

Winners of the Sunday Mail and sportscotland School Award and the sportscotland Gold Award



Wallace High School

School Brochure 2017



Stirling Council: Schools, Learning and Education

Chief Education Officer's Foreword

Stirling Council is committed to working in partnership with our communities to deliver the best possible services for all who live and work in the Stirling area.

We have a clear focus on achieving the highest standards in our schools and nurseries so that the children, young people and citizens of Stirling benefit from first class services.

Education is key to every child's future and enables us to create a fairer and more inclusive society, where our young people secure positive destinations when they leave school.

We attach great importance to lifelong learning, giving children the best possible start in life from nursery, through school, to life beyond school.

We want all children and young people growing up in Stirling to be: safe and happy; listened to and respected; engaging in a wide range of active learning opportunities; and achieving positive outcomes.

We will realise this ambition by putting children and young people first, promoting inclusion and delivering high quality services.

The needs of our children and young people will be best met by working effectively together with parents, carers and a range of partners. We want parents and carers to be involved in their children's learning.

We look forward to working with you, as your child embarks on their transition to a new school.

A handwritten signature in black ink, appearing to read "Kevin Kelman".

Kevin Kelman, Chief Education Officer, Stirling Council, November 2016



Head Teacher's Introduction

Welcome to Wallace High School – a modern Scottish comprehensive situated at the heart of historic Stirling. We are a community of c. 950 pupils, with our catchment encompassing six main feeder Primary schools: Bridge of Allan, Castleview, Cornton, Fallin, Raploch and Riverside.

We are immensely proud of our school and our wider community. On a daily basis we seek to promote the following qualities as essential to a vibrant, successful school community where *everyone* can achieve:

Attitude: *choosing* to adopt a positive attitude.

Effort: *always* working hard to achieve our potential.

Values and Relationships: promoting values such as *mutual respect* and *altruism* (caring for others above ourselves) in order to foster positive relationships.

Collective Ethos: the understanding that we are *all* stronger when we work *together* to foster a collective enjoyment of our learning day-to-day that, in turn, maximises achievement.

We also work very hard to provide a curriculum that is stimulating, relevant and rewarding for all of our young people as part of our Broad General Education (S1-3) and our Senior Phase (S4-6). Examples of this across the school are plentiful and we are particularly proud of partnerships we have formed to enrich the curriculum. These include, to name but a few key examples:

School of Sport: as a Scottish School of Sport our pupils from S1-3 can access an enhanced curriculum through specialist coaching due to our partnerships with SFA, SRU, Basketball Scotland, Scottish Swimming, Active Stirling and sportscotland.

Prudential Business Partnership: our pupils and staff work in partnership with Prudential from S3 to S5 to develop enterprise and employability skills and experience a real context to promote enterprising learning.

Sistema Scotland: a number of our pupils work with the Big Noise project in the Raploch, which has seen their dedication to music gain national recognition.

The above provides only a flavour of the experiences that our pupils enjoy. We could cite an array of examples of enrichment from across the school: from our STEM Scientists to our young Shakespearians who participate in the annual Shakespeare Festival; from our Maths Challenge medalists to our Modern Languages Spelling Bee participants; from our artistic fashion designers to our budding debaters and politicians; from our young engineers to our Eco Schools group; from our Duke of Edinburgh Award winners to our many students who gain Personal Achievement Awards...the list goes on.

As previously expressed, we are very proud of our school and hope that our brochure provides a sense of the richness of what happens here on a daily basis. Please do not hesitate to call, email or to drop in at any time to discuss any aspect of Wallace High with myself, or one of our team. We are keen to further enrich our partnerships and welcome any feedback. Our motto, *Fide Ut Rupe Fundatum*, suggests the fundamental importance of 'building on a solid rock, or foundation'. Our belief is that the pupils, parents, staff and partners, the people who comprise our community, provide an excellent collective foundation on which to build.

Scott Pennock, Head Teacher

A Brief History of Wallace High School

In the late 1960s a new government policy of fully comprehensive non-selective schools began in Scotland. At the same time, Stirling University opened in 1967 and Stirling's population began to rise. A new high school was needed to replace the former Riverside Junior Secondary School (which became a Primary School), and Wallace High duly opened on a green-field site at Causewayhead in 1971. The first Rector was Tom McIntyre, who served in that post to 1983. Realising the importance of winning public and parental confidence for this new school, he led Wallace High through its formative years and ensured high standards and achievements from the start. The school's first uniform was a purple blazer with gold trim - purple still features in the school's dress code today.

The school quickly achieved both academic and wider success. The Music department became especially noted for its excellent annual operas, and many pupils went on to distinguished careers in music. Early sporting strengths were in canoeing, fencing and rugby.

In 1983 Mr McIntyre retired, to wide praise for his great work in having seen the school so well established in the area. He was followed by Bill Brodie, who served as Head Teacher to his retirement in September 2002. During this time the school continued to grow stronger. Two teachers, Mr Sandy Gauld of the Technical Department and Mr Charles Lees of the Chemistry Department, were voted British 'teachers of the year'.

In further diverse examples of success, from our Creative and Aesthetic department came Angela Donald, who is Head of Design for the fashion company Yik Yue (H.K) Commercial Ltd. Alison Kilgour (Dowell) our Head Girl from 1996 had a great career in Scottish Construction, she also founded a charity 'So Precious' supporting the neo natal unit for sick kids in Forth Valley.

Rugby player Kenny Logan went on to win 70 Scottish international caps, footballers Gary and Steven Caldwell found similar success, winning 55 and 12 Scottish caps respectively, while slalom canoeist Campbell Walsh won an Olympic silver medal at Athens in 2004.

During the 1990s - 2000s the school was especially noted for its excellent debating teams, science innovators, musical shows, the success of its Ochil House pupils in many swimming and athletics events, its annual ski trips and many other overseas visits etc. In rugby, the team won the Scottish Schools 7-a-side quaich tournament at Murrayfield, and regularly won the Central Schools 15-a-side league and cup. One young player in more recent teams was Finn Russell, now enjoying a Scottish international career.

In September 2002 Mr Brodie retired and was followed as Head Teacher by Mrs Linda Horsburgh. She led the school's move in 2008 to its present location on Airthrey Road, to an exciting new building, the result of a public-private funding partnership. Since then the school has evolved further. It is now an award-winning Scottish School of Sport with a focus on Football, Rugby, Swimming, Dance and Basketball, as well multiple rich activities across creative industries, STEM disciplines and the arts. In December 2012 Mrs Linda Horsburgh retired as Head Teacher and was succeeded by Mr Scott Pennock. The school continues to evolve in the twenty-first century, constantly seeking to adapt and to ensure that our many youngsters go on to have happy, successful and fulfilling lives in an ever-changing world.

Compiled by Mr Craig Mair, former Principal Teacher of History

Associated Primaries

We work closely with our associated primary schools to ensure a smooth transition from P7 to S1.

Members of Wallace High School staff visit and meet pupils and parents of our associated primaries during Primary 6 and 7. We aim to be well informed about pupils' learning, social, medical and pastoral needs to help us be better prepared when they join us at Wallace High School in August.

All P7 pupils visit Wallace High for two days in May to become acquainted with the school and our staff. Pupils also visit the school throughout P6 and 7 for a range of curricular transition experiences, including those in Mathematics, Science and PE (our School of Sport). Parents are invited to meet staff during an information evening during May transition week and during additional evening meetings in term 1, including the first S1 Parents' Evening, which provides an opportunity for individual feedback across subject areas.

The majority of pupils come from the associated primaries in our central catchment area:

Bridge of Allan Primary School

Pullar Avenue,
Bridge of Allan,
FK9 4SY
Tel. 01786 832050

Raploch Primary School

Raploch Community
Campus
Drip Road, Stirling
FK8 1SD
Tel. 01786 272320

Cornton Primary School

Cornton Road, Stirling
FK9 5DZ
Tel. 01786 832051

Riverside Primary School

Forrest Road, Stirling
FK8 1UJ
Tel. 01786 462148



Fallin Primary School

Lamont Crescent, Fallin,
Stirling,
FK7 7EJ
Tel. 01786 812063

Castleview School

Raploch Community
Campus, Drip Road,
Stirling, FK8 1SD
Tel. 01786 272326

Our School Day

Our school day is noted below. Please remember, however, that at the end of the school day there are a number of additional activities that enrich a pupil's wider experience, including numerous clubs and groups (sporting and otherwise) and study support sessions. Pupils should listen to daily Tannoy announcements and read the Pupil Bulletin to ensure that they make the most of their day.

Time	Monday	Tuesday	Time	Wednesday	Thursday	Friday
09.00	TG	TG	09.00	TG	TG	TG
09.10	Pd 1	Pd 1	09.10	Pd 1	Pd 1	Pd 1
10.00	Pd 2	Pd 2	10.00	Pd 2	Pd 2	Pd 2
10.50	Interval	Interval	10.50	Interval	Interval	Interval
11.05	Pd3	Pd3	11.05	Pd3	Pd3	Pd3
11.55	Pd 4	Pd 4	11.55	Pd 4	Pd 4	Pd 4
12.45	Pd 5	Pd 5	12.45	Lunch	Lunch	Lunch
13.35	Lunch	Lunch	13.25	Pd 5	Pd 5	Pd 5
14.15	Pd 6	Pd 6	14.15	Pd 6	Pd 6	Pd 6
15.05	Pd 7	Pd 7	15.05	Home	Home	Home
15.55	Home	Home	Home	Home	Home	Home

Staff List Session 2016 - 2017

Head Teacher:	Mr Scott Pennock
Depute Head Teachers:	Mr Gary Cordiner (S1&S2), Mrs Donna Harris (S3&S4), Mrs Hazel Ritchie (Senior DHT - S5&6) & Mr Craig Downie (Acting DHT – S5&6)
Pupil Support PTs:	Mrs Jennifer Chumley (Learning Support/S1), Mrs Frances Buchanan (S2), Mr Graeme Campbell & Mr Paul Gracie - <i>Acting</i> (S3), Miss Melanie Dunsmore (S4), Mr Brian Kerr (S5) & Mr Austin Cavanagh (Behaviour Support), Miss Rachel Whillans (Acting)

AIRTHREY

Science Faculty Manager: Mr Graeme Rough

Chemistry

Mrs Claire Winters
Miss Amy Stewart
Dr Lindsay Robertson

Physics

Mr Graeme Rough
Mr Graeme Campbell (also Pupil Support)
Mr Steven Wilkinson

Biology

Mrs Katherine Yeomans (Principal Teacher)
Miss Julie Christie
Dr Annie McRobbie
Mrs Jemma Watson
Miss Sarah Moreland

Social Subjects (Geography, History, Modern Studies and Politics)

Faculty Manager: Mrs Sarah Bellingham/Mrs Samantha Horne (Acting0.2)

Mrs Sarah Bellingham (Geography & History)
Mrs Samantha Horne (History & Politics)
Mrs Lorna Shannon (Geography & History)
Mr Ross Laird (Geography & Modern Studies)
Mr Paul Gracie (Pupil Support, Geography & Modern Studies)
Miss Natalie Lester (Geography, Modern Studies & Politics)
Mr Austin Cavanagh (Pupil Support, Modern Studies & Politics)
Mr Ryan Ashcroft (History)
Mrs Lea Horsburgh (History, Modern Studies & Politics)

Principal Teacher (SEBN):

Mr Austin Cavanagh (also Social Subjects)

Learning Support

Principal Teacher Pupil Support (Learning): Mrs Jennifer Chumley
Mr Craig Murray
Mrs Annette Kupke
Mrs Joanne McFarlane

Principal Teacher Ochil House: Mrs Linda Donaldson

Mrs Moira Mackay
Mr Ewen McNair
Mrs Monica Gillespie
Mrs Margaret Gunn
Ms Alex Wilkes

LOGIE

Creative Industries

Faculty Manager: Mrs Adele McAdam

Art

Mrs Laura Sinclair
Mrs Lesley McDermott
Mr Daniel Auldjo
Mrs Jan Draper

Music

Mrs Melody Auldjo
Mrs Pamela Spencer
Miss Emma Paterson

Design & Engineering

Mrs Adele McAdam
Miss Sharon Glass
Mrs Becky Crawford
Mrs Gill Newall

Numeracy & Technology

Faculty Manager: Mr Innes MacLeod/ Mrs Suzanne Harris (Acting 0.2)

Mathematics

Mr Innes MacLeod
Mrs Suzanne Harris
Mr Brian Kerr (also Pupil Support)
Mrs Sanja McGonagle
Mrs Leah Payne
Mrs Victoria Bowie
Mrs Victoria Wall
Miss Amy Manson

Business Education

Mr Peter Smith (Acting Principal Teacher DYW)
Miss Layla Saseh

Computing Studies

Mr Stuart Winton
Mrs Jennifer Chumley (also Pupil Support)
Mrs Frances Buchanan (also Pupil Support)

POWIS

Physical Education, Physical Activity, Sport (PEPAS) & Health

Faculty Manager: Mr Craig Downie & Mr Colin Burke (Acting 0.4)

Mr Craig Downie
Mr Colin Burke
Miss Melanie Dunsmore (also Pupil Support)
Mrs Pamela Steel
Miss Rachel Whillans (also Pupil Support)
Mr Ronan Murray
Mr Chris Jubb
Miss Fiona Ross
Mr Daniel Ross

Home Economics

Miss Laura Devine
Miss Leah Knox

Citizenship

Faculty Manager: Mr David Niven

Modern Languages

Mrs Marie Philipson
Mrs Arlene Orr
Mrs Sheena Bell
Mrs Michelle McCaffrey

Religious, Moral and Philosophical Studies

Mr David Niven
Ms Kitt Curwen
Mrs Gillian McManus

Communication

Faculty Manager: Mrs Julie Pirie (Acting)

English

Mrs Julie Pirie
Mrs Gill Head
Ms Alison Curry
Mrs Paula Todd
Ms Esther Harrington
Miss Heather Doran
Mr Stewart Dey
Mr Matthew Buchanan

Gaelic

Mrs Asha Eaglesfield

School Business Manager

Mr Paul Ramsay

Administration

Mrs Wendy McWatt (School Administrator)
Mrs Lynne Hawley
Mrs Judith Taylor
Mrs Sheila Henderson
Mrs Dianne Muirhead
Mrs Grace Gray
Mrs Laura McMeechan

Skills Development Scotland Careers Advisor

Mrs Fiona Lafferty



Technicians

Mr Julian Robinson (ICT)
Mrs Morna Leask (Science/whole school)

Learning Resources Centre

Mrs Clare Waters, LRC Co-ordinator

Pool & Leisure Attendant

Mr Alan Watt

School Based Police Officer

P.C. Liz Brown

Attendance Officer/Inclusion Support Worker

Mrs Eileen Claffey (Acting)

Support for Learning Assistants (General)

Mrs Marilyn Messer (Medical Attendant)
Mrs Irene Binning
Mrs Alison Harrower

Care and Welfare Co-ordinator

Mrs Janis Lane

Care and Welfare Support Assistant

Mrs Julie Halliday

Support for Learning Assistants (SEN)

Mrs Gail Pearson
Mrs Lorna Nicol
Mrs Joan Currie
Mrs Jenny Rana
Mrs Sally-Ann Christmas
Ms Judith Reid
Mrs Libby Robertson
Mrs Carol Watson
Mrs Alison Wills
Mrs Maria Gray
Miss Karen Wilson
Mrs Tracy Ballantine
Mrs Amanda McQuillan
Mrs Margaret Cooper
Mrs June Douglas
Mrs Pamela Livingston
Mrs Karen Bullen
Mrs Anne Waghorn
Ms Ann Wallace
Mrs Patricia King
Ms Kirstin Tobin
Miss Maria Rodenas Bosque
Ms Dawn Addie (SEBN)
Miss Amy Waghorn

SMT Remits 2016/17

S. Pennock (HT)	G. Cordiner (DHT)	D. Harris (DHT)	H. Ritchie (0.6 DHT)/ C. Downie (0.4 Acting DHT) <i>(Duties shared unless indicated)</i>	P. Ramsay (Business Manager)
<p>Strategic Planning Raising Attainment/Achievement Staffing Community Liaison Local Authority Liaison Scottish Government Liaison Parent Teacher Network Whole School Self-Evaluation School Calendar School Policies School Publications (Standards & Quality Report and School Brochure) School Improvement Plan Extended Management PRD Resource/Finance Management ~ Liaison with Business Manager Teaching commitment</p> <p style="text-align: center;"><i>SMT – GC/DH/HR/CD/PR</i></p>	<p>S1 & S2 (Pastoral Role as Head of Years) Pupil Support S1-6 Ochil House Enrolments & Placing Requests Primary Liaison & P7 Transition ASL Act GIRFEC Child Protection Personnel & Absence Management (link teaching staff) SLA Strategic Deployment Partner Agencies Teaching commitment Relevant budgetary responsibility</p> <p style="text-align: center;"><i>PTs PS – FB/GC/AC/JC/MD/BK/ AMc & RW (Acting)</i></p>	<p>S3 & S4 (Pastoral Role as Head of Years) Enrolments & Placing Requests Totality of Whole School Curriculum ~ CfE (incl. HWB, LIT, NUM, DYW) Senior Phase Options (S3 into S4) Personnel & Absence Management (link teaching staff) Learning, Teaching & Assessment Probationers & Students PRD & CLPL Quality Assurance Awards Ceremonies Teaching commitment Relevant budgetary responsibility</p> <p style="text-align: center;"><i>FMs – SB&SH (Acting)/ DN/S MCD</i></p>	<p>S5 – S6 (Pastoral Role as Head of Years) Enrolments & Placing Requests SQA and Prelims School Timetable Tracking, Monitoring & Intervention (CD) Senior Phase Options (S4/5 into S5/6) Transitions 16+ & Positive Destinations Reporting (CD) SEEMIS Personnel & Absence Management (link teaching staff) Parents' Evenings Trips/Excursions Teaching commitment Relevant budgetary resp.</p> <p style="text-align: center;"><i>FMs – IM & SH (Act)/GR & KY (HR)/JP (Acting)/CB</i></p>	<p>Resource and Finance Management Management of Information Systems Whole School ICT Glow Co-ordinator Human Resource/ Personnel Management School Website Health and Safety Technicians School Office Liaison Data Sharing System Absence Management (Support Staff) Management of Support Staff Cover arrangements PPP Contractual Duties and Liaison Management of School Fund PRD – Support Staff</p>

School Holidays 2017/2018

STIRLING COUNCIL – EDUCATION

2017-18 School Dates

Autumn Term Starts	Monday 21st August 2017	Teachers return Pupils return
Ends	Tuesday 22nd August 2017 Friday 6th October 2017	
October Holiday Starts	Monday 9th October 2017	
Ends	Friday 13th October 2017	
Winter Term Starts	Monday 16th October 2017	
Staff Development Day Staff Development Day	Thursday, 23rd November 2017 Friday 24th November 2017	
Winter Term Ends	Friday 22nd December 2017	
Christmas Holiday Starts	Monday 25th December 2017	
Ends	Friday 5th January 2018	
Spring Term Starts	Monday 8th January 2018	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 12th February 2018 Tuesday 13th February 2018 Wednesday 14th February 2018 Thursday 15th February 2018 Friday 16th February 2018	
Spring Term Ends	Thursday 29th March 2018	
Spring Holiday Starts	Friday 30th March 2018	
Ends	Friday 13th April 2018	
Summer Term Starts	Monday 16th April 2018	
Local Holiday	Monday 7th May 2018	
Summer Term Ends	Friday 29th June 2018	
Summer Holiday Starts	Monday 2nd July 2018	
Ends	Friday 17th August 2018	
	Monday 20th August 2018 * Tuesday 21st August 2018 *	Teachers return Pupils return

* To be confirmed



Pupil Support

At Wallace High School we have a substantial **Pupil Support** structure that is designed to provide the highest level of care and support for *all* pupils to allow them to realise their full potential. This starts as early as Primary 6 with our **Primary Transitions Programme**, which supports curricular and pastoral transition and includes detailed work by our **Learning Support** specialists to ensure that all support for learners is in place prior to the start of Secondary. Details on Pupil Support are provided below, starting with an outline of our Pupil Support structure, which makes clear who to contact directly at each stage if you have a concern with your child.

Stage/ Pupil Group	2016/17		2017/18	
	PT	DHT	PT	DHT
S1	Mrs J Chumley	Mr G Cordiner	Mrs J Chumley	Mr G Cordiner
S2	Mrs F Buchanan	Mr G Cordiner	Mr B Kerr	Mr G Cordiner
S3	Mr G Campbell/ Mr P Gracie	Mrs D Harris	Mrs F Buchanan	Mrs D Harris
S4	Miss M Dunsmore	Mrs D Harris	Mr G Campbell	Mrs D Harris
S5	Mr B Kerr	Mrs H Ritchie/ Mr C Downie	Miss M Dunsmore	TBC
S6	Mrs H Ritchie/ Mr C Downie	Mrs H Ritchie/ Mr C Downie	TBC	TBC
Ochil House	Mrs L Donaldson	Mr G Cordiner	Mrs L Donaldson	Mr G Cordiner
Learning Support	Mrs J Chumley	Mr G Cordiner	Mrs J Chumley	Mr G Cordiner
Behaviour Support	Mr A Cavanagh	Mr G Cordiner	Mr A Cavanagh	Mr G Cordiner

Assemblies & Life Skills Inputs


For all pupils, at each stage of their education, we have detailed programmes of age appropriate personal and social development and health and wellbeing education on topics such as: Internet Safety; Bullying; Healthy Eating and Lifestyles; Study Support and Stress Management; Careers Advice etc... These inputs are delivered by a number of professionals from within and beyond the school, including: our School Based Police Officer; Careers Advisor; PTs Pupil Support; SMT; Health Professionals; Curricular Specialists and many other partners.

Supporting Learning

Staff work co-operatively with subject departments to ensure that all pupils can successfully access the curriculum by providing:

- CSPs – Co-ordinated Support Plans are provided for a number of pupils who have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from education and other partner agencies in order that their needs can be met.
- IEPs – Individual Educational Plans agreed with curricular departments for pupils with identified learning needs.
- Learning and Teaching in small groups provided on a short or longer-term basis for pupils experiencing the greatest difficulty with basic skills.
- Focused support in the classroom from class teachers.
- Assistance in the classroom from Learning Support Teachers, and from a dedicated team of Support for Learning Assistants.
- Individual tuition and assistance in class for pupils who are returning to school after a long absence.
- Access to, and support from, ASN Outreach Service.
- Access to, and support from, Youth Services. e.g. Activity Agreements / targeted services.

On-going curricular support is provided by Learning Support teachers working co-operatively with class teachers, for example in the production of appropriate differentiated resources to meet a wide range of specific needs and providing targeted support for those with Additional Support Needs.



“At Wallace High School effective Pupil Support is essential to wellbeing and to maximising success for *all* learners.”

Further Support

We support our young people in a number of additional ways, including:

- **Targeted Mentoring** – promotes a focus on **Attendance, Attainment/Achievement** and **Aspirations** with appropriate interventions by our extended team where support is required in any of these key areas. **Attendance** is the key focus of our Attendance Officer.
- **Behaviour Support** – our Flexible Support Base is utilised to support where any behavioural concerns are impacting on learning.
- **Break, Lunch and Supported Study** – a number of break, lunch and after school support opportunities are available, both in terms of general homework/study support and subject-specific supported study.
- **Peer Support and Paired Reading** – we have structured programmes in both of these key areas, which involve training senior pupils to support young learners in a range of contexts.
- **Careers/Transition to Positive Destinations** - staff work with Skills Development Scotland to offer advice and information to all pupils and our Careers Officer provides specific support for pupils through assemblies, class sessions and individual interviews.

Tutor Group Leaders

For the first ten minutes of every morning, pupils spend time in Tutor Group with their Tutor Group Leader. Ideally, this teacher gets to know individual pupils very well and follows them through school. Tutor Group time is essential in setting a tone for the day and supports a focus on attendance, time-keeping, uniform and is where appointments and absence notes etc. are dealt with. This is the crucial point where 'First-line Guidance' occurs and where we can monitor pupils wellbeing on a daily basis.

Medical Matters

The school has a Medical Attendant who deals both with routine schools' health service matters and with minor illnesses in the school. Emergency cases are referred, when necessary, to medical professionals, and immediate contact is made with parents. Prior notification of inoculations etc. is given, and parental permission sought.

Medication, prescribed and non-prescribed, must be supplied by parents/carers. In accordance with Stirling Council Guidelines, a letter from a parent/carer authorising the school Medical Attendant to issue medication must be written to the school. In the case of prescribed medication, this authorisation requires to be updated on a termly basis. The issuing of non-prescribed medication will be limited to no more than 5 consecutive days, after which further authorisation must be received by the school.

Learning Resources Centre (LRC)

Aims

The LRC aims to support pupils throughout school by:

- Helping pupils become confident and successful learners by developing information literacy skills;
- Developing successful learners by promoting reading within the Curriculum (developing core literacy skills) and for enjoyment;
- Providing the widest range of learning resources to meet the needs of the whole school.

Supporting the Curriculum

The LRC supports the Curriculum in a number of ways:

The S1 Information Skills course is integrated into the English curriculum. All S1 classes have a weekly library period where they learn the key skills associated with locating, selecting and using information.

Pupils are encouraged to read for pleasure, and challenged to read widely. Classes in all year groups have regular timetables ('library periods') that are organised with the English Department. The LRC is also the venue for our paired reading initiative that involves S1 pupils. The Librarian (Mrs Waters) organises for authors to visit Wallace High to speak to pupils and takes pupils to events at Stirling's *Off the Page* book festival and the Edinburgh Festival.

Teachers are encouraged to bring classes to the LRC to access information resources to support investigative course work. There is a flexible and informal booking system and the LRC is used heavily by departments.

The Librarian is a member of the School's Literacy Working Group.

Learning Resources

The LRC has over 11,000 resources. The collection is organised into four broad areas:

Fiction, Information, Careers and Staff Continuing Professional Development.

The LRC has a suite of 20 computers, which are regularly used by classes/groups.

The library's electronic catalogue is called OLIVER. Pupils and staff can use this to search for resources and this can be accessed from all computers in the LRC.

Opening Times

The LRC is open all day from 8.30 am. It is closed during morning break and for the **first fifteen** minutes of the lunch break. Pupils can use the LRC during lunchtime from 1.15 pm and after school. Each year group has their own designated day.

Parent Teacher Network

How parents can make a difference:

Learning begins (and continues) at home:

Parents and families are children's first teachers and continue to make a difference to children's learning as they grow older. Information and support can help parents make the most of family activities to help children learn and develop.

Parents and schools as partners:

There are lots of ways in which the school, parents, families and the community can work together to give our young people the best possible education. Schools are most effective when they develop positive relationships with parents and the community they serve.

Giving parents a voice:

The Scottish Schools (Parental Involvement) Act 2006 gives parents the right to receive information about their children's education and to have their views expressed through the Parent Council (our PTN).

More information can also be found on the Parentzone website at:
www.parentzonescotland.gov.uk

Our **PTN** meets termly (dates published in our school calendar) and supports at a number of school events. Elected PTN committee members are listed below:

Chair:

Mrs Wendy MacKinnon

Secretary:

Mrs Colleen Swagar

Treasurer:

Mrs Eve Kidd

Communications:

Mrs Janice Morgan-Singh.

Fundraising Team:

Mrs Janet Laverty and Mrs Rachel Metcalfe.

Ochil House Representative:

Mrs Alison Gow

General Member:

Mrs Jackie Gee-Faulkner

Pupil Councils

Our commitment to pupil voice is embodied by our elected Head Boy and Girl and Senior Pupil Team as well as through our elected Junior and Senior Pupil

“Parental and pupil voice are fundamental to maintaining a strong sense of community and to our on-going commitment to improvement for *all*.”

Councils. Pupil Councils meet termly, establish a shared agenda, and fully represent the interests of each tutor group in the school. In the last year alone, the Pupil Council has had an active voice in uniform, school meal provision and rewards activities. Our lead pupil representatives in the school are our **Head Boy and Girl**. For 2016/17 they are:

Lauren Roberts and Scott Mitchell.

Effective Communication

We are committed to excellent communication with all parents and utilise the following methods to keep parents fully informed:

- Availability for **phone or meeting contact** with relevant PT Pupil Support/ SMT on a daily basis (see appropriate year group links);
- **Formal Reporting** on individual pupils three times per year through: **Interim Report; Full Report** and **Parents' Evenings**;
- **Parental Calendar** published annually;
- **Flourish** news brochure three times per year;
- Regular **Parental Letters** (posted and in school bags) to keep parents abreast of events;
- **Mobile text** updates;
- Our **School Website and Twitter**:

www.wallacehigh.org.uk

@wallacehighsch



School Uniform

Our school uniform expectations apply to **all** pupils for the coming year. We publish these early to ensure that parents have plenty of time to make the necessary arrangements for **all** children to wear full school uniform from August 2017. We are very proud of our uniform as it represents a **visible commitment to the values of our school**. We appreciate your support with this on a daily basis.

Uniform Expectations

The following uniform must be worn by **all** pupils as it represents our core uniform:

School shirt (white or black but must button appropriately for a tie)

Black trousers (not jeans) or skirt

School tie

Blazer

Black/dark footwear (school shoes)

Official WHS PE Kit - black t-shirt and shorts/bottoms

Appropriate school bag

The following may be worn:
Plain (non-branded) black school jumper or cardigan (school style so that tie is visible)

Not Allowed

The following items are not allowed in school. We very much appreciate your support in ensuring that young people do not wear these:

All hooded tops and labelled jumpers etc. must be removed in the school building;

'Converse style' canvas trainers or coloured sports trainers are not appropriate footwear for school and we would ask that pupils do not wear these;

Baseball caps and other hats should be taken off in the school building;

Denim and tracksuit tops and bottoms are not allowed - these are not appropriate for school.



Expectations & Consequences

Expectations

We expect a great deal of our young people at Wallace High School. We expect the highest standards of effort, conduct, courtesy, work and dress. We also wish for pupils to participate in school life and to **enjoy** their time at school.

We wish for a POSITIVE ATTITUDE to be evident when pupils are in school or doing work for school.

In Wallace High, a positive attitude to school is **much more important than individual ability** but a positive attitude only exists if it is **evident**.

Evidence of a **positive attitude** will be:

- **wearing the full school uniform;**
- **keeping all jotters and folders graffiti-free;**
- **attending punctually;**
- **working hard on classwork and homework.**

Consequences

Breaking any of our school rules will have consequences depending on the gravity and/or frequency of the action. Some examples are:

1. **verbal reprimand**
2. **detention** (interval or start of lunch)
3. **withdrawal of privileges** (e.g. clubs/discos/trips etc.)
4. **referral to a Faculty Manager**
5. **parents being contacted**
6. **referral to a Deputy Head Teacher**
7. **referral to the Head Teacher**
8. **parents being asked to come up to school**
9. **exclusion from school**

Specific Rules

Certain rules are taken for granted in Wallace High.

All pupils at Wallace High must:

- **attend school regularly and on time;**
- **take care of their own health & safety;**
- **do nothing to jeopardise others' health & safety;**



- **behave appropriately at all times in and around school and on transport to and from school;**
- **show respect for teachers, other members of staff, other pupils and visitors;**
- **accept the authority of all staff in school;**
- **keep the school litter and graffiti free;**
- **take care of books, jotters and other materials & carry them in a suitable bag;**
- **use mobile phones appropriately & only at intervals / lunchtimes (unless for educational use);**
- **behave appropriately when leaving the school and going into the local community at lunchtimes.**

Special Notes

The changing nature of the influences on young people now makes it necessary for us to clarify our school's policy on certain aspects of teenage life. During their time in school pupils' focus must be on learning, sustaining effort and adopting a positive attitude.

Personal Relationships

In school we expect all pupils to adhere to appropriate personal contact and to refrain from overly familiar and inappropriate physical contact.

Personal Items

Expensive jewellery, personal electronic equipment (such as iPods, game consoles, mobiles) are brought to school at the individual's risk. Neither the school nor the education authority carries insurance for loss, theft or damage to such items. Phones and iPods etc. are only ever permitted in class for educational use and will be confiscated if used without permission.

Texting, Facebook & Websites

There has been a disturbing rise in the number of issues that have surfaced in school as a result of pupils texting and using sites such as Facebook inappropriately. Pupils should ensure that issues caused or exacerbated by such activities are **not** brought into school. They should also be aware that **malicious** use of such communications can result in criminal prosecution.

School Transport

Transport companies have the responsibility to ensure that journeys to and from school are safe and comfortable. **Pupils whose behaviour on school buses is a threat to the safety and comfort of others could be permanently excluded from accessing school transport.** This also applies to smoking which, on public transport, is an offence.



Our Curriculum

At Wallace High School we have fully embraced Curriculum for Excellence with a diverse, personalised Broad General Education (S1-3) followed by a rich, challenging Senior Phase (S4-6). The information on the following pages summarises our curriculum as learners move through each stage but we would welcome contact from any parent who wishes to discuss further the personal options available to *their* child. Fuller descriptors on all elements of the curriculum and Faculty subject areas are available under the 'Curriculum' tab on our website.

The Broad General Education (S1-3)

Following on from our primary transition work, students study across the full range of curricular areas in S1-3 (detailed period allocations are provided on the following page) before they make key choices regarding National Examination subjects for S4. There is progressive challenge and rigorous formative and summative assessment as they move through S1-2 and into S3, with increased subject specialist input as they prepare for the Nationals. Pupils can expect to develop core skills and depth of knowledge that is increasingly taught in *real* contexts and with an emphasis on interdisciplinary learning and transferrable skills. Literacy, Numeracy, Health and Wellbeing and Developing the Young Workforce remain key over-arching areas and pupils will all achieve a National level in Literacy and Numeracy by the end of S4.

The Senior Phase (S4-6)

S4 remains the first stage where students will sit key SQA examinations and attempt to achieve core qualifications. Students will have the opportunity to gain certification in up to 7 Nationals (largely from levels 3-5), with all qualifications up to National 4 internally assessed and all qualifications at National 5 including a final examination. Pupils will have a full choice on what they study, with English and Mathematics compulsory, plus five additional subjects. This allows for continued breadth *or* real focus (for example, on Numeracy, Science and Technology subjects). In S5 and S6 pupils will progress onto the next level of National study or onto Higher and Advanced Higher courses that have been specially revised in light of Curriculum for Excellence. Students can study up to five subjects per year, with increased vocational and college options to support transition beyond school.

The SCQF Framework on page 18 illustrates progression and how new qualifications compare to older ones as pupils move through stages.



Broad General Education (S1-3)

May 2016 (33 Period Week = 32 Class Periods + TG Time)

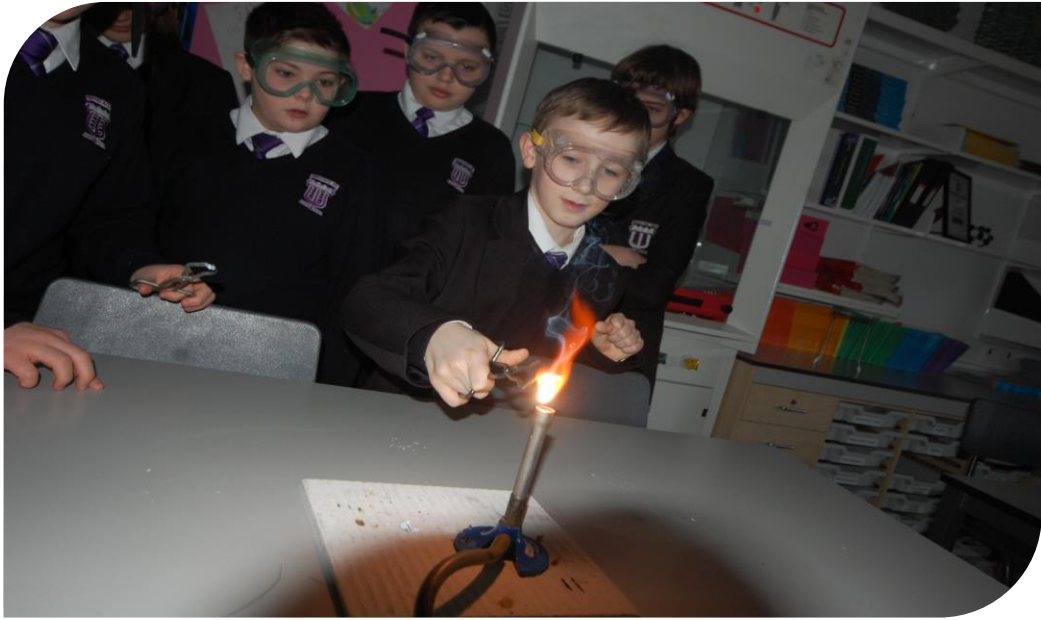
CfE Area	Subject	Periods S1	Periods S2	Periods S3	Total S1-3	Notes
Languages	English	5	4	5	14	Includes elements of Expressive Arts: Drama/ Gaelic by extraction/ focus on core Literacy
Mathematics	Mathematics	5	4	5	14	Focus on core Numeracy and applied contexts throughout BGE
Technologies	Business/ ICT	1	1	2	4	Includes elements of Social Studies: Business/ Choice of Business or ICT for 2 periods as specialist subject in S3 – see below
Sciences	Science	4	4	4	12	Subject specialist input by rotation in S3/ S2 IDL focus
Social Studies	Social Studies	3	4	4	11	Includes elements of Sciences: Geography/ subject specialist input S3/ S3 IDL focus
Languages	Modern Languages	3	3	3	9	2 + 1 Languages focus centres on French and Spanish
Religious & Moral Ed.	RMPS	1	1	1	3	Core RMPS work in BGE supports HWB messages and leads to award in S4
Health & Wellbeing	Life Skills	1	1	1	3	Supplemented by faculty inputs, assemblies & guest speakers
Health & Wellbeing	PEPAS	2	3	3	8	Includes elements of Expressive Arts: Dance/ School of Sport by extraction/ S1 IDL Health focus with HE
Health & Wellbeing	Home Economics	1	1	2	4	Includes elements of Technologies
Expressive Arts	Music	2	2	2	6	ICT/BUSINESS/ HE/MUSIC/ART/ DESIGN & ENGINEERING: Choice of 3 x subjects in S3. All with 2 periods. 6 periods in total for personalisation and choice pre Senior Phase options.
Expressive Arts	Art & Design	2	2	2	6	
Technologies	Design and Engineering	2	2	2	6	
Total		32	32	32	96	

Senior Phase (Common Allocations – Multiple Personalised Options Available)

S4: Up to 7 subjects x 4 periods + 2 x core PE; 1 x RMPS; 1 x flexible period supporting HWB

S5/6: Up to 5 subjects x 6 periods + 1 x core PE & 1 x flexible period supporting HWB





THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scf.org.uk to view the interactive version of the Framework or search the Database. N.B. MA Frameworks have a notional level on the SCQF, but all component parts are credit rated



SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	SVQs/MAs
12	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner			Doctoral Degree	Professional Apprenticeship
11				Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10				Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9				Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate
8		Higher National Diploma		Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate		Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher				Modern Apprenticeship SVQ 3
5	National 5 Intermediate 2				Modern Apprenticeship SVQ 2
4	National 4 Intermediate 1	National Certificate	National Progression Award		SVQ 1
3	National 3 Access 3				
2	National 2 Access 2				
1	National 1 Access 1				



School of Sport



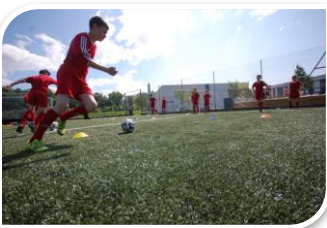
At Wallace High School we are proud, since our official launch as a School of Sport in November 2012, to have evolved a model that promotes inclusion and participation at a school and community level, alongside elite performance and excellence. ***This has culminated in us receiving two national awards: the 2013 Sunday Mail and sportscotland School Award; and the sportscotland Gold Award in November 2015.*** Our Physical Education, Physical Activity and Sport structure and our pioneering School of Sport curricular model, indeed, promote values first, and everything else second. Since the launch of School of Sport our youngsters have engaged with many high profile sporting figures, including: Andy Murray, Sir Chris Hoy, Laura Trott, Robbie Renwick, Alan Lawson, Billy Stark, Rob Harley and Finn Russell. The BBC and Sky Sports News have also covered our commitment to values, effort and how this can lead to sporting excellence.



The model is based upon a vision that sport can be the vehicle to inspire, engage and develop the cognitive and practical abilities of the Wallace community, which encompasses a genuinely comprehensive catchment area. The school has five thriving Schools of Sport: Football, Basketball, Rugby, Swimming and Dance. Pupils are released from traditional timetable requirements and receive specialised coaching for 3-5 hours per week from S1-3 as part of their personalised curriculum. The programme currently provides this specialist experience for c.180 pupils (roughly 1/3 of our junior school). All of these specialised programmes are in addition to the 2-3 hours of quality Physical Education these pupils receive as part of their day-to-day curriculum, and can only happen with the support of all staff.



The collective nature of the School of Sport across Wallace High School is evident and themes such as Sports Nutrition, Psychology, Physiology and Exercise Science have been adopted by wider departments to facilitate inter-disciplinary learning across the curriculum, enriching the learning experiences of *all* pupils. Pupils involved in the programme have their academic progress monitored very closely throughout the year and weekly study clubs ensure that work missed due to participation in the programme can be caught up with to make sure learning in other curricular areas is completed to the highest standards. Crucially, participation in the School of Sport instills a discipline and commitment to study that has demonstrably impacted on achievement. In this respect, the School of Sport is genuinely transformative in its ability to impact on a young person's health and wellbeing, sporting ability and wider success.



This premise, that promoting physical activity and sport can be life changing, is at the heart of our initiative. The University of Edinburgh has researched the impact of the School of Sport on the wider successes of our youngsters. Our team have presented at local and national sporting and educational conferences, including at venues such as Murrayfield. The most recent data collected shows that in S1-3 up to **two-thirds** of our young people are involved in an extra-curricular club offered by the school. These clubs are run by PEPAS staff, wider school colleagues and community partners. Such participation can only be positive for the physical, mental and emotional health and wellbeing of the young people in our community.



A Selection of Wider Achievements & Partnerships



Our annual Standards and Quality Report, available in full under the 'Publications' tab on our website, captures some of the wider achievements of our young people in the last year. A selection of these are summarised below to provide a flavour of the richness of the totality of a young person's experience at Wallace High.

GO4SET and Engineering Education Scheme

Our young people have performed outstandingly well across the curriculum at a host of national events in recent years. We are particularly proud of our young scientists who, in the past three years, have reached national finals at junior (GO4SET) and senior stages (EES) and came first nationally last session in the Engineering Education Scheme challenge.



Duke of Edinburgh Award

The Award has been offered in the school for a number of years but numbers are particularly high now, with continued interest in the award. The award consists of four sections: Skill, Physical/Sport, Volunteering and Expedition. All pupils learn navigation as part of their Bronze expedition training which most use as their skill, but music and drama are also very popular. The volunteering section has developed a variety of skills and evidenced dedication from pupils in supporting others. Examples include: riding for the disabled; helping in Sunday School and youth groups; community gardening projects; and coaching. The expedition section has allowed pupils to demonstrate planning, perseverance and teamwork. Total participation across groups from S3 upwards is significant and includes awards for Ochil House pupils annually. This is a significant achievement for all involved.



Prudential Partnership

This initiative focuses on enhancing the employability opportunities for a group of young people from S3 upwards who are studying for the National Progression Award in Enterprise and Employability at SCQF level 4 or working as part of our 'wider issues' team. These work-streams involve a team of partners from Prudential who visit Wallace High School regularly to engage with the young people and have allowed our youngsters to work on community projects and visit Prudential HQ to work in a 'real' context. Our partnership is a greatly valued in the context of our work on Developing the Young Workforce.



The list goes on...

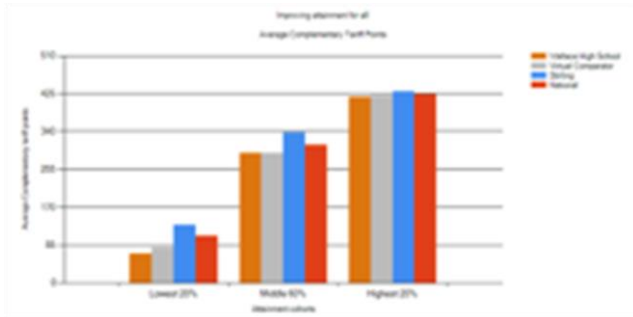
...our Ochil House students engaged in projects such as Green Routes and the Enterprise Christmas 'Stop 'N Shop'; pupils enjoy the annual Shakespeare Schools Festival; European Day of Languages events; Christmas and Spring Concerts; Maths Challenges; SALTERS, Arichi, Go4Set and STEM Science projects and events; Social Subjects Lake District, Aberfoyle and Museum of Scotland excursions; RMPS Samye Ling and Auschwitz experiences and Modern Languages Spanish excursion. That is not to mention the whole school effort that culminates in our School Show (last session: *Grease* and *Hairspray this year*) and events such as our Sponsored Walk and Winter Fayre.



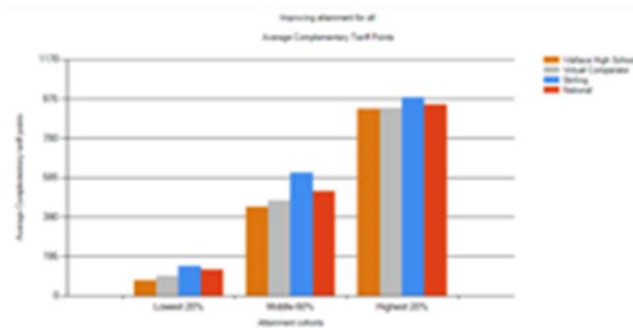
SQA Attainment 2015/16

Overall Attainment: Cumulative Average Complementary Tariff Points

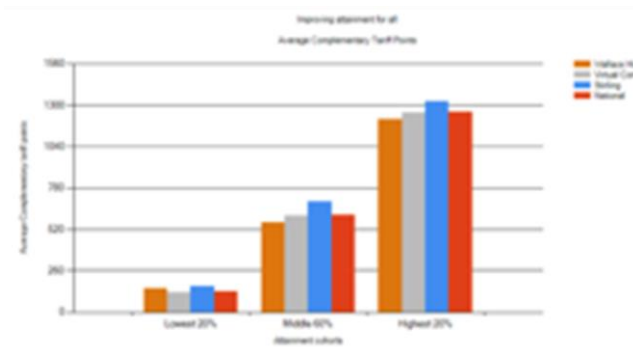
S4



S5



S6



“Against traditional measures, we had a strong performance this session. Our S4 Nationals figures, indeed, convey 39% of pupils achieving 5 awards at National 5 level. Our figures for pupils achieving 5 at National 4 and one, three and five Highers are all above historical comparator averages and convey sustained performance.”

The bar graphs on this page capture overall attainment for the past session from the Insight government data hub that allows schools to evaluate performance more holistically than before. On this page, we can evaluate where our year groups sit (pre-February update to capture additional qualifications and any National 4 back-capture) in relation to comparator schools and the national picture.

Wallace is in orange; the virtual comparator school in grey (the most important measure as it places Wallace pupils against the same make-up nationally); the Stirling average in blue (not massively helpful as the school free meal equivalence in Stirling varies from almost 2% to 18%); and the national figure in red. The S4 figure captures attainment for the full year group in this session and the S5 and S6 tables capture cumulative attainment as pupils progress through each stage.

As we can see, for S4-S6, Wallace has performed consistently against comparator and national averages at each stage, with a focus on slight improvement for the ‘lowest 20%’ in S4-5 required (with some accreditation still to come). In S6, we have shown improvement across figures and we will continue to focus on fuller accreditation (Sports Leader etc.) and course completion (especially for AH) as key for S6 attainment in the session ahead.

All of the above is underpinned by us sustaining **attendance** statistics at **over 91%** for the third year running (**91.09%** for 2015/16).

Please note that ‘Average Complementary Tariff Score’ is only one of four key dashboard measures that are utilised to evaluate school performance under the new INSIGHT system. For a full evaluation of our school performance, in its widest sense, please access our ‘Standards and Quality Report’ under the ‘Publications’ tab of our Website at: www.wallacehigh.org.uk



Statutory and Other Information

ATTENDANCE

It is important that the school and parents work together to achieve good attendance as there is a strong link between good attendance and achievement. The school aims to encourage attendance by creating a welcoming and supporting ethos. If there are difficulties with your child's attendance, the school will contact you to discuss ways of resolving this.

If your child is unable to attend school due to illness or for any other reason, we ask that parents should notify the school as early as possible in the school day.

Parents should also give careful consideration to the impact on a child's education of taking holidays during term time. All schools are required to record attendance and absence of pupils and report on these figures to parents, the Council and the Scottish Government.

The Scottish Government's guidance – Included, Engaged and Involved: Attendance in Scottish Schools - issued to all local authorities in December 2007 provides guidance on how attendance and absence at school is recorded. This document clarifies that the majority of family holidays taken during term time will be categorised as **unauthorised absence** and that schools may only authorise a family holiday during term time under very exceptional circumstances.

Regular attendance scans are undertaken by the management team. When a child's attendance drops below 90%, parents will be notified by letter and asked to come in to talk to the Pupil Support Principal Teacher; Link DHT; or Head Teacher about how best to support your child's progress.

Persistent latecoming also causes regular interruptions for some classes. It disrupts learning and teaching not only for the latecomer but for the whole class.

At no time during the school day should a child be removed by a parent from the school without informing the staff of the school. This includes lunchtime "disappearances". If a child is reported missing we will try to contact the parents or we will ask for help from the emergency contact or neighbours. If we fail to locate the child the Police will be informed. Please help us to keep your child safe. Poor attendance falls into the Council's Staged Intervention Framework and action will be taken to address patterns of poor attendance.

CHILD PROTECTION

The safety of children is everyone's responsibility. If staff have any concerns for a child or young person's wellbeing, they have a duty to pass on information that will help keep that child safe. All school staff receive child protection training at the beginning of a new academic year. Further opportunities for training throughout the year can be found on Vantage and more specialised training is offered through Lorraine Meldrum.

CLOTHING GRANTS

Some families may be eligible for clothing grants. Application forms can be obtained from Stirling Council, tel 01786 233210 or downloaded from the Council website at: <http://my.stirling.gov.uk/services/education-and-learning/parental-support/parental-support-benefits-and-grants/schools-clothing-grants-and-vouchers>. Please take your completed application form, along with the documents requested, to your nearest local office, or Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling, FK7 7QA.

COMPLAINTS

You can complain in person, by phone, email or by letter. We regard a complaint as any expression or dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

Who can complain?

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf. For example, a child's grandparent who is not the legal guardian needs authority from the child's parent or guardian. This would normally mean a note to show that the person responsible for the child had agreed.

What can't I complain about?

Here are some things we can't deal with through our complaints procedure:

- A routine first time request for a service or action – e.g. informing the school that your child told you she is being bullied and asking them to resolve this.
- Requests for compensation from the Council.
- Things that are covered by a right of appeal, e.g. Exclusion from school, which has its own statutory process. In these cases we will give you information and advice to help you.

You have 6 months to make a complaint after the event that you want to complain about takes place. If you first learn of the issue about which you want to complain after this point, you have a further 6 months to complain. In exceptional circumstances the Service may investigate matters more than a year old, but it is not obliged to do so.

We have a two-stage complaints procedure.

Stage One - Frontline resolution

In the first instance please complain to your child's school or nursery, telling them as much as you can about the complaint, what has gone wrong and what you want them to do to resolve the matter. A senior member of staff, either the Head Teacher or Depute Head, will be responsible for looking into complaints. Heads are senior managers with a high level of responsibility for your child's learning and welfare and able to look into most matters. However, the Head Teacher may refer the Stage One complaint to Education Services centrally, e.g. if it is about the conduct of the Head Teacher or too complex to be dealt with at front-line service level.

The school or nursery will give you our decision at Stage One within 5 working days or fewer unless there are exceptional circumstances. If we need further time we will ask you to agree an extension of up to 5 further days. If the Stage One complaint has been referred to Education centrally your response will come from there.

Stage Two – Investigation

If you are dissatisfied with your Stage One response you can move to Stage Two. Stage Two deals with 2 types of complaints: those not resolved at Stage One and those not appropriate for Stage One, for example the conduct of a Head Teacher or too complex for a Head Teacher to deal with.

To move to Stage Two, you should e-mail (info@stirling.gov.uk), or you can ask the headteacher of the school or nursery to move the complaint to Stage Two on your behalf.

When using Stage Two:

- We will acknowledge your complaint within 3 working days.
- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g. your complaint has been made in writing and is clear, there may be no need to meet. It is helpful if you present any evidence that you can offer in support of your complaint, e.g. contact details for witnesses, reports from other professionals etc. if appropriate.
- We will write to you confirming the details of your complaint, what you want to achieve, and what the investigation can cover.
- We will give you a full, written response to the complaint as soon as possible and within 20 working days. If our investigation takes longer than 20 working days we will agree revised time limits with you and keep you updated on progress.

After we have fully investigated your Stage Two complaint, if you are still dissatisfied with our decision or the way we dealt with your complaint you can ask the [Scottish Public Services Ombudsman](#) (SPSO) to look at it.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure
- Events that happened or you became aware of, more than a year ago.

EQUALITIES

All educational establishments seek to ensure everyone within the learning community is treated equally and fairly. Where there are incidents of discrimination, harassment or victimisation then this will be taken very seriously.

Stirling Council has developed Council-wide policies for diversity, race, disability and gender equality. In all of our educational establishments we provide an environment that follows the principles of 'Getting It Right For Every Child' (GIRFEC) and ensures every child and young person is Safe, Healthy, Achieving, Nurtured, Included, Active, Respected and Responsible. This includes promoting and supporting diversity in our educational communities.

Anti-racism awareness and education is a priority for Schools, Learning and Education. It is supported by a range of coordinated programmes and partnership inputs for schools, staff and the wider community.

There are a number of developments to support children and young people who may be discriminated against due to their identity, race, nationality, religion, disability and sexual orientation.

Schools will always take action against discriminatory incidents. The authority and schools monitor any race/hate activity through the use of The MAHRS (Multi-Agency Hate Response Strategy).

INCLUSION

The 2009 Act strengthens the duties placed on Stirling Council Education to identify and meet the additional support needs of children and young people. We continue to do this through the Staged Intervention process.

The 2009 Act clarifies the definition of additional support needs and increases the rights of parents and young people in respect of requesting assessments, making placing requests as well as access to the Additional Support Needs Tribunal for Scotland (ASNTS). The Act also places a duty on Stirling Council to provide access to mediation and dispute resolution services free of charge to parents in certain circumstances. A leaflet - A Guide to Getting Help and Resolving Disagreements, is available on the council website.

The Act now deems all Looked After children to have additional support needs unless the education authority determines otherwise. Stirling Council have procedures in place to assess these needs through the Staged Intervention process, as with all children and young people who may require additional support.

We have produced a series of leaflets for parents, carers and young people and these are available from school and other council establishments. The series includes guides to:

- Additional Support for Learning in Stirling
- CEAT – Community Early Assessment Team
- Co-ordinated Support Plans (CSPs)
- Enhanced Transition for Leaving School
- Getting Help and Resolving Disagreements
- Going to Meetings
- Individualised Educational Programmes (IEPs)
- Pre-school Children with Additional Support Needs
- Psychological Services
- Staged Intervention

More information on The Education (Additional Support for Learning) (Scotland) Act 2009 is provided by Enquire – the Scottish advice service for additional support for learning.

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- A telephone helpline – 0845 1232303
- An email enquiry service – info@enquire.org.uk
- Two websites - www.enquire.org.uk (for parents/carers and practitioners)
www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy to read guides and factsheets explaining everything from ‘additional support in the early years’ to ‘what planning should take place for moving on from school’.

The Scottish Government have a duty to provide an advocacy service to parents and young people following a reference being made to the Additional Support Needs Tribunal for Scotland (ASNTS). Ministers have also agreed that the advocacy service should also provide support for parents and young people from the time they have grounds to make a reference to the ASNTS. It will be a national service and available to parents and young people on request and free of charge.

This is a partnership between Kindred Advocacy Service and the Scottish Child Law Centre, referred to as ‘Let’s Talk’. The two organisations will work together to deliver lay and legal advocacy for parents and young people. The service will focus on non-legal representation, but where appropriate in complex cases, legal representation will be available. For further information on this advocacy service please contact the Scottish Child Law Centre on:

- Telephone: 0131 6676333
- E-mail: enquiries@sclc.org.uk
- Web: www.sclc.org.uk

Stirling Council Education is committed to working in partnership with all parents and carers of children and young people with additional support needs and seeking their views on all aspects of the support provided in educational establishments. We encourage parents to contact the school/establishment in the first instance if there are any queries or concerns, and we will always try to resolve any difficulties as soon as possible.

Further information on how support for learning is organised in Stirling is available by contacting either the school, or the ASN team at Municipal Buildings: telephone 01786 233179 or e-mail additionalsupportneeds@stirling.gov.uk.

INSURANCE INFORMATION

1 Public Liability

Stirling Council has Public Liability Insurance in respect of claims against the Council for bodily injury to any person or for loss or damage to any person's property for which the Council is legally liable. Negligence or failure to fulfil a statutory obligation on the part of the Council or its employees resulting in injury, loss or damage must be established.

Pupils' Property

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school. Parents should be aware of the following points:

- a) Parents' house contents policy may give some measure of cover for personal effects of family members.
- b) It is suggested that parents may wish to consider taking out additional individual personal cover.
- c) Pupils should be encouraged not to bring valuables to school.

The general rule is that pupils bring property to school at their own risk. There may be situations where the school accepts responsibility for pupils' property, but otherwise the council is not responsible if property is lost, damaged or stolen in school.

2 Personal Accident/Travel Cover – Educational Excursions

The Council has arranged insurance cover for Educational Excursions organised by the Council.

A brief summary of the cover is as follows:

Persons Covered: Organisers, participants, members, employees and others on excursions or trips organised by or under the auspices of the Council.

When Covered: While participating in any activity organised by or on behalf of the Council beyond the limit of the school grounds.

If you require further information please contact the Council's Insurance Team on 01786 233437.

SCHOOL HEALTH SERVICE

The Forth Valley NHS has a statutory obligation to provide a health service for all school-age children in the Stirling Council area. The aim of the service is to make sure that all children are in the best possible health to benefit from their education and to provide the education service with advice and support about the spread of infections and the promotion of good health.

Parents/carers will be given the opportunity to meet the named nurse for the school when their child starts school in Primary 1. This will involve parents completing a health questionnaire for their child. The nurse may make contact with parents/carers based on the information provided by them. At other times, routine checks of height, weight and vision may be carried out for all children. Teachers and parents/carers are encouraged to report any concern about hearing, especially in primary one pupils. Hearing is no longer part of the routine checks done in school.

If you have any concerns with your child's health, which may affect their education, an appointment can be arranged with your named nurse (contact details below). School staff, with parents' permission, can request an appointment with the named nurse at any time. The named nurse will also liaise closely with the Team Leader who has overall responsibility for primary school children.

The community paediatric doctor will see children at their clinic who have additional support needs or who have any significant ongoing medical or developmental conditions affecting their education.

School staff and parents can contact the named nurse if they have any health concerns regarding children which may affect their educational needs. The nurse will then offer a Health assessment in school or in the child's home.

All children within P1 will receive a toothbrush, toothpaste and leaflet- "Make your smile count" A dentist from the Salaried Dental Service will carry out a dental inspection of your child in P1 and again in P7. Dental treatment can be offered to those children unable to register with a general dental practitioner through the Salaried Dental Service

The School Health Service can be contacted at:

Area Community Child Health Department
Stirling Royal Infirmary
Livilands
Stirling FK8 2AU
Telephone: 01786 434059

Infectious Diseases

Colds, flu and gastro-enteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea. It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from your named school nurse or staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps please consult your GP or Public Health Nurse.

Head Lice

Head lice are spread through head to head contact. This can happen at home, in the community, or in school. Regular combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, you need to get the correct lotion from your doctor, health visitor or pharmacist. The instructions need to be followed carefully. If this is not done then re-infection is likely.

If lice are found, all family members and close friends of your child should be checked. Treatment should only happen if live lice are found. You should advise others of this possible problem in the same way as you would tell family and friends about other infections which might affect them.

Further advice can be obtained from the Health Board. A head lice leaflet is available in all schools and health centres.

SCHOOL MEALS

Lunches are provided every day for children and young people in all schools. All food and drink provided meets national requirements for nutritional standards as well as guidance aimed at encouraging uptake and removing the stigma attached to free school meals.

Meals are provided by the Council's catering service and menus are changed regularly. All recipes are analysed to make sure that they provide a healthy and well-balanced meal. The catering service tries to suit the majority of tastes by offering choices, which include a daily vegetarian option as well as a range of packed lunches. Children having packed lunches are supervised. We encourage parents to ensure home packed lunches are healthy and do not contain fizzy drinks, sweets and Nuts.

Pupils and their parents have opportunities to provide feedback and have a say about the content of future menus and the catering service is committed to introducing new products and to promoting healthy food choices.

Stirling Council achieved the Silver Food for Life Catering Mark in March 2014. This guarantees that all menus are prepared using non GM ingredients, are 75% freshly prepared, use only free range eggs, avoid additives and trans fats with meat and poultry sourced in a way that ensures animal welfare is taken care of. All milk provided to the children to drink or within their meals is organic. More information about the standard can be found at <http://www.sacert.org/catering>.

Menus and current prices can be viewed on the Council's website at <http://www.stirling.gov.uk/services/education-and-learning/schools/schools-general-information/schools-catering>.

Special diets can be catered for and parents should contact the Head Teacher to discuss any special dietary requirements.

In primary schools, it is very helpful if meals are paid on a Monday morning for the coming week. This means support staff can be timetabled efficiently for the collection and banking of monies and allows more time for direct support for children. Payments can be made by cash or cheque, although cheque is preferred. Secondary school pupils are able to pay on a daily basis.

Children who stay for lunch in school must remain within the school grounds where supervision is provided.

The Catering Service can also provide a healthy packed lunch for school trips.

Some families may be eligible for free school meals. An application form is available from the school or can be printed from the Council's website, <http://www.stirling.gov.uk/services/education-and-learning/parental-support/parental-support-schools-and-education/free-school-meals>. This form should be completed and returned to Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling FK7 7QA. The service understands that parents' circumstances can change throughout the year and if this happens, forms can be sent in at the appropriate time.

TRANSPORT

In general Stirling Council provides free transport to children who live more than two miles from their catchment school.

Further information is available on the Stirling Council website at:

<http://www.stirling.gov.uk/services/education-and-learning/schools/schools-travel-and-trips/schools-transport>.

UNEXPECTED CLOSURES

While schools have contingency planning in place to cope with a number of circumstances, sometimes it is necessary to close schools or amend the normal school day. e.g., storm damage, power cut.

In the event of this happening, we have to ensure school record of parents place of employment and childcare arrangements are up to date. Please make sure we have an emergency contact telephone number and address. We will issue an annual update form to check the accuracy of contact details and other information held by the school.

Please make sure your child knows who to go to if you are not at home.

EDUCATION STATISTICS PRIVACY NOTICE

Annual Data Check

On an annual basis schools request that parents and carers update the information that they hold for administrative purposes. It is important that this information contains up to date details as the school may use it in the event of an emergency. This information is also used to submit secondary school pupils for SQA examinations.

When you receive an Annual Data Check you should make any corrections or additions in pen and return to your child's school.

If you move address or change your mobile phone number please remember to notify the school.

Pupil record information is used in accordance with the Council's Data Protection Notification.

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement

- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Enrolment Arrangements: Primary and Secondary School Education in 2017

The 2017/2018 school year starts on 22 August 2017. This is the **only** date for beginning primary school education for that year. All children who are five years old on or before 22 August 2017 are of school age and **must** start their primary school education on that date.

Children who are five years old between 22 August 2017 and 28 February 2018 **may** start their primary school education on 22 August 2017 for the above school year.

If you want your child to start school in August 2017 you **must** enrol him/her by **27 January 2017**. For details on school catchment areas, or for further information on enrolment procedures, please contact your local school or Children, Young People & Education, Municipal Buildings, 8-10 Corn Exchange Road, Stirling on 01786 233185 or visit www.stirling.gov.uk.

The list of dates when schools are enrolling pupils will be available on the Council website from 5 December 2016.

As part of the enrolment process Stirling Council now checks the residency of all parents wishing to enrol their child at their catchment school. To avoid delay parents should attend their catchment school with their child's birth certificate, child benefit book/award letter, tax credit award letter, a recent council tax bill and two utility bills.

Gaelic Medium Provision

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling for which parents may enrol their child. Further information is available from the school.

Notice to Parents and Guardians of Children due to Transfer from Primary to Secondary School

Children currently in P7 will transfer from primary to secondary education in August 2017. You will receive notification of transfer arrangements through your primary school. Enrolment at a secondary school other than your catchment school requires submission of a placing request even if your child already attends an associated primary school of your chosen secondary school.

Placing Requests for Session 2017/2018

In accordance with the Education (Scotland) Act 1980 as amended, Stirling Council hereby informs parents or guardians who wish to make a placing request for the school session 2017-2018, to do so in writing by no later than 15 March 2017. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. Application forms and guidelines are available from Children, Young People & Education, Municipal Buildings, 8-10 Corn Exchange Road, Stirling on 01786 233185.

It is essential that you enrol your child at the school that serves your local area even if you are making a placing request for another school.

Please note that if your placing request is successful school transport will not be provided for your child.

Schools Information

Information on local authority schools in Stirling Council and placing request arrangements are available from Education Business Team, Stirling Council, Municipal Buildings, 8-10 Corn Exchange Road, Stirling.

Information concerning individual schools is available at that school. Parents wishing to apply for enrolment to Our Lady's RC Primary School, St Mary's RC Primary School, St Margaret's RC Primary School, St Mary's Episcopal Primary School and St Modan's High School should contact the school to discuss enrolment policy. Details are also available on the Council website www.stirling.gov.uk



GETTING IT RIGHT FOR EVERY CHILD

Getting it Right for Every Child or GIRFEC is a national approach to supporting and working with all children and young people in Scotland. It is relevant for:

- all children and young people
- all services and agencies working with children and adults in the public and voluntary sectors.

Getting it Right for Every Child Aims to: -

- Improve outcomes for children
- Ensure that all agencies respond appropriately and when required
- Work together to address the needs and risks for children and young people
- Provide mechanisms for identifying and planning how we can help young people
- Improve services and measure the impact they have on a child's wellbeing

Wellbeing

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns, and plan with the child and family any action they need to take. The eight well-being indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher, working alongside the parents and child, might need to contact other professionals, to make sure that an education improvement plan was meeting all the child's needs).

Stirling Council is committed to the aspiration of Getting it Right for Every Child and will support your child through well-established staged approaches. If your child has additional support needs, support will be provided through the current staged intervention process. As has always been the case, advice or support is provided on a voluntary basis.

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the [Stirling Council website](#).

Working with other agencies and professionals, for example, Social Work Services, Educational Psychology Service, National Health Service and parents, decisions are made jointly with parents, children and young people, to meet the needs of the child utilising the resources available.

Where a child may be at risk of harm, current Child Protection procedures will be followed.

Named Person Service

Following the Supreme Court Ruling in July 2016, full implementation of the Named Person was paused so that the Scottish Government could take steps to make the necessary changes to the information sharing provisions in the Children and Young People's Act, working in partnership with stakeholders. The Deputy First Minister's ambition is to work towards a commencement date of August 2017. At this point every child from birth to 18 (or beyond if still in school) will have a Named Person available to them as a point of contact when seeking support or guidance in relation to their child.

What is the Named Person Service?

Parents are with very few exceptions, the best people to raise their children. Most children and young people get all the support they need from their families, from teachers and health practitioners and from the wider communities. The Named Person does not change these roles.

Every child in Scotland will have a Named Person available to them, who acts as a single point of contact and can work with children, young people and their families to seek additional help, advice or support if they wish to access this support.

The Named Person Service is a requirement of the Children and Young People (Scotland) Act 2014. The Act formalises Getting it Right for Every Child (GIRFEC). The Health Board and Local Authorities must make a Named Person available for each child and young person in Scotland.

What can the Named Person do?

- Listen and take account of the views of children, young people and their families.
- Help to promote, support and safeguard children's wellbeing.
- Ensure the right help is available at the right time for children, young people and their families.
- Working in partnership with parents and carers provide or access information, advice and support from within their own service or request support from other services when required.
- Share relevant information with other services and agencies when required, in line with data protection and article 8 of ECHR.
- Make sure that any support is coordinated and focuses on the needs of the child or young person.

For further information refer to the Scottish Government website:

<http://www.gov.scot/Topics/People/Young-People/gettingitright/named-person>



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