

Handbook
2013

MONIFIETH HIGH SCHOOL



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INTRODUCTION TO PARENTS/GUARDIANS

This document is available in alternative formats

Foreword

Whether you have decided to send your child to Monifieth High School or are considering doing so, thank you for taking the time to read this handbook. It offers a lot of information, but more than that tries to give you a flavour of the kind of school Monifieth High School is.

Schools should be exciting places, full of opportunities and challenges, where all people can achieve their personal best, exploring the world and the contributions they can make to it. That is our vision for Monifieth High School. We value high standards, each person achieving even more than he/she thought possible.

Equally, however, we value community. A school is like a village, not a factory. We involve parents in helping with every stage of their child's education. We involve pupils in the running of the school, encouraging responsibility, self-discipline and genuine care for others. We want everyone – teachers and parents as well as pupils – to see that learning goes on for a lifetime.... and that everyone can help everyone else to learn. We value each other's achievements, and emphasise that there are many types of achievement, each complementary to the other.

In other words, we want Monifieth High School to be a Learning Community. Welcome to our school.



Richard Coton

Visit us on-line at www.monifiethhigh.angus.sch.uk

Angus Council website www.angus.gov.uk/schools/ is where parents can find on-line forms for eg:

Clothing Grants, Free School Meals, EMAs and School Transport

A SCHOOL PORTRAIT SCHOOL INFORMATION

Accommodation

The school's accommodation is continuously being improved; recent developments include a new Visitor Reception and Office facilities, excellent Support for Learning and physiotherapy rooms, new Science laboratories, new Home Economic kitchens, state-of-the-art Design Technology rooms, a brand new Community Wing and an additional wing containing flexible study areas. The school is well equipped with the latest IT facilities including next-generation approaches to ICT such as wireless LANs, and interactive whiteboards in nearly all classrooms.

Our school building is surrounded by extensive grounds and playing fields. A dedicated Games Block, complete with swimming pool, lies to the north of the main building, while a single storey practical block housing Art & Design, Music, Science and Technical Education is at the south end. The whole school can be accommodated indoors in bad weather.

Monifieth High School is a non-denominational six-year comprehensive school, whose roll at September 2012 was 1065. Gaelic-medium education is not provided.

Description of Delineated Area

Monifieth High School Burgh Catchment Area
Grange & Seaview Primary Schools.

Monifieth High School Catchment Area – Rural Boundary Areas of Auchterhouse/Birkhill/Liff/Newtyle & Mattocks/Murroes

Auchterhouse/Birkhill/Liff/Newtyle

Balbeuchley House – Pitpointie – Templelands – Templelands Farm Cottages – south on Templeton Road to woodland area – west along edge of wooded area to Blairfield Road – south down Blairfield Road to join A923 (running East to take in housing on A923) – Follow line south to a point above Gourdie Cottages following the Angus Council boundary line – Follow line west to Whitelawston Cottages – Liff Primary School – Continue to follow the Angus Council boundary line taking in Woodend Cottages – Learsmonth House, Gray Cottage, Wildacres, Dunlarach and Cater Milly – Continue following the Angus Council boundary (Benvie Farmhouse, Flocklones, Blairhall Cottages) deviating slightly at Inner West Lodge to take in Cleekmin Cottage & Burnside – Continue along Angus Council boundary (Balruddery Garden Cottage, Kennels Cottage, East/West Ladyfield) to a point on the road above Dron Farm Cottages – Binns Farm – Keep following the Angus Council boundary (taking in Thrawparts, Ledcrieff, Denside Keillor, Railway Cottage – Camno Crossing, Nethermill) to a point west of Templeton Myres – South East cutting across Henderston Quarry – East across Henderston Quarry – East across Scotston Quarry – Auchterhouse Hill – Windygates – Back to Balbeuchley House.

Mattocks/Murroes

North of Quarry Cottages – Shank of Omachie – south to a point west of Cunmont – West to South Kingennie Steadings – Centre line of road to a point east of Murroes Village – South to East Pitkerro – Follow Angus Council Boundary Line - Ballumbie Castle Estate (excluding Fithiebank), Ballumbie South Lodge – Barns Of Wedderburn – Laverock Hall – South Powrie Farm Cottages to a point on Emmock Road Parallel to A90 – Follow this line north taking in Shielhill Cottages to a point west of Newbigging (excluding the Sheiling and Dunvrackie) – Lealands – Shangrila – Continue northwards parallel to U522 Petterden to a point of Todhills – Eastwards to a point north of Brighty – East to Dodd Hill – South to woodland area north of Big Latch – Eastwards to a point north of Wellbank Mains.

School Contact Details:

Monifieth High School
Panmurefield Road
Monifieth
DD5 4QT
Tele: 01382 536700
Fax: 01382 532987
Website:
www.monifiethhigh.angus.sch.uk
Email:
monifiethhigh@monifiethhigh.angus.sch.uk

Any questions relating to Monifieth High School or the policies of Angus Education Authority may be addressed to the school's Head Teacher, **Mr Richard Coton** or to the Director of Education for Angus Council, **Mr Neil Logue** and his staff at the Education Department, **Angus House, Orchardbank Business Park, Forfar DD8 1AE** (Tele 08452 777778, fax 01307 461848).
Email – Education@angus.gov.uk

SENIOR STAFF

Monifieth High School is led by the Rector, three Depute Rectors and the Support Services Manager. As you will see in this handbook, however, the school works through numerous leadership teams, including a range of teams led by pupils of different ages.



Mr Richard Coton
Rector



Mrs Kathleen Ritchie
Depute Rector



Miss Margaret Smith
Depute Rector



Mr Jeremy Morris
Depute Rector



Mrs Carol Taylor
Support Services Manager

MONIFIETH HIGH SCHOOL STAFF LIST

Senior Management Team

Mr R Coton
Mr J Morris
Mrs K Ritchie
Miss M Smith
Mrs C Taylor

Rector
Depute Rector
Depute Rector
Depute Rector
Support Services
Manager

PT's Support

Mrs M Welsh
Mrs M Ford
Mrs K Perry
Mr S Burns
Mr C Lusby
Mrs Whitfield

**Balmossie
Dalhousie/Balmossie
Dalhousie
Panmure/Balmossie
Panmure
Dalhousie**

Expressive Arts

Art & Design
Miss D Grundy
Miss N Kleppang
Mr A Latto
Mrs K Neill
Mrs G Walsh

**Mr A Latto
PT CURRICULUM**

Music

Mr S Brand
Mrs H Edgar
Mrs R Longden

Business and Technology

Business Studies
Mrs D Scrimgeour
Mrs H Croan

**Mrs A Barclay
PT CURRICULUM**

Computing

Mr G Magee
Mr A Tait
Miss L. Wilson

PT

Technical Education

Mrs A Barclay
Mr D Telfer
Mr G Dunn
Miss M Stewart
Mr G Torbet

PT

English

Mrs G Savory
Miss T Adams
Miss L Herbert
Mr N Irvine
Miss D McCumiskey
Mrs N Randles
Mrs A Stott
Mr R Weir

**Mrs Savory
PT CURRICULUM**

Health Improvement

Home Economics
Mrs V Massie
Miss N Gibson
Mrs A Reid
Miss K Stevenson

**Mr Cunningham
PT CURRICULUM**

Physical Education

Mr P Cunningham
Mrs S Buist
Mr S James
Mr A Thom
Mrs F Walthall

Mathematics

Mr D Gillespie
Mr P Galloway
Mrs J Greig
Mr W Lafferty
Mr F Maclean
Mr J McFarlane
Mrs J Murray
Mr A Shanks

Modern Languages

Mrs H Bovill
MR G Julien
Miss A Low
Miss K Mann
Mrs H Taylor

Raising Achievement

Miss A Grant

Sciences

Biology

Mr I Alexander
Mrs A Clark
Miss J Hay
Mr I McGregor
Mr A Traghan

Chemistry

Miss K Bond
Mr G Magee
Mr D Sleigh
Mr F Dal Rio

Physics

Mr M Callaghan
Miss N Jones
Mr C Kerr

Social Subjects

Geography

Mr R Baird
Mrs D Boyne
Miss S Hill
Mrs R Whitfield

History

Mr Hood
Mr M Cox
Mr D Farrell
Miss L McLean

Religious Education

Mrs R Adams

Support For Learning/Inclusion

Mrs B Dobson
Mrs R Kelly
Mrs F Lamb
Mrs J McGalliard
Miss K Stevenson
Mrs O Wainwright

**Mr Gillespie
PT CURRICULUM**

**Mrs Bovill
PT CURRICULUM**

**Miss A Grant
PT Raising Achievement**

**Mr I Alexander
PT CURRICULUM**

**Mr Hood
PT CURRICULUM**

**Mrs Dobson
PT CURRICULUM**

Support For Learning Assistants

Mrs E Boath
Mrs H Brown
Mrs A Greenhill
Mrs P Scrimgeour
Mrs M Stewart
Miss J Wilson
Miss K Harrison

Caretakers

Mr M Gibb
Mr K Taylor
Mr B Ogilvie
Mr J Will

Canteen

Mrs H Wilkie

Cleaning Monitor

Mrs C Meldrum

Library

Mrs A Gasowska
Mrs F Robb

Office Staff

Mrs C Kerr
Mrs H Graham
Mrs B Howlett
Mrs S Laing
Mrs L Roncone
Mrs E Taylor

Secondary School Assistants

Mrs J Bodden
Mrs C Bruce
Mrs J Cain
Mrs L. Duncan
Mrs A Lorkowska
Mrs M McIntosh
Mr K Swankie

Technicians

Mr S Willis
Mr D Chapman
Mrs J Cook
Mr A White

Music Instructors

Mrs Branney
Mr Judge
Mrs Will
Mr Tribble
Mr Morrison
Mr MacCrimmon

Language Assistants

Miss B Solabarrieta
Mr A C Klahn
Miss C Mauxion

Pool Attendants

Mrs D Placentino

TRANSITIONS

TRANSFER TO SECONDARY SCHOOL

Parents of Primary 7 children in our associated primary schools, and those who have successfully made a placing request for Monifieth High School, will have the opportunity to visit the school for our P7 Parents' Evening on Tuesday 11 June 2013. During the evening, there will be the chance to meet staff who will support your child's first few weeks at the school, and to ask numerous questions. Please do not hesitate to make contact with the school prior to that date if you have a specific problem or query which needs individual help.

All Primary 7 pupils who have been offered a place at Monifieth High School will be invited to the school for a four-day Induction Programme on Monday 10, Tuesday 11, Wednesday 12 and Thursday 13 June when they will meet their teachers, familiarise themselves with the school and be introduced to a range of the individual subjects that comprise the S1 curriculum.

All S1 Pupils will be involved in a Team Building day at Monikie Park together with the Teachers with whom they have the closest contact and S6 Buddies.

LIAISON WITH SECONDARY SCHOOL

Over recent years, the staff of Monifieth High School and of all the primary schools with which we are associated have enjoyed developing close links. There are regular discussions and visits to ensure curricular continuity, Principal Teachers (Pupil Care & Support) meet future Monifieth pupils in their own primary schools, and detailed profiles and information on all pupils are shared.

TRANSFERRING DURING THE YEAR: VISITS OF PROSPECTIVE PARENTS

If your son or daughter is transferring from a school outside our delineated area, or into a year group other than S1, please refer to this website:

<http://www.angus.gov.uk/atoz/pdfs/choosingaschool.pdf>

Please contact our School Office if you would like to arrange a visit at this stage.

Once your child has been allocated a place you will be invited to meet a senior staff member to find out more about the curriculum and to share information about your child.

1. We will be keen to meet you and your child/children before the transfer takes place. Please contact our School Office as soon as possible so we can make an appointment.
2. At the meeting, we would like to discuss your needs, and what the school has to offer. We will endeavour to provide you with any information you may need, and would be grateful if you could bring with you any information e.g. course choices, report cards, which might be of use in deciding on a suitable course.
3. On the day your son or daughter begins school, he/she should arrive in time to be registered at 8.55am when a timetable will be provided. A meeting will be arranged with the appropriate Pupil Care and Support Teacher, a teacher who will have a particular responsibility for looking after your son or daughter while in school.

LEARNING FOR LIFE

Monifieth High School emphasises the importance of the highest standards of achievement in every aspect of life. Our aim is to balance high-quality teaching in the classroom with excellent sports, music and extra-curricular activities and strong links with the world of work and the community as a whole.

The numerous subjects are organised in 8 Curriculum Groups. A full staff list is set out on the next page. Further details of the range of subjects available are given on the following pages.

Sports, Music and Extra-Curricular Activities

Our school has a long tradition of developing pupils' talents over a wide spectrum: pupils compete regularly at national and international levels, they speak at national conferences, and take part in expeditions as far away as Iceland, India and China.

Our excellent sports facilities support numerous lunch-time and after-school activities, ranging from swimming and athletics to our own "World Cup" football. These are co-ordinated by our Sports Coordinators and organised by a wide range of staff and senior pupils. There is a strong inter-house competition, climaxing in our annual Sports Day. Equally, we are most fortunate to have a full symphony orchestra, plus instrumental groups and choirs. In both sports and music, our teachers and instructors tutor pupils whose achievements have become nationally recognised.

Traditionally, our school has shown great strength in musical and sports activities, and there is also a considerable range of other clubs and societies. Your child's education will be greatly enhanced through regular involvement in one or more of these.

Approximately 30 of our pupils are currently involved in the Duke of Edinburgh Award Scheme, while others support the following clubs and societies: Biodiversity Group, Bridge, Cheerleaders, Drama, Library Club, Maths, Public Speaking and Debating, Enterprise, Scriptive Union and Amnesty International.

Skills for Learning, Life and Work

Monifieth High School places great importance on active Citizenship. Much of the learning in all S1 subjects is organised around this theme. As they progress through school, our young people are increasingly prepared for the world of work, with work-related aspects of learning in many subjects and the option of additional specific vocational courses. Work experience opportunities are available from S4 onwards.

All courses place great emphasis on high standards of literacy and community, while numeracy is developed in a range of contexts. "Soft Skills" (teamwork, leadership, time-management, target-setting, creativity etc) are increasingly important in life and these are developed throughout the school. Form Time (30 minutes per day) helps to focus these skills and draw the learning together. There is a range of all-age Pupil Leadership Teams, for example, while senior pupils can join our Leadership Academy, where some of the teaching is through video-conferencing with an American University.

We believe that positive relationships lie at the heart of health and wellbeing and the keynote is mutual support: pupils working closely and constructively together with each other, with teachers, with parents and with the community. This starts as soon as our new S1 pupils arrive in the school, when each class has "Buddies" from S6 who help them settle into the school in a wide range of ways.

School and Community Links

Strong links with our community have been established, including local churches, primary schools and the Community Council.

We are also keen to raise money and support those in need, with fundraising activities coordinated by our enthusiastic pupil-led Charities Committee. In addition to raising money for charity, we have an active S3 Service Club, which is the youth branch of the Rotary Club. Senior pupils at Monifieth High School are also involved in community service in Nursing and Residential Homes, as well as helping in several of our associated primary schools.

Pupils of all age groups benefit from a wide range of field trips, whether to sites of geographical or historical importance, to science lectures at local universities, to theatres and concerts etc. There are overseas visits to Switzerland and France, to New York and Berlin, to Iceland and WWI Battlefields. Senior pupils visit South India, to work with the community and in particular our partner school, RCM Vippedu. Our sports teams compete throughout Scotland while our senior orchestra performs locally and on occasions overseas.

School Day	
Period 1	08.55 – 09.45
Period 2	09.45 – 10.35
Tutor Groups	10.35 – 11.05
Interval	11.05 – 11.20
Period 3	11.20 – 12.10
Period 4	12.10 – 13.00
Lunch	13.00 – 14.00
Period 5	14.00 – 14.50
Period 6	14.50 – 15.40

SCHOOL ETHOS

As stated in the Head Teacher's Foreword, our vision for Monifieth High School is of a Learning Community: everyone learning, everyone taking responsibility for their own learning, everyone helping the learning of others. Self-discipline, self-confidence, a sense of impetus, caring for others and highest standards of teaching are all clearly essential.

In summer 2001 Monifieth High School was listed by the Scottish Qualifications Authority as one of the 12 most improved schools in Scotland in terms of SQA results, and our overall performance has continued to strengthen encouragingly in each subsequent year. In 2011 we achieved another particularly strong overall set of SQA results while our Higher results in 2012 were stronger still. Like all schools, we are committed to continuous development and look forward to seeing yet further improvements on all fronts in the years ahead. The paragraphs which follow set out some of the ways in which we believe this can be achieved.

Class Organisation

Clear care is taken in placing youngsters in Form Classes in S1, making use of information from parents and primary schools. Nearly every S1 and S2 class is 'mixed-ability', while there are limited opportunities to set pupils in S3 classes.

Homework

Homework is even more important than it used to be, and it is very important that both pupils and parents should realise how approaches to it have developed in recent years. All pupils (supported by their parents) are expected to take responsibility each evening for revising and extending the work done during the school day, in addition to revising periodically for tests. Teachers continue to set particular assignments to be completed at home, but this traditional concept of homework is only a part of what a pupil should study each evening. Pupils should always have a novel "on the go" (advice is given by the English Department); notes in all subjects should be revised and learnt as appropriate; additional research should be carried out using the internet and the school's "Glow" website.

As in primary school, parents should discuss homework with their children each evening. S1 Pupils should plan to study for approximately 30 minutes each evening, S2 for 45 minutes, S3 for 1 hour, S4 for 1½ hours and S5/6 for 2½ hours. Supported Study is also available for different year groups at lunchtime and after school.

Diary Planner

Each pupil is issued annually with a Diary Planner. Pupils should keep in it a detailed record of each evening's homework whether self-organised by the pupil and parent or set by the teacher. The planner's purpose is to assist pupils to manage workload, to make forward plans, to set individual targets, to identify strengths and weaknesses, to note key dates and homework, to record the results of assessments, and to remind pupils of important aspects of the school's organisation: in short, to enable pupils to take responsibility for their own learning. Equally it is a means of strengthening the partnership between school and home, and all teachers and parents are urged to enter comments if appropriate. Form Tutors regularly devote time with pupils to overseeing and monitoring the use of planner.

Pupil Council

We place great emphasis as a school on helping pupils to understand the numerous ways in which they can help others. Within the school pupils are actively engaged in the 6 school councils. The Pupil Council members are elected by their class peers at the beginning of session and hold office for the duration of one year. Throughout the year they will meet regularly with key staff members and senior Pupil Leaders. As a group they have influenced aspects of school life eg the introduction of lockers, approaches to active learning etc. They make detailed and highly informed input into school improvement priorities and regularly address emerging issues.

Celebrating Achievement

We all work best when we know that our efforts are encouraged, appreciated and praised. In subject classes, pupils are given positive feedback on their current strengths and then helped to aim yet higher through planning their next steps. In Form classes, they are encouraged to reflect on and share their achievements both inside and outside school. This process is supported by the Portfolio and Profile that each pupil builds up in S1 and S3, as well as by the Merit Awards system. Our annual Prizegiving and Awards Ceremonies in the Webster Theatre, Arbroath, celebrate the academic, sporting, cultural and personal achievements of hundreds of pupils. The climax of the Ceremonies is the awarding of the Junior and Whole-School Inter-House Trophy.

The Pupils' and Parents' Voice

Personalisation and choice is a key principle of Curriculum for Excellence. As (s)he progresses through the school, your son/daughter will have steadily increasing choices about the subjects (s)he will study. Within each subject, pupils are also given various choices about the contexts in which they will develop their skills. Personal responsibility in decision-making and planning next steps in learning is crucial to everyone's development.

There are numerous opportunities also to join Pupil Leadership teams, to get involved with extra-curricular activities and to influence and serve our school community. We warmly encourage parents to discuss these with their children and to support their development through enthusiastic participation in all the opportunities that school life affords.

Our school website gives parents an increasingly detailed insight into the many learning opportunities inside and out with the classroom. On a weekly basis, your child should record various activities in the Diary Planner. The Planner is also an excellent way for parents to communicate with class teachers via a note or question, to which the teacher can respond. The wide range of parents' events (see below: "The Curriculum at School, Local and National Level) also give parents many opportunities to communicate and work with teachers in support of their child's learning.

SCHOOL UNIFORM

School uniform is very important for four reasons:

- It helps pupils identify with the whole school community, rather than divide into sub-groups marked by different clothing styles
- It prevents competition based on expensive fashion statements, and so removes pressure from pupils and parents alike
- It is smart and business-like, and means that a pupil is coming to school dressed for work, and so is mentally prepared for work
- It greatly improves school security, by making any intruder stand out clearly

We are currently consulting our school community (including pupils and parents now in P7) on aspects of the uniform, and updated information will be available by the time of P7 Induction in June 2013. The current uniform, worn by all pupils, is:

The current uniform is the result of consultation with all parents, pupils and staff, which resulted in a very high level of agreement and support by all. Our uniform is worn by all pupils. It is currently:

- White, pale blue or black blouse/shirt, smartly worn and buttoned to neck
- School tie, knotted to neck
- Plain grey, black or navy v-neck sweater or cardigan without logo
- Black trousers or skirt
- Black or very dark brown shoes (or plain black trainers)
- Outer jacket, to be worn in inclement weather. All Prefects must additionally wear a school blazer, and other pupils have the option of doing so if they wish. Bright coloured, white or denim jackets, dark denim jackets, dark denim trousers and all form of jeans should not be worn; large logos should be likewise avoided
- A number of school groups (Dance, Cheerleaders, Sports Coaches etc) have their own sweatshirts etc. These should only be worn by members of these groups.

For various reasons (specified in brackets) the following are *not permitted*:

Dangling earrings/hoops, dangling necklaces (safety), hooded tops (security), white trainers (security), 'hot pant' shorts/excessively short skirts, low cut trousers (consideration for others), baseball caps (security) and designer labels (peer pressure/cost).

Uniform can be obtained at the following stockists:

Logoxpres Ltd, 4 Kings Court, Glentye Road, Broadleys Business Park, Stirling FK7 7LH
Tel: 01786 447454 email: sales@logoxpres.co.uk

The Schoolwear Shop, Commercial Street, Dundee

SPORTS KIT

Boys

Indoors

Indoor trainers

White t-shirt

The PE Department has specific PE t-shirts which all pupils are encouraged to purchase

Navy shorts

Outdoors

Outdoor trainers/boots

White or navy t-shirt

OR navy rugby shirt

White or navy shorts

Girls

Indoors

Indoor trainers

White t-shirt

Navy shorts

Outdoors

Outdoor trainers

White t-shirt

Navy shorts

Swimming (boys/girls)

Swim trunks/one piece swimming costume

Swim shorts/trunks

(close fitting, NOT baggy or knee length)

Swim cap

Goggles (recommended)

Stockists of sports kit are:

The Schoolwear Shop, 23 Commercial Street, Dundee

School Clothing Grants

The Pupil Council members are elected by their class peers at the beginning of session and they hold office for the duration of one year. Throughout the year they will meet regularly with a member of the management team. They will be involved in taking forward school improvement priorities and addressing emerging issues as they occur.

Parents or carers who have a child under 16 attending an Angus school and receive any of the following qualify for a School Clothing Grant:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment Support Allowance
- Child Tax Credit and/or Working Tax Credit, and where your income is less than £15,860 (in 2012/13 as assessed by the Inland Revenue)
- Support provided under Part VI of the Immigration and Asylum Act 1999

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify – see link below.

http://www.angus.gov.uk/services/view_service_detail.cfm?serviceid=1114

Entitlement to Clothing Grants is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01382 536500 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for these benefits a separate application process exists and you should still contact any of the telephone numbers above for details.

PUPIL ABSENCE PROCEDURES – see link below

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/schoolattendance.pdf>

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviour of adults.

Whilst it should be noted that there has been no such instance occurring within Angus it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, the Education Authority has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

Attendance

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school.

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

- if your child is unable to attend school through illness please telephone the school between 9.00 and 9.45 am on the first day of his/her absence.
- if you would find it more convenient to send in a note via your child's brother or sister or a friend that would also be acceptable.
- if your child becomes unwell at lunchtime and is unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- when you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- on your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

Planned Absence

- parents are encouraged not to arrange family holidays during term time but it is realised that, in exceptional circumstances, this is unavoidable. In such cases, parents are asked to provide the Head Teacher with information of the dates when the child is to be absent from the school in good time.
- except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made out with the school day.

Contact Details

- parents are asked to ensure that telephone contact numbers – home, work and emergency contact(s) are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances.

THE CURRICULUM FOR EXCELLENCE

Curriculum Levels

There are national levels to describe different stages of learning and progress. For most children the expectation is:

- Early Level – pre-school to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7
- Third and Fourth Levels – S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase – S4-S6, and equivalents in other settings, where they can continue to develop the four capacities and achieve qualifications

Information about Curriculum for Excellence in Angus and across Scotland can be found at:

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/LinkingTheLearning.pdf>

Learning Opportunities

S1 and S2

All young people in S1, S2 and S3 now follow a course fully oriented to Curriculum for Excellence. Traditional subjects are linked thematically (*Citizenship* in S1, *Building the Future* in S2). Specific projects (Scottish Citizen, a natural disaster simulation, etc) then make close connections in learning at different times of the year. As well as a wide knowledge base, young people develop a range of specific skills year on year. Qualities such as personal resilience and responsibility for others are also fostered. In S2, pupils additionally choose one from a series of elective subjects, ranging from archaeology to electronic media production.

S3

In S3, related subjects are grouped together to enable pupils to grasp the various types of understanding and thinking.

As it is the final year of Broad General Education, S3 is particularly important. During it:

- Pupils develop key skills to a much higher level than previously. Many of these skills are developed across all subjects. They include the ability to
 - analyse, evaluate and create
 - communicate, prioritise and work effectively in teams
- Pupils also develop skills and understanding which relate to specific subjects or groups of subjects (eg sciences, technology or the arts).

Pupils all study the core areas of English, Mathematics, Philosophy and Citizenship, PE and Social Education. They also learn in 6 other broad areas: Social Subjects, Expressive Arts, Technology, Science and Modern Languages.

Within most of these broad areas, pupils experience all of the subjects in the course of the year. For example, Social Subjects includes History and Geography; Technology includes Business, Computing and Technical. This gives them the best possible understanding on which they can base their choice of specialist subjects in S4/S5/S6.

In Science, however, pupils can select a focus to develop their skills based on Biology OR Chemistry OR Physics. And in Modern Languages they decide between specialising in French and taking a broader European Studies course which looks at life in different European countries and introduces them to a basic group of various languages.

Finally, pupils can make an additional selection of one from a range of subjects: Biology, Chemistry, Physics, Technical Subjects, Home Economics or PE.

Remember that these focus areas in S3 will have no effect on pupils' choice of subject in S4. The prime purpose of the S3 course is to develop their skills, and the same skills are developed in a range of subjects.

The Senior Phase

S4

Towards the end of S3, pupils select the subjects they wish to study for National Qualifications at the end of S4 (English, Mathematics and 4 others). These courses, leading to National Qualifications at Level 3 (Access), Level 4 and Level 5, will be available from June 2013, with examinations where appropriate in May 2014. For those joining our middle school in the coming year, Standard Grade qualifications will continue to be available until the final diet of exams in May 2013.

A draft Option sheet is on page 9. It is normally issued in March along with a brief but comprehensive booklet, 'Preparing for Standard Grade'.

S5 and S6

Courses are currently offered to S5 pupils at Intermediate 2 and Higher levels. All S5 pupils study 5 subjects chosen from among those which they took to examination level at Standard Grade (or in future, at National 4 or National 5). The level at which a subject is studied in S5 depends on the level of award in S4. Pupils in S6 may study appropriate subjects at Intermediate 2, Higher and Advanced Higher levels. We currently offer Advanced Higher in no fewer than 13 subjects, for example.

Decisions regarding S5 and S6 courses are made after intensive work involving teaching staff, Principal Teachers (Pupil Care & Support) and the Careers Officer, in class and at individual interview. A booklet, 'Preparing for S5/S6', is issued to pupils in January/February. Parents and pupils also have the opportunity to attend an awareness raising evening at which representatives from college and university, local employers and the Careers Service explore the various options open to pupils entering the post-compulsory years. All decisions made at this stage are of course provisional and are reviewed when results of SQA examinations are known in August.

The Draft Option Sheets for S5 and S6 are included in this booklet. Courses are offered subject to attracting a minimum number of candidates. Some subjects which do not attract such numbers may instead be available at an adjacent school or via on-line tuition.

The Curriculum at School, Local and National Level

Our school website is a source of an every-growing amount of information on the curriculum and on the life of the school.

There are also many opportunities for parents to visit us in the course of the year. These include the normal parents' evenings (one for every year group); special-focus parents' evenings such as "S1 Settling In" and parents' evenings for pupils with additional needs; a "How to Support your Child in S1" evening; Parent Information Evenings on Curriculum for excellence; a Christmas Concert and Summer Arts Festival; and parents' evenings linked to overseas expeditions and field trips.

At the back of this handbook, various websites are listed which give information about the curriculum across Angus and in Scotland as a whole.

SENIOR I OPTIONS SHEET 2013-2014 DRAFT COPY

Name: _____

Class: _____

Proposed Career (if known) _____

Column A	Column B	Column C	Column D
Choose one subject from each of these columns			
5 periods	5 periods	5 periods	5 periods
<p>Compulsory Subjects</p> <p><i>English - 3 periods</i></p> <p><i>Maths - 3 periods</i></p> <p><i>PE - 2 periods</i></p> <p><i>RME - 1 period</i></p> <p><i>SE - 1 period</i></p>	<p>1 Art & Design</p> <p>2 Music</p> <p>3 Biology</p> <p>4 Chemistry</p> <p>5 Physics</p> <p>6 Business Management.</p> <p>7 <i>Early Education & Childcare</i></p> <p>8 <i>Personal Development</i></p>	<p>9 French/German Fashion & Textile</p> <p>10 Tech.</p> <p>11 Health and Food Tech</p> <p>12 Geography</p> <p>13 History</p> <p>14 Computing</p> <p>15 <i>College/Personal Dev.</i></p>	<p>16 <i>Hospitality Design & Manufacture*</i></p> <p>17 Design & Manufacture*</p> <p>18 Graphic Communication</p> <p>19 Computing</p> <p>20 Physical Education</p> <p>21 Geography</p> <p>22 History</p>
<p>23 Art & Design</p> <p>24 Music*</p> <p>25 Spanish</p> <p>26 Design & Man.</p> <p>27 Biology</p> <p>28 Chemistry</p> <p>29 Physics</p> <p>30 <i>Early Education & Childcare</i></p> <p>31 <i>Practical Woodworking or or Metalworking</i></p>			

	Column A	Column B	Column C	Column D
Put the number of your choice here				
For PT (PC&S) use only				

Signature of Principal Teacher (Support): _____

Signature of Parent: _____

Date: _____

Please do not sign until after course choice interview

If there is a combination of subjects you wish to take that is not possible please note them below:

Column A	Column B	Column C	Column D

Notes:

Completing the Senior 1 Course Options Sheet

1. It is very important that you and your parents should read the specific course details in “Preparing for S4” handbook before completing the sheet. Note at what level(s) a particular course will be offered eg some courses may be offered at National 4 and National 5 where some may only be offered at National 4.
2. While all S4 pupils study English, Maths, Social Education, Physical Education and Religious Education, you have a free choice (one subject per column) in Columns B-E. Make sure, however, that you take account of the advice offered in the S3 reports and in the “Preparing for S4” Handbook. No subject may be chosen more than once. Enter the numbers of your **(four)** chosen subjects in the first row of boxes, at the foot of each column.
3. The Option Sheet offers a large number of choice combinations. If there is another you would like, please note this in the space at the bottom of the sheet. **PLEASE NOTE THAT WHILST ALL REQUESTS WILL BE CONSIDERED, THERE IS NO GUARANTEE THAT IT WILL BE PRACTICABLE TO FULFIL A PREFERENCE WHICH IS SUPPORTED BY ONLY A FEW PUPILS.**
4. If you are likely to continue to study Design & Manufacture at Higher you should select option number **17**, or if you are likely to continue to study Music at Higher, you should select option number **34**
5. Please complete your Course Options sheet provisionally, and return it unsigned to your Form Tutor on or before 15 February. After discussion between your Principal Teacher (Pupil Care & Support) and yourself, which will take place between 21-27 February, the form will be returned to your parent, who should sign it and return to the school no later than Thursday 1 March.
6. The following courses (if there is sufficient support to run them) are likely to be offered in S4 **only**:
 - a. Early Education and Childcare
 - b. Hospitality
 - c. Personal Development
 - d. Practical Woodworking
 - e. Practical Metalworking
7. While we make every effort to grant your chosen course, you may need to choose again if demand exceeds available spaces, or too few have opted for a course. Each column includes at least two options from a particular curriculum area eg Chemistry and Biology (Sciences), Business Management and Geography (Social Subjects) – making second choices easier.
8. All courses offered are subject to staff availability and must be approved by the Rector.
9. It is expected that the course choice process is complete once the Course Options Sheet is returned with a parental signature. It is highly unlikely that we will be able to accommodate requests for changes after this time, and no changes can be made after the new timetable begins in June 2013.

S5 OPTION SHEET 2013-2014 – DRAFT COPY

Name: _____

Class: _____

	Column A	Column B	Column C	Column D	Column E
	5-6 periods	5-6 periods	5-6 periods	5 periods	5 periods
HIGHER	4 English (6 periods) 5 Business Management 6 Biology 7 Physics 8 Physical Education 9 RMPS	19 English (6 periods) 20 Chemistry 21 Art & Design 22 Spanish 23 Music 24 Photography	34 Mathematics (6 periods) 35 History 36 Biology/Human Biology	45 French 46 German 47 Chemistry 48 Geography 49 Information Systems 50 Graphic Comm. 51 Health & Food Tech. 52 Computing Studies	63 Art & Design 64 History 65 Geography 66 Physics 67 Biology 68 Human Biology 69 Product Design 70 Information Systems
INTERMEDIATE 2	10 English (6 periods) 11 Biology 12 Physics 13 Physical Education 14 RMPS	25 English (6 periods) 26 Chemistry 27 Art & Design 28 Spanish 29 Music	37 Mathematics (6 periods) 38 History 39 Practical Craft Skills 40 Hospitality	53 French 54 German 55 Chemistry 56 Geography 57 Information Systems 58 Graphic Comm. 59 Hospitality	71 Art & Design 72 History 73 Geography 74 Biology 75 Product Design
INTERMEDIATE 1	15 English (6 periods)	30 English (6 periods)	41 Mathematics (6 periods)		

Put the number of your choice in each of the boxes					
PT (PC&S) use only					

Signature of PT (PC&S): _____

Signature of Parent/Carer: _____

Date: _____

Date: _____

Please do not sign until after course choice interview

S5 Course Options : 2013-2014

Notes of Guidance

1. Parents and pupils are strongly encouraged to read the accompanying booklet "Preparing for S5 before completing this sheet.
2. The Course Options Sheet should be provisionally completed and returned, unsigned, to the Form Tutor on or before **Friday 25th January**. After discussion between the pupils and his/her PT Pupil Care and Support which will take place **during the week beginning 28th January**, it will be sent to the parent/guardian, who should sign it and return it to the school no later than **Monday 4th February**.
3. English, chosen from either Column 1 or Column 2, is compulsory. No subject may be chosen more than once. The numbers of the chosen subjects in each column should be entered in the first row of boxes at the foot of the column. Either Biology **OR** Human Biology will be offered in Column C depending on a majority choice.
4. Subjects are offered as full courses within the National Qualifications framework. Expected levels of qualification for entry to courses are given in the synopsis at the end of the booklet 'Preparing for S5'. **It is important that full consideration is taken of the advice offered by subject departments and Pupil Care and Support staff in regard to suitability for a particular course.**
5. Every S5 pupil is expected to negotiate a curriculum that will ensure a full timetable throughout the academic year. In addition to the choices made overleaf, there will be two periods of Physical Education and either one or two supervised study periods; these periods are compulsory.
6. While every effort will be made to grant a chosen course, it may become necessary to ask some pupils to choose again if demand exceeds available places or if demand is so weak that a class would not be viable. **Please note that the authority has given clear instructions that the school should not operate any non-viable classes next session.** All courses are subject to the availability of staff and must be approved by the Rector.

*Richard Coton
Rector
December 2012*

S6 OPTION SHEET 2013-2014 – DRAFT COPY

Name: _____

Class: _____

	Column A	Column B	Column C	Column D	Column E
	5-6 periods	5-6 periods	5-6 periods	5 periods	5 periods
ADVANCED HIGHER	1 Chemistry	16 Physics	31 Information Systems	42 English	60 Art & Design/Folio
	2 History	17 Physical Education	32 Music	43 Mathematics	61 French
	3 Graphic Comm.	18 Geography	33 Biology	44 Spanish	62 German
HIGHER	4 English (<i>6 periods</i>)	19 English (<i>6 periods</i>)	34 Mathematics (<i>6 periods</i>)	45 French	63 Art & Design
	5 Business Management	20 Chemistry	35 History	46 German	64 History
	6 Biology	21 Art & Design	36 Biology/Human Biology	47 Chemistry	65 Geography
	7 Physics	22 Spanish		48 Geography	66 Physics
	8 Physical Education	23 Music		49 Information Systems	67 Biology
	9 RMPS	24 Photography		50 Graphic Comm.	68 Human Biology
INTERMEDIATE 2	10 English (<i>6 periods</i>)	25 English (<i>6 periods</i>)	37 Mathematics (<i>6 periods</i>)	53 French	71 Art & Design
	11 Biology	26 Chemistry	38 History	54 German	72 History
	12 Physics	27 Art & Design	39 Practical Craft Skills	55 Chemistry	73 Geography
	13 Physical Education	28 Spanish	40 Hospitality	56 Geography	74 Biology
	14 RMPS	29 Music		57 Information Systems	75 Product Design
				58 Graphic Comm.	
			59 Hospitality		
INTERMEDIATE 1	15 English (<i>6 periods</i>)	30 English (<i>6 periods</i>)	41 Mathematics (<i>6 periods</i>)		

Put the number of your choice in each of the boxes

PT (PC&S) use only
Signature of PT (PC&S): _____
Date: _____

Signature of Parent/Carer: _____
Date: _____

Please do not sign until after course choice interview

S6 Course Options : 2013-2014

Notes of Guidance

1. Parents and pupils are strongly encouraged to read the accompanying booklet "Preparing for S6" before completing this sheet.
2. The Course Options Sheet should be provisionally completed and returned, unsigned, to the Form Tutor on or before **Friday 1st March**. After discussion between the pupils and his/her PT Pupil Care and Support which will take place **during the week beginning 4th March**, it will be sent to the parent/guardian, who should sign it and return it to the school no later than **Monday 11th March**.
3. Subjects are offered as full courses within the National Qualifications framework, apart from 59 (Art & Design) which will be offered either at AH or as a folio course, depending on demand. Expected levels of qualification for entry to courses are given in the synopsis at the end of the booklet 'Preparing for S6'. **It is important that full consideration is taken of the advice offered by subject departments and Pupil Care and Support staff in regard to suitability for a particular course. Please note advice for entry into 'H' Psychology.**
4. Some AH courses may be delivered by consortium arrangements with Carnoustie HS.
5. While every effort will be made to grant a chosen course, it may become necessary to ask some pupils to choose again if demand exceeds available places or if demand is so weak that a class would not be viable. All courses are subject to the availability of staff and must be approved by the Rector.
6. A time-table commitment (made up of classroom, self-study and school service) of approximately 24 periods will be expected.

Richard Coton
Rector
January 2013

RELIGIOUS AND MORAL EDUCATION

Our programme of Religious, Moral and Philosophical Studies links closely with our school values of community, care and service to others, personal responsibility and a lively interest in all we experience. The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important part of human experience. Pupils will also be encouraged to learn from religions and helped to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

In addition to a weekly period where these issues are specifically studied, there are periodic Personal Search conferences where young people are encouraged to develop their own views and values, with opportunities to meet representatives from various charities etc. Our school chaplains have all come from different youth work backgrounds and support the pupil-led team which organises a range of assemblies on current themes.

If a parent wishes to withdraw their child from Religious and Moral Education classes or attendance at school assembly or church services they should contact the school and discuss their concerns with the Head Teacher.

Assessment

Assessment is crucial to tracking progress, planning next steps, reporting and involving parents and learners in learning. Evidence of progress can be gathered by learners themselves, and by fellow pupils, parents, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment – learners are encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on
- Peer assessment – learners are encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents work together to develop planning for next steps in learning
- Portfolio of achievements and Personal Profile – if your child is currently in P7, (s)he will be developing a Profile of achievements both within and outwith school. This will be continued into secondary school, where all S3 pupils are creating a Portfolio and a Profile. This is an excellent way of reflecting on the skills and experiences (s)he has so far acquired, and of making ambitious future plans.

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation.

In order to prepare pupils for the external examinations which lie ahead we organise formal prelim examinations once a year for S4 (currently in November, but this is likely to occur later in future years) and S5/6 (in February).

Reporting

The school communicates formally with parents through two reports per session. The earlier report, issued between October and January, according to year group, shows how the pupil is settling in to the course (S1) and also (S2-6) gives ideas for targets for future progress. The later report, issued between February and June according to year group, shows how far the pupil has progressed towards his/her targets for the session. Parents are also encouraged to pass comment and are invited to contact the school if necessary following receipt of the report.

Descriptions of attainment in reports for pupils in S4-6 (the Senior Phase) relate to standards in National Qualifications.

For S1-3 pupils, the end of year written report will describe your child's strengths and areas for development, their progress in achievement across the eight curriculum areas, their progress in achievement within the curriculum levels (early, first, second, third in terms of developing, consolidating and secure as described above), their achievement in different contexts and settings, their next steps in learning and how parents can help.

Key phrases that will be used in reports are:

- Developing – where the learner is working to acquire skills or knowledge
- Consolidating – where the learner is building competence and confidence in using the skills or knowledge
- Secure – where the learner is able to apply the skills or knowledge confidently in more complex or new situations.

SEX EDUCATION

Sex and Relationships Education is part of Health and wellbeing. The main areas covered are:

- Respecting themselves and others
- Respecting individual differences
- Ways of express and deal with feelings and emotions
- Ways to keep safe
- Positive and supportive relationships

These areas are recommended by Scottish Government and are age and stage appropriate.

An effective programme of education about Sex and Relationships is best built on parents and schools working in partnership and assuming shared responsibilities. We aim to keep parents informed about the nature and purpose of the learning programme their children will follow, and to seek parents' views at appropriate times. Any parents who do have any questions or concerns should contact the Head Teacher directly.

DRUGS EDUCATION – see link below

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/drugsymptom.pdf>

In accordance with the Scottish Government guidelines and Angus Council Education Department policy and practice, and in common with all Angus schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

Parents of all pupils involved will be informed whenever an incident occurs which involves possessing, using or selling illegal or controlled drugs, alcohol or volatile substances

- In or around the school premises
- during school lunchtime or after-hours activities, including visits and excursions

- on vehicles contracted by Angus council for transporting school pupils to and from school or school activities.

Parents should note that it is Angus Council policy for Tayside Police to be involved in all instances where the drug(s) in question are illegal or controlled substances not prescribed to the possessor. The attention of parents is also drawn to our school policy on the use of medication by pupils.

Drugs Policy

Context

Monifieth High School is a health promoting school where the aim is to provide all young people with the necessary knowledge, understanding and skills to enable them to make informed choices about their health.

This policy has been written in accordance with:-

- The Scottish Executive Guidelines 2000
- Angus Council Policy January 2003

Definitions

The Misuse of Drugs Act 1971 contains three classifications of drugs which are Class A, Class B and Class C.

Class A drugs which are considered the most dangerous include for example morphine, heroin, cocaine and ecstasy.

Class B includes cannabis, codeine, barbiturates and amphetamine some of which are legal if prescribed.

Class C drugs are often, but not exclusively, prescribed drugs.

The Policy

The purpose of the policy is to keep young people safe from direct or indirect drug- related harm. It supports staff to deal confidently, safely and appropriately with the potential problems stemming from the use of drugs. It defines the roles and responsibilities for all and outlines the procedures for dealing with cases of substance misuse, serious and non- serious.

Monifieth High School's designated drugs co-ordinators are:

Mr R Coton, Head Teacher, Miss M Smith, Depute Head Teacher and Mrs M Ford, PT Pupil Care and Support.

Procedures

General Principles

All incidents of drug misuse should be treated seriously and should be reported immediately to one of the designated drugs co-ordinators.

Some incidents will require urgent action; others require time for the school to assess information, seek advice and involve other agencies. These procedures will identify how to respond to the different types of incident. Protection and safeguarding the welfare of the child, whilst assessing the degree of risk to the child, will be important in making a decision on how to proceed.

Urgent action will be required when there is clearly a risk to safety (see Appendix I for the management of this). It may be necessary to:-

- obtain medical attention
- stop the supply of controlled drugs on, or near, school premises
- prevent access to controlled drugs
- make arrangements to clear the school of drug-related litter
- seek urgent police assistance
- contact the Social Work Department if a child has made a disclosure about misuse of drugs
- prevent a child leaving school if a collecting adult appears to be under the influence of drugs or alcohol

Less Urgent, but still serious, action will be required when there are:-

- generalised allegations about drugs misuse
- inconsistent disclosures
- concerns, but no evidence, of drug misuse
- concerns, but no evidence, of immediate risk to safety.

Such action may involve observation, interview, consultation with other agencies, continued monitoring or referral to the Reporter to the Children's Panel. In all cases involving children, the school should draw on its existing arrangements for child protection.

Good collaboration between the School, Social Work Department and the Police will be required. It is important to note that:-

- investigation of criminal activity, including searching persons or personal property is a responsibility for the police, not the school .
- the Head Teacher or the Deputy Head Teacher will need to take into account the safety of the whole school community, including staff, when determining the appropriate course of action.

Protocols

Every member of the school community in Monifieth High School should expect to work in a safe, drug-free environment.

Pupils

- will receive information and education on drugs-related matters
- should report any suspicions of drug-related incidents to any member of staff
(parents should contact any member of the PC&S team or SMT)
- should not pick up any drugs litter which may be lying around, but should report it to an adult.

Staff

- will have opportunities to receive staff development in drugs-related matters
- will develop a drugs-related programme for S1-S6 within the Social Education programme, and will review this programme regularly
- will record and report any drug-related incidents they become aware of (as in Child Protection procedures) to the designated drugs co-ordinators
- will become familiar with procedures in serious cases (Appendix 1).

SMT

- will support pupils and staff in drugs-related education and development
- will ensure that the drugs education programme provided in Social Education is reviewed regularly
- will record and report any drug-related incidents they become aware of (as in Child Protection procedures)
- will become familiar with procedures in serious cases (Appendix 1) will assist the Head Teacher in the implementation of these procedures.

The Head Teacher (or another drug co-ordinator)

- will co-ordinate the management of all drug-related incidents
- will ensure knowledge of procedures in the case of a serious drug-related incident (Appendix 1)
- will direct the procedures in the case of a serious drug-related incident
- will ensure that clear records are kept
- will ensure that there is a procedure for the storage and supervision of medicine taken by pupils (Appendix 2)
- will contact parents, police and inform the Director of Education, as appropriate.

Action Following an Incident Involving Drug Misuse

- There must be procedures in place to protect the welfare of any young person after a drug incident
- Counselling and support will be needed after a disclosure has been made.

PC&S Staff

- will be informed of a drug-related incident, including the drug(s) involved
- will respond consistently to pupils and parents
- will consider whether any change is required to the school's drugs education programme.

See Appendix 5 - Drug-related Incident Report Form.

Appendix 1

If you suspect a pupil is under the influence of an illicit drug or other inappropriate substance the following procedures should be followed:

STAY CALM!!

If medical help is required

Provide emergency First Aid if required



Send for First Aider/ambulance



Send for Mr Coton, Miss Smith, Mrs Ford (or if not available, another member of the Board of Studies)



Ask another member of staff for assistance (as a witness)



Minimise risk to pupil

(Reasonable restraint may need to be used)

Retain evidence (including vomit)



Pupil and evidence should be taken to a private room supervised by 2 members of staff (if possible). Await RC/MS/MF (or if not available, another member of the Board of Studies)



Arrange for safe removal of drug-related material



On arrival of RC/MS/MF write notes according to what you witnessed/suspect.

- What substance is involved?
- Has a substance (or more than one) been taken?
 - How was it/were they taken?
 - How much [of each substance] was taken?
 - When was it/were they taken?
- Has the pupil had previous experience with the substance/s?
 - Has any other pupil taken the substance/s



Maintain confidentiality

If medical help is not required

Send for Mr Coton/Miss Smith/Mrs Ford (or if not available, another member of the Board of Studies)



Ask another member of staff for assistance (as a witness)



Pupil and evidence should be taken to a private room supervised by 2 members of staff (if possible). Await RC/MS/MF



Arrange for safe removal of drug-related material



On arrival of RC/JM/MF write notes according to what you witnessed/suspect.

- What substance is involved?
- Has a substance (or more than one) been taken?
 - How was it/were they taken?
 - How much [of each substance] was taken?
 - When was it/were they taken?
- Has the pupil had previous experience with the substance/s?
 - Has any other pupil taken the substance/s



Maintain confidentiality.

In ALL situations

DO NOT:

Interrogate the pupil

Ask leading questions

Accuse the pupil

Make assumptions about guilt

Remove or search personal belongings

Conduct body search

Promise confidentiality

Discuss with any third party

DO:

Ensure the safety of the pupil

Record the incident

Respect confidentiality

N.B. These procedures are summarised on laminated cards issued to all staff

Should it appear that a drugs-related incident has occurred, the Head Teacher or Drug Action Co-ordinator (Mrs Ford/Miss Smith) will act in accordance with Authority Policy (Section 4: Protocol – Managing Drug-Related Incidents)

Policy on Storage and Administering of Prescribed Drugs

Appendix 2

- Drugs which require to be taken during the school day are given to a member of the Medical Room staff and stored in a locked cupboard.
- Drugs are marked with child's name and date of birth – key kept in medical room (during school day)
- Appendix 2 is completed by parent/carer and stored in locker with medication.
- On administration Appendix 8 completed giving date, time, name of medication, dosage and member of staff responsible
- Expiry dates of medication noted and parents/carers advised by letter if these are exceeded.

Epipens and Inhalers

- Epipens are stored in clear sight in the medical room – marked with the child's name. Epipen protocols are kept beside pens.
- Inhalers are stored in a clearly marked area in the medical room marked with the child's name.
- Both inhalers and epipens are accessible at all times during the school day.
- Expiry dates are noted and parents advised by letter if these are exceeded.

Policy on Storage and Administration of Over the Counter Medicines

As with prescribed drugs

Only drugs supplied by parent/carer are given to pupils

Glossary

Appendix 3

This policy has been written with close reference to:-

- the Scottish Executive's "Guidelines for the Management of Incidents of Drug Misuse in School" 2000.
- Angus Council Policy on the Management of Incidents Involving Illegal, Controlled and Inappropriate Substances in Angus Schools, 2001

Local

The Web Project 01307-460101

The Web Project team works with young people in schools and on the streets. They will also help schools by providing planned inserts into programmes of education for alcohol and other drugs.

Tayside Council on Alcohol 01382-223965

TCA has a dedicated Young People's Worker for Angus - Elizabeth D'Arcy - who will provide support and counselling, as well as inserts into school's programmes of education for alcohol and other drugs.

Hopscotch 01241-873146

Hopscotch provides support for children and young people in families affected by alcohol. Hopscotch also has experience of working within schools to provide alcohol-related workshops for pupils and staff.

Tayside Police 01307-303640

This is the direct line to the Community Safety Branch, which has overall responsibility for co-ordinating the work of Community Liaison Officers and Schools Liaison Officers.

Tayside Health Promotion Service 01382-660111

THPS can support schools in all health-related activities, and can provide training and advice for staff and parents on health-related projects.

National

The National Drugs Helpline 0800 77 66 00 (<http://www.ndh.org.uk>)

Offers free and confidential advice about drugs 24 hours every day, and can refer you on to local drugs services.

Release 020 76 03 86 54

A confidential helpline offering advice on drug use and related legal issues from 6.00pm. through the evening and at weekends.

ADFAM National 020 928 8900

This is a confidential support and information helpline for families and friends of drug users available Monday to Friday from 10.00am. till 5.00pm.

Families Anonymous 0207 498 4680 (<http://www.famanon.oriz.uk>)

This organisation operates self-help groups around the country for families and friends of people with drug-related problems. Open from 1.00pm. - 4.00pm.

Drinkline 0800 917 8282

Alcohol-related helpline - mainly for England/Wales - open 9.00am. - 11.00pm. weekdays, and 6.00pm. - 11.00pm. on weekends.

Alcohol Concern Information Line 020 7922 8667

Open from 1.00pm. - 5.00pm. weekdays; not a helpline, but can provide resources for projects.

School:

**Appendix 5 Drug-related Incident Report Form
(Level 2 and Level 3 Incidents - ref. Policy p.12/13)**

This form should be completed and returned to the Director of Education within 2 days of an incident. A copy of the completed form should also be filed in the PPR of each pupil named in section 2. When a suspected or actual incident involving illegal drugs occurs in your school, the Head Teacher should inform the Director of Education as soon as possible.

1	Date of incident:	Time reported:	Reported by:	
2	Pupil/s involved: Name/s	D.o.B.	(Register) Class	Home address and Contact Number
3 Description of Incident (Continue on separate sheet, if necessary - tick here, if you do so <input type="checkbox"/> Continued on attached sheet)				
4	Category of incident (refer to page 3 for category definitions)	Action Taken	By Whom?	Who was contacted*? *within the school
5 A.	Drug/s allegedly involved (give brief description if type not known):			
B.	Secured by:			
C.	Where retained:			
D.	Receipt given to B above:	YES	NO*	*circle as appropriate
E.	Countersigned by:			

School:

Drug-related Incident Report Form

6 Pupil Interview Details (Continue on separate sheet, if necessary - tick here, if you do so Continued on attached sheet)

Interview conducted by:

In the presence of:

7	Agencies contacted: Tick box as appropriate	Contact person at agency	Contacted by whom	Time/date of contact	Arrival time at school*
	Education Department				
	Tayside Police				
	Social work				
	SW Child Protection Team				
	Environmental Health				
	Ambulance				
	Other Health Professional/s				
	Health Promotion Service				
	The Web Project				
	Other (specify)				

8 Outcome/Action taken (tick all boxes which apply)

<input type="checkbox"/>	Pupil/s interviewed	<input type="checkbox"/>	Internal Support Implemented
<input type="checkbox"/>	Parent/s interviewed	<input type="checkbox"/>	Information to teaching staff
<input type="checkbox"/>	Referral to Guidance (secondary only)	<input type="checkbox"/>	Monitoring process in place
<input type="checkbox"/>	Referral to Tayside Police	<input type="checkbox"/>	Pupil warned as to future conduct
<input type="checkbox"/>	Referral to Social Work	<input type="checkbox"/>	Pupil temporarily excluded (dates) from _____ to _____
<input type="checkbox"/>	Referral to Child Protection Team	<input type="checkbox"/>	Re-integration planned
<input type="checkbox"/>	Referral to Children's Panel	<input type="checkbox"/>	Review planned for _____ (date)
<input type="checkbox"/>	Copy of this form sent to Dir. of Ed.	<input type="checkbox"/>	Other action (give details)

Further details

Signed:

Witnessed by:

Position:

Position:

Date:

Drug-related Incident Report Form

Categories of Incident: On page 1 of the drug-related incident report form in Section 4, you are asked to describe the incident by category. You should use one of the categories given in the list below. Certain incidents may cross between categories in which case an explanation should be provided. This information will be used to provide statistical data for use within the Authority and by Scottish Executive.

- 1 Drug-related litter on or near school premises
- 2 Symptoms of drug use shown by pupil
- 3 Allegation about drug use in school
- 4 Disclosure about drug use in school
- 5 Allegation about drug use during school-related activity
- 6 Disclosure about drug use during school-related activity
- 7 Allegation about drug use during school-related excursion
- 8 Disclosure about drug use during school-related excursion
- 9 Pupil possessing drug/s on school premises
- 10 *Parent/adult possessing drug/s on school premises*
- 11 Pupil possessing drug/s on school trip
- 12 *Parent/adult possessing drug/s on school trip*
- 13 Pupil possessing drug/s on school transport
- 14 *Parent/adult possessing drug/s on school transport*
- 15 Pupil using drug/s on school premises
- 16 *Parent/adult using drug/s on school premises*
- 17 Pupil using drug/s on school trip
- 18 *Parent/adult using drug/s on school trip*
- 19 Pupil using drug/s on school transport
- 20 *Parent/adult using drug/s on school transport*
- 21 Pupil selling drug/s on school premises
- 22 *Parent/adult selling drug/s on school premises*
- 23 Pupil selling drug/s on school trip
- 24 *Parent/adult selling drug/s on school trip*
- 25 Pupil selling drug/s on school transport

Further information can be obtained by contacting the Head Teacher.

PARENTAL INVOLVEMENT

Parent Councils

Parent Councils are now established in all Angus primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents and the school – such partnerships being essential to ensure that the child gets maximum benefit from its school experiences.
3. Parental Representation: Parent Councils will be parent led and school supported, with all parents being automatically members of the 'Parent Forum', with the Parent Council representing their views.

Information about the role of Parent Councils, including access to the newly established Parent Council Blog, <https://blogs.glowscotland.org.uk/an/AngusParentCouncilGroup/> can be obtained from the Angus Council web site Parents as Partners <http://www.angus.gov.uk/parentsaspartners/> .

Monifieth High School has a very active and supportive Parent Council. The main aims of the Parent Council are:

- To promote a good relationship between the school, it's pupils and it's parents/carers
- To develop and engage in activities which support the education and welfare of the pupils
- To represent the views of the parents/carers on the education provided by the school, and any other matters affecting the education and welfare of the pupils

All parents/carers are members of the Parent Forum and a maximum of 12 parents from the forum can be members of the Parent Council. We meet at least once per term, usually in the evening.

Some of the things we have done over the past 12 months include:

- Planning and hosting information evenings about the new Curriculum for Excellence providing up to date information for parents
- Helping revise methods of reporting pupils' progress
- Meeting with Parent Council members from other schools to share ideas and progress made with the new Curriculum
- Writing to Angus Council to support the school in requests to improve the fabric of the building

This is a small sample of how your Parent Council has supported Monifieth High School and we aim to keep working hard to make this school the best it can be.

If you are interested and can spare a few hours per terms please contact the school for more information.

You can find out more about your Parent Council by contacting the Head Teacher.

Becoming Involved in School

Your day-to-day involvement in your son/daughter's learning will be the largest single factor in his/her success. Practical ways in which you can give him/her support are described in detail at the "How to Help your Son/Daughter Evening" for all S1 parents each September. This is an evening attended by virtually all parents of S1 pupils and we will give you early notice of its date when your child joins the school.

Our Parent Council also annually seeks support from parents for on-going activities within the school day. This may include joining a focus group, providing technical advice on website development, helping with a paired reading scheme or visiting a class to give an insight into a specific career.

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks have to be completed. Please discuss this with staff. PVG checks are not needed, however, for one-off visits to the school to provide support.

As your son/daughter progresses through the school, you will be involved and consulted at each stage of his/her choice of subjects. Many parents are also able to organise Work Experience for their children and this is of immense benefit.

Parental Concerns

Parents should contact the school immediately they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child's Principal Teacher (Pupil Care & Support) in the first instance. The staff will listen to your concern and agree a way forward with you.

If it is helpful, you will be welcome to arrange a meeting with the appropriate Principal Teacher.

The Complaints Procedure

<http://www.angus.gov.uk/atoz/pdfs/customercareleaflet.pdf>

In the vast majority of cases, you will find that your concerns, once shared, are warmly supported by staff so that a suitable support can quickly be agreed.

Occasionally this may not be the case, leading to a more grave concern or complaint. If you have been unable to obtain the support or understanding needed through the normal concerns channels, please contact the school to speak to the Rector or another member of the Senior Management Team.

SUPPORT FOR PUPILS

On-going Support Arrangements for Pupils

Overall support for pupils is organised within one of three houses: Balmossie, Dalhousie and Panmure. Your son/daughter will join a Form Class within one of these houses. Form classes meet daily for 30 minutes with their Form Tutor, who provides a range of support from teaching study skills to discussing your child's progress towards future targets to help with the development of his/her Portfolio and Profile (currently for S1 and S3 pupils).

Each house is also supported by either two or three Principal Teachers (Pupil Care & Support). Your child will meet weekly with his/her Principal Teacher (PC&S) in a Social Education period. Additionally at key times (choosing subjects, preparing applications for college or university) there will be one-to-one meetings with the Principal Teacher.

Both the Form Tutor and Principal Teacher (PC&S) are also there to give support to your son/daughter at any times of concern or problems. If you have concerns at any time or believe that your child needs additional support, please contact his/her Principal Teacher (Pupil Care & Support) in the first instance.

PRINCIPAL TEACHERS PUPIL CARE AND SUPPORT



Mr Stuart Burns
Balmossie/Panmure



Mrs Margaret Ford
Balmossie/Dalhousie



Mr Craig Lusby
Panmure



Mrs Kerry Perry
Dalhousie



Mrs Moira Welsh
Balmossie



Mrs Becky Whitfield
Dalhousie

Positive Behaviour Management - see link below

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/antibullying.pdf>

When young people, supported by their families and their school communities, have high expectations of themselves in regard to participation, achievement, commitment and personal conduct they are more likely to have better long term opportunities in society as they grow older. Pupils are therefore helped to:

- make choices regarding their behaviour and, depending on the choices made, accept that consequences will follow
- know that making the right choice produces a better working environment for all, resulting in positive educational experiences and achievement in school
- understand that positive educational experiences result in rewards both academically and personally
- follow the “Rules and Routines” throughout the school itself and within all activities

Rules and Routines

To allow all pupils in the school the best opportunity to learn, a calm disciplined environment is essential throughout the school at all times of the day. To support this, a set of ‘Rules and Routines’ have been established.

RULES

RESPECT

- Co-operate with others
- Respect other peoples’ opinions
- Treat all property with care

LISTEN

- Pay attention to all instructions

WORK

- Be on time
- Come prepared to learn
- Stay on task

ALWAYS TRY YOUR BEST

GENERAL ROUTINES FOR ALL CLASSES:-

On **arrival** to class:

- remove outdoor clothing
- make sure materials are ready for the lesson
- sit down and be prepared to work
- place planner on desk
- mobile phones should be switched off and out of sight
- no eating in class

At the **end** of the lesson:-

- pack away quietly when the teacher says so
- remain seated until dismissed by the teacher

Careers, Guidance and Financial Advice

Careers Education is built into our Social Education programme, especially at those points in a pupil's career (S3, S4 and S5) when new courses are being chosen. Our Careers Adviser meets formally with classes at these times and is also available for formal or informal individual career interviews which parents are very welcome to attend.

The Careers Library is situated in our School Library and holds a range of Higher Education prospectuses, job description leaflets and computerised software to which pupils may have access. Many of our senior pupils benefit for the assistance which we provide with regard to university entrance – how to read prospectuses, make contact with universities, Open Days, and how to complete application forms and write personal statements. This is very important for us given that the percentage of pupils who go on to Further or Higher Education places Monifieth High School very highly among Scottish Schools.

All pupils benefit from Financial Education through a dedicated period in S2 and through Social Education at various points during their time in school. Principal Teachers (Pupil Care & Support) provide wide-ranging advice and support in preparing young people for adult life.

IDENTIFYING AND ADDRESSING ADDITIONAL SUPPORT NEEDS

In Angus, the Getting It Right 'Multi-Agency Staged Intervention' process is used to identify and meet pupils' needs and to manage and review provision.

Getting It Right For Every Child (GIRFEC) home page:

<http://www.angus.gov.uk/girfec/default.html>

GIRFEC: Practice Tools/Resources Page: (contains links to the Staged Intervention documentation)

<http://www.angus.gov.uk/girfec/practice-tools-resources.html>

Supporting Learners in Angus – A Parents' Guide

<http://www.angus.gov.uk/atoz/pdfs/sflparentsguide.pdf>

Support for Visually Impaired Pupils

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/supportvis.pdf>

Support for Bilingual Pupils

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/supportbilingual.pdf>

Support for Children with Additional Support Needs

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/support0to3.pdf>

Support for Deaf Pupils

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/supporthi.pdf>

Educational Psychology Service – Information for Parents

<http://www.angus.gov.uk/atoz/pdfs/infoforparents.pdf>

Additional Support for Learning (Scotland) 2009 Act

<http://www.angus.gov.uk/girfec/final%20ASL%20Act%20summary%20-%2001.02.11.pdf>

Angus Five Stage Intervention Process Flowchart

<http://www.angus.gov.uk/girfec/staged%20intervention%20-%2007.09.11.pdf>

STAGED INTERVENTION

Stage 1- All Pupils

Stage 1 describes the everyday business of our schools. Pupils and parents are involved as a matter of course. Assessment of pupil progress and support needs is part of daily classroom processes. Additional or alternative teacher-based approaches meet identified need.

Stage 2

Assessment and review is still school-based but may involve 'networking' within the universal services of Education and Health. For example Educational Psychology Service and School and Family Support Service within Education or Community Child Health and Speech and Language Therapy within Health. An Individualised Education Programme (IEP) is in place to manage and review both needs and support provided.

Individualised Educational Programmes

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents, and where appropriate, pupils, are involved in review each term.

Stage 3

Where a pupil is experiencing significant delay, disruption or distress in their learning, social development or personal circumstances, a Stage 3 Child's Planning Meeting is held. The meeting may consider the need for a Coordinated Support Plan.

Co-ordinated Support Plans (CSPs)

A Co-ordinated Support Plan is an educational planning tool which plans long term and strategically for a year at a time. A CSP is established by the education authority in cases where education staff are working together with colleagues from another agency to provide significant levels of support to a pupil and co-ordination is required.

Stage 4

Decision-making and resource allocation by the Angus Council Resource Management Team may lead to significant additional resources or alternative packages of care/education through extended support for pupils.

Stage 5

Senior Education and Social Work and Health Managers take decisions on an individual case basis. Exceptional resources may be necessary, such as education or care provision out with Angus.

MORE INFORMATION ABOUT ADDITIONAL SUPPORT NEEDS

If you have any questions about your child's progress or well-being at school, please discuss these first with his/her Pupil Care and Support Teacher. If your child is already receiving additional support in Primary School, we have extensive liaison arrangements and you will often be able to meet with our Additional Support Needs (ASN) staff while your child is in P7 or even before that in P6. We are very keen to support smooth transition to secondary and will work with you closely to help in whatever way we can.

Pupils who have more significant or complex needs, and require more support than can be provided in their local primary/secondary school, can be supported in the area 'Specifically Resourced School', a school which has additional staffing and resources. At least one primary in every Angus burgh is additionally resourced, and all Angus secondary schools are specifically resourced schools. There is no special school in Angus, and so some Angus specifically resourced schools also have additional levels of staffing, expertise or resources to allow them to meet significant or complex needs.

The Education Authority values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage.

If you have any queries about your child's additional needs, or about the support being provided to meet those needs, after the first step of discussing it with your child's Class teacher or Head teacher, you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01307 476339.

Parents and young people also have the right to ask the Education Authority to establish if a pupil has Additional Support Needs (ASN) and consider if a Co-ordinated Support Plan (CSP) is needed.

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to the Angus Council Education Department, Angus House, Orchardbank Business Park, Forfar DD8 1AE (education@angus.gov.uk) describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'.

Parents and young people have the right to:

- ◆ **Independent Mediation Services**

This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people. A local independent mediation service can be accessed through contacting Moira Bisset, Parent to Parent, Ryehill Health Centre, St. Peter Street, Dundee DD1 4JH (01382 455200 moira.bisset@parent-to-parent.org).

- ◆ **Independent Advocacy**

Take Note is the National Advocacy Service for Additional Support Needs, established by the Scottish Government and provided jointly by Barnardo's Scotland and the Scottish Child Law Centre. It offers independent professional or legal advocacy to families and young people who have grounds to make a referral to the Additional Support Needs Tribunal Scotland. More information is available from 0131 667 6333 or enquiries@sclc.org.uk.

- ◆ **Free Dispute Resolution**

Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made in writing or electronically to the Director of Education, Angus House, Forfar DD8 1AE education@angus.gov.uk.

- ◆ **Refer to the Additional Support Needs Tribunal Scotland (ANSTS)**

Parents and young people can appeal to the ANSTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906). A new national advocacy service provides advice to parents and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) <http://www.barnardos.org.uk>.

Independent advice and information is available from Enquire, the Scottish Advice Service for ASL <http://enquire.org.uk/> (0845 123 2303).

The Govan Law Centre Education Law Unit, Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <http://www.govanlc.com/index.html> works in partnership to support pupils' and parents' rights in education.

The Scottish Independent Advocacy Alliance, Melrose House, 69a George Street, Edinburgh, EH2 2JG. 0131 260 5380, <http://www.siaa.org.uk> safeguards people who are vulnerable.

The Angus 'Support for Learners' Policy (currently under review) provides more detailed information on all of these topics. For any queries related to Additional Support Needs, please contact the Education Department on 01307 476339.

SCHOOL IMPROVEMENT

Main Achievements

Our school website describes a cross-section of our pupils' vast range of achievements, please refer also to our Standards and Quality Report on our website.

Improving Standards

Likewise, to see how we are continuously aiming to improve, please see our Standards and Quality Report on our website.

School Improvement Plan

All schools have a School Improvement Plan (in many ways like a company's Business Plan). A summary of our School Improvement Plan is on our website.

School Performance

INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

School: Monifieth High	Id No.: 120 - 5339537
-------------------------------	------------------------------

Leaver Destinations

Number Of Pupils Leaving In School Year 2011/2012 And Percentage With Destination As:

Total Number of Leavers (=100%)	**
Higher Education	**
Further Education	**
Training	**
Employment	**
Other Known	**
Not Known	**

Key to symbols:

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

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

Budgeted Running Costs For Financial Year 2012-2013

School Roll at September 2011	**
Total School Running Costs at April 2012 (£)	**
Cost per Pupil (£)	**

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

INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

School: Monifieth High

Id No.: 120 - 5339537

Attendance And Absence For School Year 2011/2012

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	**	**	**	**	**	**
Percentage Authorised Absences	**	**	**	**	**	**
Percentage Unauthorised Absences	**	**	**	**	**	**

Key to symbols:

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

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

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

INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

School: Monifieth High	Id No.: 120 - 5339537
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Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session

2009/2010	2010/2011	2011/2012
78	88	82

Examination Results (within Scottish Credit and Qualifications Framework)

(2011/2012 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
		2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	11	12	10	11	12	10	11	12	
2009/2010	10								
	98	96	94	90	88	50	47	40	
98									

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
		2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	11	12	10	11	12	10	11	12	
2009/2010	10								
	66	62	34	43	34	15	19	16	
56									

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
		2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	11	12	10	11	12	10	11	12	
2009/2010	10								
	49	56	39	33	36	27	21	28	
58									

Key to symbols:

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

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

INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

School: Monifieth High	Id No.: 120 - 5339537
-------------------------------	------------------------------

Minimising Overall Absence

	Absence recorded (2010/2011) Average number of half days absence per pupil	Absence recorded (2011/2012) Average number of half days absence per pupil
Absence	**	**

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

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

For Information:

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

INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

Education Authority: Angus

Leaver Destinations

Number Of Pupils Leaving In School Year 2011/2012 And Percentage With Destination As:

Total Number of Leavers (=100%)	**
Higher Education	**
Further Education	**
Training	**
Employment	**
Other Known	**
Not Known	**

Key to symbols:

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

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

Budgeted Running Costs For Financial Year 2012-2013

School Roll at September 2011	**
Total School Running Costs at April 2012 (£)	**
Cost per Pupil (£)	**

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

INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

Education Authority: Angus

Attendance And Absence For School Year 2011/2012

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances (Pupil Half Days)	**	**	**	**	**	**
Percentage Authorised Absences	**	**	**	**	**	**
Percentage Unauthorised Absences	**	**	**	**	**	**

Key to symbols:

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

* Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.

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

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

INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

Education Authority: Angus

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

2009/2010	2010/2011	2011/2012
66	67	70

Examination Results (within Scottish Credit and Qualifications Framework)

(2011/2012 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
		2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
2009/20	10	11	12	10	11	12	10	11	12
92	93	94	76	78	78	34	33	33	

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
		2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
2009/20	10	11	12	10	11	12	10	11	12
42	44	44	22	25	23	8	10	10	

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
		2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
2009/20	10	11	12	10	11	12	10	11	12
35	33	35	24	22	23	16	16	16	

Key to symbols:

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

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

INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

Education Authority: Angus

Minimising Overall Absence

	Absence recorded (2010/2011) Average number of half days absence per pupil	Absence recorded (2011/2012) Average number of half days absence per pupil
Absence	**	**

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

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

For Information:

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

INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

National Data

Leaver Destinations

Number Of Pupils Leaving In School Year 2011/2012 And Percentage With Destination As:

Total Number of Leavers (=100%)	**
Higher Education	**
Further Education	**
Training	**
Employment	**
Other Known	**
Not Known	**

Key to symbols:

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

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

Budgeted Running Costs For Financial Year 2012-2013

School Roll at September 2011	**
Total School Running Costs at April 2012 (£)	**
Cost per Pupil (£)	**

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

INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

National Data

Attendance And Absence For School Year 2011/2012

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances (Pupil Half Days)	**	**	**	**	**	**
Percentage Authorised Absences	**	**	**	**	**	**
Percentage Unauthorised Absences	**	**	**	**	**	**

Key to symbols:

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

* Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.

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

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

INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

National Data

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

2009/2010	2010/2011	2011/2012
72	75	77

Examination Results (within Scottish Credit and Qualifications Framework)

(2011/2012 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
		2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
2009/20 10		11	12	10	11	12	10	11	12
	92	93	94	78	79	80	36	36	37

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
		2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
2009/20 10		11	12	10	11	12	10	11	12
	43	45	46	25	26	27	11	12	13

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
		2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
2009/20 10		11	12	10	11	12	10	11	12
	33	35	36	22	24	25	15	16	16

Key to symbols:

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

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

INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

National Data

Minimising Overall Absence

	Absence recorded (2010/2011) Average number of half days absence per pupil	Absence recorded (2011/2012) Average number of half days absence per pupil
Absence	**	**

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

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

For Information:

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

SCHOOL POLICIES AND PRACTICAL INFORMATION

School Meals

School lunches are provided by Tayside Contracts and school menus meet the Nutrient Standards set for school lunches. An interactive copy of the menu, as well as other useful information, can be found on the Tayside Contracts site at <http://www.tayside-contracts.co.uk/school-catering.cfm>. School lunches are planned so that children can choose a well-balanced meal, which includes a good selection of bread, vegetables, fresh fruit, milk and fruit juice being available daily.

We strongly recommend that all pupils who do not go home for lunch should have a school lunch. We have a wide variety of options and serveries, offering everything from cooked meals to subway-style rolls to salads to baked potatoes to sandwiches. These provide far better value and nutrition than equivalent facilities outside school. The easiest and surest way to ensure that your son/daughter enjoys these facilities is to give him/her a weekly (or monthly) cheque payable to Angus Council. Your child can hand this in to our school cafeteria at the start of school on any day of the week.

It is the Authority's policy to provide meals and also facilities for eating packed lunches. We think a well-balanced packed lunch with a tasty alternative to chocolate biscuits and sweets is very important, although one small treat per day does no harm! Dates, raisins, sultanas, carrot sticks, cherry tomatoes and seasonal fruit could provide healthy alternatives. Unflavoured milk and water are the ideal drinks for teeth and a pure fruit drink or mineral water is better than drinks with a high sugar content.

Sandwiches often form a major part of a packed lunch. Fillings for sandwiches should be chosen with care because the packed lunch will be stored in a warm classroom for a number of hours. It is therefore advisable to use a cool bag and ice pack and choose fillings that are less likely to be affected e.g. cheese and tomato, salad, egg and tomato. An alternative to sandwiches could be cooked pasta with a variety of fruit or vegetables and a suitable dressing. Occasionally a piece of quiche or pizza could be included.

Special Dietary Requirements

School lunches can be provided for children requiring medically prescribed diets. These are diets required to treat a specific condition e.g. a gluten free diet for coeliac disease, a milk free diet for milk intolerance. To organise a diet for your child you need to ask your GP or Dietician to write to: Fiona Dawson, Monitoring Officer, Education Authority, Angus House, Orchardbank Business Park, Forfar, DD8 1AE. Please include details of your child's name, address, date of birth, the school they attend and the type of diet they are on.

The school aims to encourage young people to enjoy food which is both attractive to them and nutritionally sound whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

Applying for Free school meals – see link below

http://www.angus.gov.uk/services/view_service_detail.cfm?serviceid=1059

Free school meals are available to all pupils whose parents or carers receive:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment Support Allowance
- Child Tax Credit, but not Working Tax Credit, and where their income is less than £15,860 (in 2012/13 as assessed by the Inland Revenue)

- Parents or carers who are receipt of both Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6,420
- Support provided under Part VI of the Immigration and Asylum Act 1999.

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Entitlement to Free School Meals is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01382 536500 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for these benefits a separate application process exists and you should still contact any of the telephone numbers above for details.

Healthcare

You can contact your school health staff at:

School Nurse: Laura Wilde

Whitfield Clinic
123 Whitfield Drive
Dundee
Tel: 01382 504698

Administration of Medicine

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible parents are requested to ask for GP prescriptions which can be administered out with the school day, ie in the morning and evening.

However pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention eg severe allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in most normal school activities.

In any of these circumstances parents (or young people themselves if they are over the age of 16) should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form *must be completed in advance* when any medication is to be administered or taken in school.

TRANSPORT – see link below

http://www.angus.gov.uk/services/view_service_detail.cfm?serviceid=1120

The Authority will provide transport for primary school pupils living over two miles and secondary school pupils living over three miles from their delineated area schools. In these cases, bus passes are issued to pupils where suitable public transport exists, and contract transport is arranged where there is no suitable public transport. Vacant seats on non-registered vehicles may be allocated to pupils on a concessionary basis. Concessionary seats must be re-applied for an annual basis prior to the end of the school year in June.

Where a parent who resides less than two miles from the delineated area primary school considers that on grounds of safety the journey to school is unreasonable for his/her child to undertake when accompanied by a responsible adult, he/she may apply to the Director of Education for consideration to be given to the provision of transport. This applies only where no suitable public transport is available.

Application forms are available from the school office or you may apply on-line on the Council website at angus.gov.uk.

The Education Authority may also consider requests for transport involving exceptional circumstances.

The Authority may provide free transport where necessary for pupils who attend a Specifically Resourced School proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided.

INSURANCE

The Authority insures against its legal liability for:-

- a) accidental personal injury and
- b) accidental damage to property not belonging to the school or Council.

This means that if an injury is sustained or personal property is damaged/broken/lost **due to negligence or omission** on the part of the school or its staff, claim costs will be met by the Council's public liability policy. There is no automatic right to compensation. It is the responsibility of the person making the claim to prove that the Council has been negligent in their actions leading to the loss.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

MUSIC SERVICES

<http://sr1mart2k02:85/musicservices/default.html>

Angus Council aims to provide a quality music service which will raise attainment and enable pupils to achieve their full musical potential by:

- providing quality tuition
- enriching the cultural and musical life of schools through ensembles, bands and orchestras and choirs
- ensuring equal opportunity to access to as many pupils as time and resources allow
- fostering life-long skills which can serve the wider community
- instrumental instructors actively promoting music for as many youngsters in Angus as possible

PARENTAL ACCESS TO RECORDS

The School Pupil Records (Scotland) Regulations 1990

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly.

CHILD PROTECTION – see link below

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/childprotection.pdf>

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if they think any child may have come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school.

The school has good liaison contact with the School Medical Officers, Social Workers, and the Police, any or all of who may become involved if abuse is suspected

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS – see link below

http://www.angus.gov.uk/services/View_Service_Detail.cfm?serviceid=1464

EMERGENCY CLOSURES - Summary leaflet for parents – see links below

<http://www.angus.gov.uk/atoz/pdfs/parents.pdf>

http://www.angus.gov.uk/services/View_Service_Detail.cfm?serviceid=1252

In the event of the school having to close due to an emergency e.g. adverse weather conditions putting pupils at risk, heating failure etc., the procedure is as follows: -

In the event of an emergency closure outwith school hours updated postings will be made on the www.angus.gov.uk website. During office hours the Council's ACCESSLine 08452 777 778 (low call rate) will provide this information as will the Tay Connect Information System (0844 855 1724, Selection One) and possibly via Radio Tay.

In case of an emergency, if effective arrangements are to be made, it is essential that the school has up-to-date information from parents regarding such things as changes in employer, telephone number, new emergency contact etc. Where possible a text messaging system alerting parents to arrangements will be used when mobile phone numbers have been submitted.

In whole school emergency situations, updated information will be left on the school's telephone answering machine (where applicable) or the use of text messaging may be utilised.

School Terms and Holidays 2012 / 2013					Pupil School Days
AUTUMN TERM	START	<u>Monday</u>	<u>13 August 2012</u>	<i>STAFF ONLY</i> (In-Service Closure Day 1 – ALL SCHOOLS)	
		TUESDAY	14 AUGUST 2012	PRIMARY SCHOOLS ONLY	
	START	<u>Tuesday</u>	<u>14 August 2012</u>	(Extra In-Service Day – SECONDARY ONLY)	
		WEDNESDAY	15 AUGUST 2012	SECONDARY SCHOOLS	
END	FRIDAY	28 SEPTEMBER 2012	Full time commencement of P1 pupils 10 September 2012	33 (S) 34 (P)	
AUTUMN HOLIDAY		Saturday	29 September 2012 to		
		Sunday	14 October 2012		
WINTER TERM	START	MONDAY	15 OCTOBER 2012		
		<u>Wednesday</u>	<u>28 November 2012</u>	(In-Service Closure Day 2 – all schools)	
	<u>Thursday</u>	<u>29 November 2012</u>	(In-Service Closure Day 3 – all schools)		
	Friday	30 November 2012	(St Andrew's Day Holiday)		
END	FRIDAY	21 DECEMBER 2012		47 (P/S)	
CHRISTMAS HOLIDAY		Saturday	22 December 2012 to		
		Sunday	6 January 2013		
SPRING TERM	START	MONDAY	7 JANUARY 2013		
		<u>Wednesday</u>	<u>13 February 2013</u>	EXTRA IN-SERVICE DAY – Brechin High, Forfar Academy, Montrose Academy and Webster's High Schools ONLY	
	<u>Thursday</u>	<u>14 February 2013</u>	ALL Forfar / Kirriemuir / Brechin / Montrose Schools only (In-Service Closure Day 4)		
	Friday	15 February 2013	ALL SCHOOLS		
	Monday	18 February 2013	(Mid-Term Holidays)		
	<u>Tuesday</u>	<u>19 February 2013</u>	ALL Monifieth / Carnoustie / Arbroath Schools only (In-Service Closure Day 4)		
	<u>Wednesday</u>	<u>20 February 2013</u>	EXTRA IN-SERVICE DAY – Arbroath Academy,		
END	FRIDAY	29 March 2013	Arbroath High, Carnoustie High and Monifieth High Schools ONLY	56 (S) 57 (P)	
SPRING HOLIDAY		Saturday	30 March 2013 to		
		Sunday	14 April 2013	(includes Easter Monday – 1 April)	
SUMMER TERM	START	MONDAY	15 APRIL 2013		
		Monday	6 May 2013	(May Holiday – all schools)	
	<u>Monday</u>	<u>27 May 2013</u>	(In-Service Closure Day 5 – all schools)		
	END	THURSDAY	27 JUNE 2013		
TOTAL					190 (P) 188 (S)
2013/2014					
AUTUMN TERM	START	<u>Monday</u>	<u>12 August 2013</u>	<i>STAFF ONLY</i> (In-Service Closure Day 1 – all schools)	
		TUESDAY	13 AUGUST 2013		
	END	FRIDAY	4 OCTOBER 2013	Full time commencement of P1 pupils 9 September 2013	
AUTUMN HOLIDAY		Saturday	5 October 2013 to		
		Sunday	20 October 2013		

School Terms and Holidays 2013/2014					Pupil School Days
AUTUMN TERM	START	<u>Monday</u>	<u>12 August 2013</u>	<i>STAFF ONLY</i> (In-Service Closure Day 1 – all schools)	39
		Tuesday	13 August 2013		
	END	Friday	4 October 2013	Full time commencement of P1 pupils 9 September 2013	
AUTUMN HOLIDAY		Saturday	5 October 2013 to		
		Sunday	20 October 2013		
WINTER TERM	START	Monday	21 October 2013		42
		<u>Wednesday</u>	<u>27 November 2013</u>	(In-Service Closure Day 2 – all schools)	
		<u>Thursday</u>	<u>28 November 2013</u>	(In-Service Closure Day 3 – all schools)	
		Friday	29 November 2013	(St Andrew's Day Holiday)	
	END	Friday	20 December 2013		
CHRISTMAS HOLIDAY		Saturday	21 December 2013 to		
		Sunday	5 January 2014		
SPRING TERM	START	Monday	6 January 2014		62
		<u>Thursday</u>	<u>13 February 2014</u>	Forfar/Kirriemuir/Brechin/Montrose Schools only (In-Service Closure Day 4)	
		<u>Friday</u>	<u>14 February 2014</u>	ALL SCHOOLS (Mid-Term Holidays)	
		<u>Monday</u>	<u>17 February 2014</u>		
		<u>Tuesday</u>	<u>18 February 2014</u>	Monifieth/Carnoustie/Arbroath Schools only (In-Service Closure Day 4)	
	END	Friday	4 April 2014		
SPRING HOLIDAY		Saturday	5 April 2014 to		
		Monday	21 April 2014		
		(includes Easter Monday – 21 April)			
SUMMER TERM	START	Tuesday	22 April 2014		47
		<u>Monday</u>	<u>5 May 2014</u>	(May Holiday – all schools)	
		<u>Monday</u>	<u>26 May 2014</u>	(In-Service Closure Day 5 – all schools)	
	END	Friday	27 June 2014		
TOTAL					190
2014/2015					
AUTUMN TERM	START	<u>Monday</u>	<u>11 August 2014</u>	<i>STAFF ONLY</i> (In-Service Closure Day 1 – all schools)	39
		TUESDAY	12 August 2014		
	END	FRIDAY	3 October 2014	Full time commencement of P1 pupils 8 September 2014	
AUTUMN HOLIDAY		Saturday	4 October 2014		
		Sunday	19 October 2014		

School Terms and Holidays 2014/2015

Pupil
School Days

AUTUMN TERM	START	<u>Monday</u> <u>11 August 2014</u>	<i>STAFF ONLY</i> (In-Service Closure Day 1 – all schools)	39
	END	Tuesday 12 August 2014 Full time commencement of P1 pupils 8 September 2014 Friday 3 October 2014		
AUTUMN HOLIDAY		Saturday 4 October 2014 to Sunday 19 October 2014		
WINTER TERM	START	Monday 20 October 2014		44
	END	<u>Thursday</u> <u>27 November 2014</u> <u>Friday</u> <u>28 November 2014</u> Monday 1 December 2014	(In-Service Closure Day 2 – all schools) (In-Service Closure Day 3 – all schools) (St Andrew’s Day Holiday)	
CHRISTMAS HOLIDAY		Wednesday 24 December 2014 to Tuesday 6 January 2015		
SPRING TERM	START	Wednesday 7 January 2015		60
	END	<u>Thursday</u> <u>12 February 2015</u> <u>Friday</u> <u>13 February 2015</u> <u>Monday</u> <u>16 February 2015</u> <u>Tuesday</u> <u>17 February 2015</u> Friday 3 April 2015	Forfar/Kirriemuir/Brechin/Montrose Schools only (In-Service Closure Day 4) ALL SCHOOLS (Mid-Term Holidays) Monifieth/Carnoustie/Arbroath Schools only (In-Service Closure Day 4)	
SPRING HOLIDAY		Saturday 4 April 2015 to Sunday 19 April 2015 (includes Easter Monday – 6 April)		
SUMMER TERM	START	Monday 20 April 2015		47
	END	<u>Monday</u> <u>4 May 2015</u> <u>Monday</u> <u>25 May 2015</u> Thursday 25 June 2015	(May Holiday – all schools) (In-Service Closure Day 5 – all schools)	
			TOTAL	190

USEFUL LINKS - CONTACT DETAILS

Education Scotland's Communication Toolkit for engaging with parents –

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system –

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –

<http://www.educationscotland.gov.uk/parentzone/index.asp>

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support –

<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –

<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –

<http://www.sces.uk.com/this-is-our-faith.html>

CURRICULUM

Information about how the curriculum is structured and curriculum planning –

<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –

http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services – <http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –

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

ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

TRANSITIONS

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy –

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and changes provides information about choices made at various stages of learning

<http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs -

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –

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

Parenting Across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

SUPPORT FOR PUPILS

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs -

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence –

<http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

SCHOOL IMPROVEMENT

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process –

<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) –

<http://www.scf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications –

<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

SCHOOL POLICIES AND PRACTICAL INFORMATION

School policies on a variety of key issues are available on our School Website (www.monifiethhigh.angus.sch.uk)

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

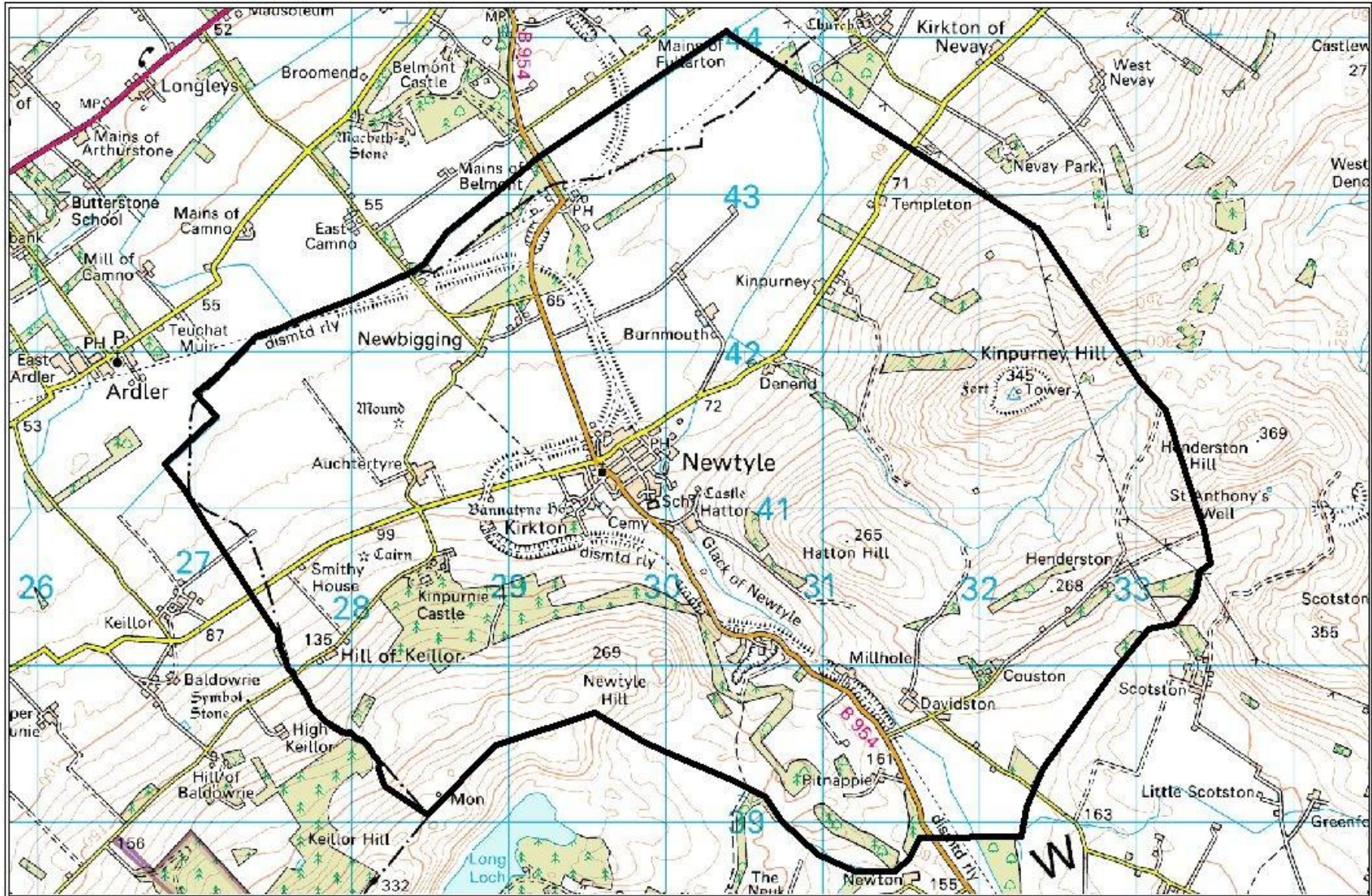
Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>

MONIFIETH HIGH SCHOOL CATCHMENT AREA

Achmore Place	James Herald Terrace	Well St
Adderley Cres	Kingennie Rd, Wellbank	William Lamond Place
Adderley Tce	Laird St	Wellbank Place
Airlie Drive	Laws Place	Wemyss Cres
Albert St Evens	Grange Gait (1-19) no 13	West Grange Rd
Albert St Odds	Kippford Street	West Grange St
Alexander Gordon Drive	Kirkbuddo Place	West Grange Walk
Arbroath Rd (no Houses)	Links Place	Westhall Farm, Kellas
Ardestie Place	Lorne Ave	Whithorn Place
Ardestie St	Lorne Cres	Wood Lane
Ardownie St	Lorne St	
Ashgrove	Malcolm Cres	
Ashludie Gait	Manor Grange	
Ashludie Mews	Marine Drive	
Ashludie Steadings	Maule St	
Ashludie Tce	McIntosh Patrick Place	
Auchencairn Place	Mill Hill	
Ballumbie Castle Estate - Silver Birch, Copper Beech, Lime Grove, Poplar Cres, Hawthorn Grove, Oak Loan	Mill of Brighty Farm Cottage	
Balmossie Ave	Milton Park	
Balruddery Meadows, Invergowrie	Milton Place	
Bank St	Milton St	Plus following primary schools catchment areas -
Barns of Wedderburn	Muirwood Place	
Bayview Place	Murroes (All)	
Beechgrove	Murroes Cottage, Kellas	
Boyack Crescent	Murroes Place	Auchterhouse
Brook St	Myreton of Brighty, Murroes Rd	Birkhill
Broomhill Drive	North Balmossie Street (Odds)	Grange
Buddon Drive	North Ramsay St	Liff
Carmyllie Place	North Union St	Mattocks
Church St	Northbank St	Murroes
Colin Gibson Drive	Norwood Cott, Murroes Rd	Newtyle
Cortachy Circle	Old Mill, Kellas	Seaview
Dalhousie St	Palnackie Rd	
Dawson Cres	Panmure St	
Dick St	Panmurefield Rd	
Drumsturdy Road (houses to be checked)	Panmurefield Road (North side)	
Durham St	Panmurefield Tce	
East Grange Street	Paradise Rd	
East Navarre St	Park View, (1-8)Ashludie Hosp	
Elmgrove	Port Patrick Tce	
Elsinore Place	Princes St	
Erskine Tce	Provost's Walk	
Ethiebeaton Tce	Queen St	
Fenton Place	Ramsay St	
Ferry Rd	Ratray Place	
Fonstane Cres	Ratray St	
Fonstane Place	Redford Place	
Fonstane Rd	Reform St	
Fonstane St	Ritchie Ave	
Fonstane Tce	Riverview Drive	
Fotheringham Drive	Ross Tce	
Foundry Place	Roundy Hill	
Foundry Rd	Solway Gdns	
Fountain Brae	South Balmossie St (2 - 14 evens)	
Gagiebank, Wellbank	South Ramsay St	
Golf Ave	South St	
Grange Ave	South Union St	
Grange Gdns	Soyaux Avenue	
Grange Lane	St Regulus Rd	
Grange Place	Stewart Tce	
Grange Rd	Tay St	
Grangehill Drive	The Cottage, Wellbank Mains	
Greenbourne Gdns	The Fairway	
Hay Ave	The Steadings, South Kingennie	
Hay St	Tighnuidin Gdns	
High St	Travebank Gdns	
Hill St	Twynholm Gardens	
Hoyletneuk Cottage, Duntrune	Tyndall Cres	
Inverarity Gdns	Union St	
James Cowie Close	Victoria St	
James Bell Wynd	Waterside	

Monifieth High School / Webster's High School Area - Choice



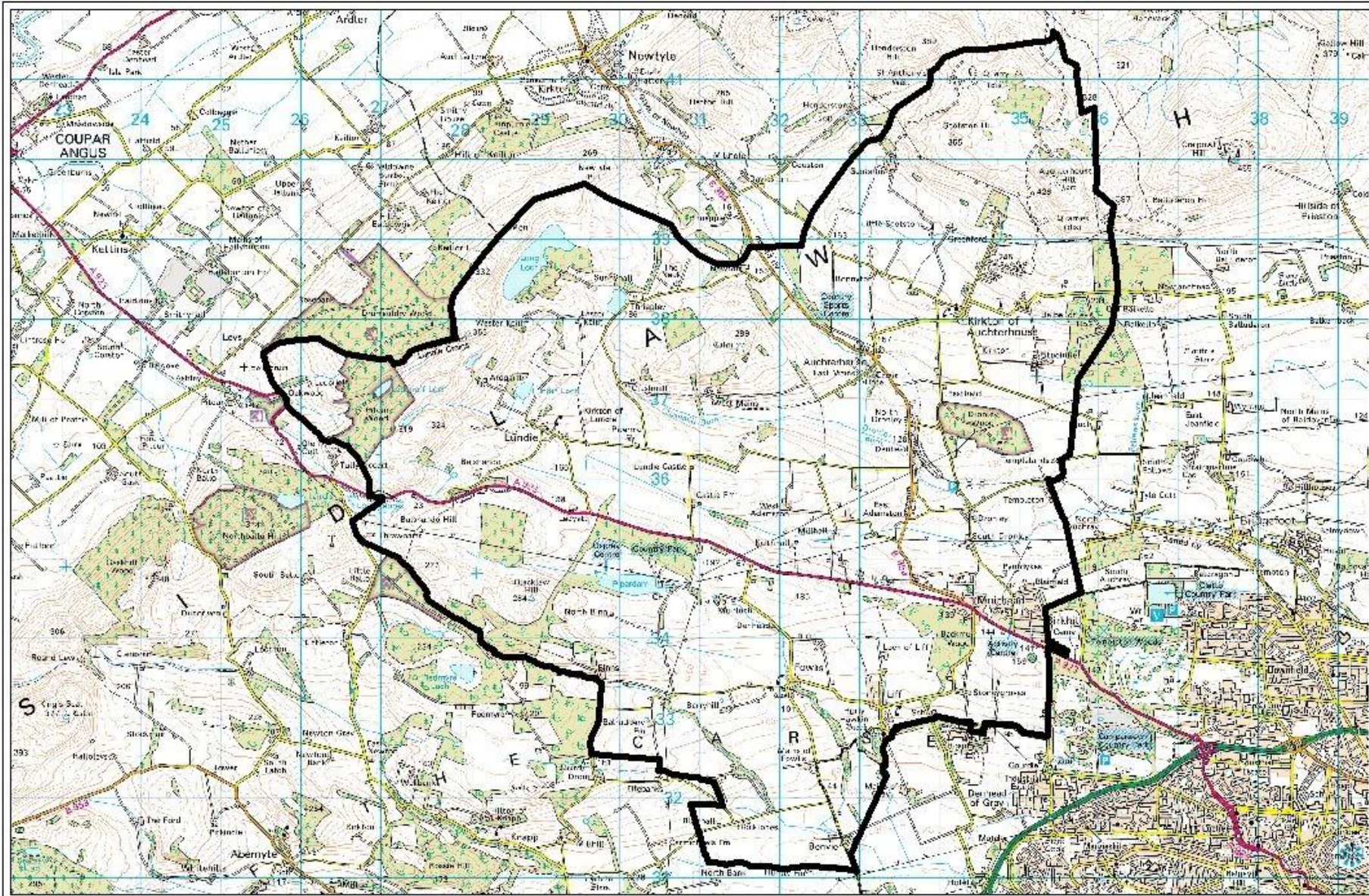
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 Produced by Dabhi McIlarnac, Information Support Assistant,
 Pupil & Parent Support, Education Department, Tel: 01407 670229

1:31000

Legend Delimited Area



Monifieth High School / Forfar Academy / Menzieshill High School Area - Choice



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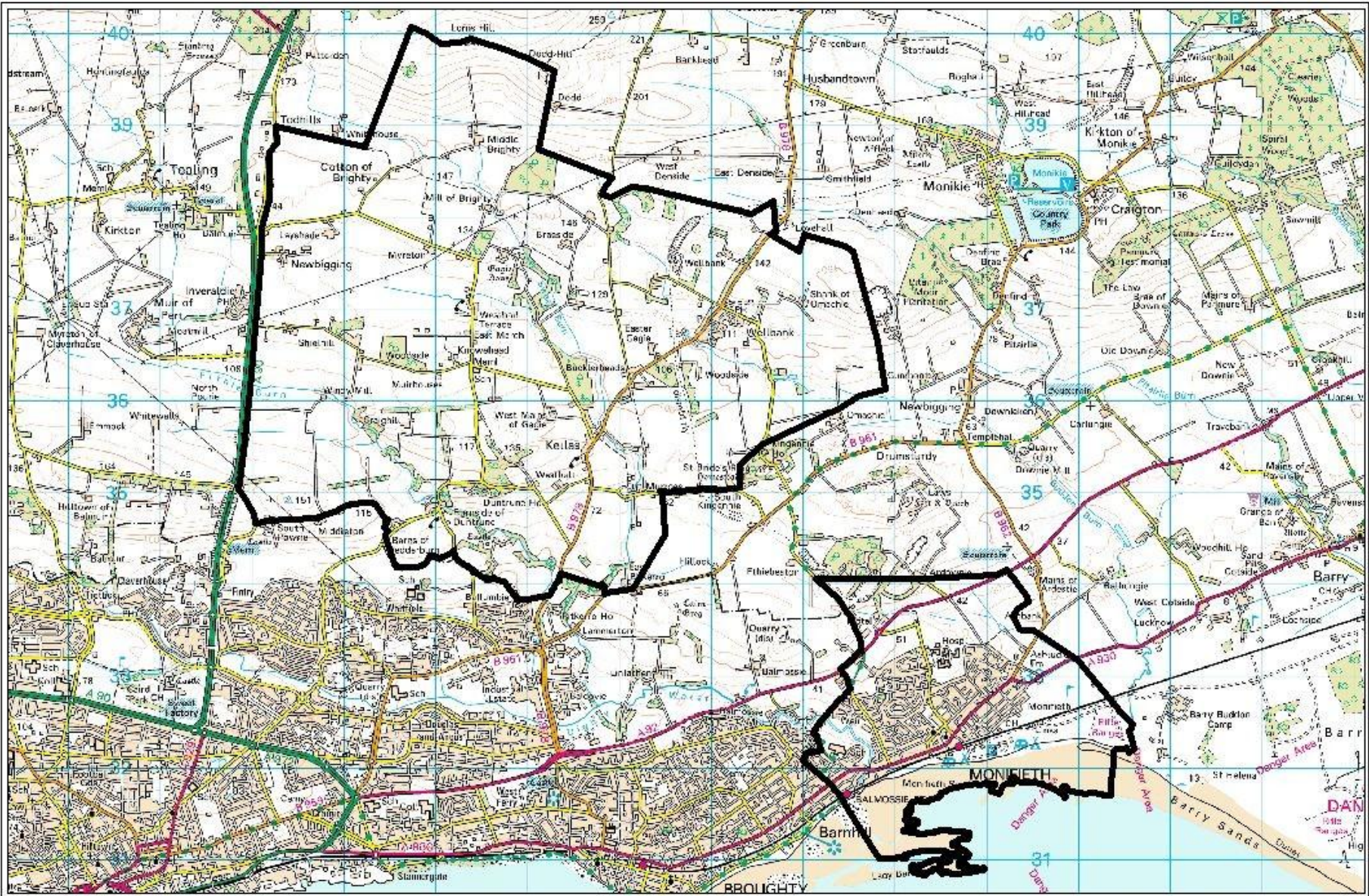


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Legend Delineated Area



Monifieth High School Area - No Choice




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Produced by Data Integration Information Support Systems, Pupils & Parents Support, Education Department, Tel: 01407 670020



1:53000

Legend  Delimited Area

