND OF COMPLAINT,

then also do not hesitate to get in touch. we will be very keen to respond positively. Complaints can help us improve the service.

### HOW DO YOU MAKE A COMPLAINT?

You can visit us in person, calling firstly at the School Office

You can telephone on 0141 582-0130

You can write, or fax on 0141 582-0131

You can email to; [headteacher@hyndland-sec.glasgow.sch.uk](mailto:headteacher@hyndland-sec.glasgow.sch.uk)

Normally, you should address your complaint to the Head Teacher, Ms McNeil.

### IF YOUR COMPLAINT IS ABOUT THE EDUCATION SERVICE IN GENERAL,

you can contact, Ms McNeil, but also Education Services.

(Write to the Customer Liaison Unit, Education Services at Wheatley House, 25 Cochrane Street, Merchant City, Glasgow G1 1HL)

We will do our best to respond by

- acknowledging the complaint or enquiry within five working days
- giving a detailed response within 10 working days.

### IF YOU ARE NOT SATISFIED WITH THE RESPONSE

You can contact the Customer Liaison Unit, Education Services at Wheatley House, 25 Cochrane Street, Merchant City, Glasgow G1 1HL. Tel 0141 287 5384, email - [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk) or your local Councillor

But, whatever the concern, do not hesitate to GET IN TOUCH.

Words of appreciation are also welcome!





# HANDBOOK - A PARENTAL EVALUATION

It will be very helpful to us if you are able to find time to complete and return this short questionnaire, either to the Primary School, or direct to us. Many thanks for your help.

**A. Please tick the appropriate column, opposite each statement.**

	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	The Handbook is reasonably attractive				
2	The layout is clear				
3	The text is easily understood				
4	The Handbook contains a great deal of useful information				

**B. Please enter brief comments in response to the following questions.**

1. Is there any topic covered in the handbook about which you would have welcomed more information? YES/NO

If YES, what? \_\_\_\_\_  
\_\_\_\_\_

2. Is there any topic which is NOT covered in the handbook about which you would welcome information? YES/NO

If YES, what? \_\_\_\_\_  
\_\_\_\_\_

3. Are there any other comments which you would like to make?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thanks for your help.





TELL ME

- **I will forget**

SHOW ME

- **I will remember**

INVOLVE ME

- **I will understand**





## THE AIMS OF THE SCHOOL

In Hyndland Secondary School we aim to provide a happy and secure community in which every individual can develop his or her talents and abilities and achieve full potential, regardless of gender, race, disability, religion or background.

### A STATEMENT OF SCHOOL ETHOS

We wish the School to be characterised by the following themes.

#### **OPENNESS**

We aim for a school, which is open to all who have an interest in what we are doing. We hope that people - parents, pupils, and members of the community - feel able to approach us.

#### **ACCOUNTABILITY**

We consider it to be part of our job to inform parents, explain our practices, and justify them if necessary. We wish to listen carefully to others views, and to respond. And of course parents are accountable too, especially for the attendance and conduct of their children.

#### **PARTNERSHIP**

Learning is often the result of people working together; teacher and pupil; pupil and pupil; pupil and parent, parent and teacher . A creative partnership is of benefit to us all.

#### **HIGH EXPECTATIONS**

We require everyone to do her or his best. Nothing less will do. Hard work and effort should always be recognised while underachievement should never be accepted.

#### **INDIVIDUAL NEEDS**

Our greatest challenge is in meeting the specific needs of so many different individuals. While this is difficult, we aim to make the best possible use of available resources to enable us to achieve it.

#### **EQUAL OPPORTUNITIES**

Equality of opportunity is a means of assisting every individual to learn and develop as effectively as possible. This means overcoming all the barriers to learning - whether these exist in course materials or in stereotypes to do with race, religion, disability, age, gender, or socio-economic background.

#### **PARTICIPATION**

We hope to encourage all members of the school to participate in the various activities, curricular and extra-curricular, that go on in the School; to contribute as well as to receive.

#### **CARING COMMUNITY**

We wish to engender a sense of community, of belonging, wherein individuals; pupils, parents, teachers and support staff, feel valued, and also value others, where there is an ethic of co-operation and of helping each other.





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.

