

Winners of the Sunday Mail and sportscotland School Award, two sportscotland Gold Awards and Equality Advocate of the Year at the 2017 Scottish Diversity Awards



Wallace High School

School Brochure 2018



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 2017



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. 980 pupils, with our catchment encompassing six main associated Primary schools: Bridge of Allan, Castlevie, 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.

Developing the Young Workforce Partnerships: our pupils and staff work with a range of partners, including Prudential, from S1 to S6 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 Open Doors participants; from our artistic fashion designers to our budding debaters and politicians; from our young engineers to our musicians who create such a vibrant orchestra; 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

Staff List

Session 2017 - 2018

Head Teacher: Mr Scott Pennock

Senior Leadership Team: Mr Gary Cordiner (DHT - S1&S2), Mrs Donna Harris (DHT - S3&S4), Mr Craig Downie (DHT – S5&6) & Mr Paul Ramsay (Business Manager)

Pupil Support Leaders: Mrs Jennifer Chumley (Learning Support/S1), Mr Brian Kerr (S2), Mrs Frances Buchanan (S3), Mr Graeme Campbell & Mr Paul Gracie - *Acting* (S4), Miss Melanie Dunsmore (S5), Mr Austin Cavanagh (Behaviour Support), Miss Sharon Glass & Miss Julie Christie (Acting)

AIRTHREY

Science Faculty Leader: 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 (also Pupil Support)
Dr Annie McRobbie
Mrs Jennifer Oxburgh

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

Faculty Leader: Mrs Sarah Bellingham

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 Alison McFarlane
Mr Austin Cavanagh (Pupil Support, Modern Studies & Politics)
Miss Rebecca Hutton (History)
Mrs Lea Horsburgh (History, Modern Studies & Politics)

Pupil Support Leader (SEBN):

Mr Austin Cavanagh (also Social Subjects)

Learning Support

Pupil Support Leader (Learning): Mrs Jennifer Chumley
Mr Craig Murray
Mrs Annette Kupke
Mrs Claudia Biancone
Mrs Christine Burnett

Pupil Support Leader Ochil House: Mrs Linda Donaldson

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

LOGIE

Creative Industries

Faculty Leader: Mrs Adele McAdam (Acting – Mrs Laura Sinclair)

Art

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

Music

Mrs Melody Auldjo
Mrs Pamela Spencer
Miss Emma Paterson
Miss Fiona Angus

Design & Engineering

Mrs Adele McAdam
Miss Sharon Glass (also Pupil Support)
Mrs Becky Crawford
Mrs Gill Newall

Numeracy & Technology

Faculty Leader: Mr Innes MacLeod

Mathematics

Mr Innes MacLeod
Mr Jamie Henderson
Mr Brian Kerr (also Pupil Support)
Mrs Sanja McGonagle
Mrs Leah Payne
Mrs Vicki Bowie
Mr Allistair Cruikshanks
Mrs Victoria Wall
Mr Dale Shankland

Business Education

Mr Peter Smith (Acting Principal Teacher Positive Destinations)
Miss Stephanie Stirling

Computing Studies

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

POWIS

School of Sport and Health & Wellbeing

Faculty Leader: Mr Colin Burke

Mr Colin Burke
Miss Melanie Dunsmore (also Pupil Support)
Mrs Pamela Steel
Miss Rachel Whillans
Mr Ronan Murray
Mr Chris Jubb
Miss Shannon Lister
Miss Ellie Galbraith

Home Economics

Miss Laura Devine
Miss Leah Knox
Miss Leigh Jarvie

Citizenship

Faculty Leader: 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 Leader: Mrs Julie Pirie (Acting)

English

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

Gaelic

Miss Alison MacRae

General Class Support

Mrs Erica Christie

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)
Mr Michael Naismith

Learning Resources Centre

Mrs Clare Waters, LRC Co-ordinator

Pool & Leisure Attendant

Mr Alan Watt

School Based Police Officer

P.C. Liz Brown

Family Workers

Mrs Carole Roberts
Mrs Colleen Kerr

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
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 Patricia King
Ms Kirstin Tobin
Miss Maria Rodenas Bosque
Miss Lisa Kemp
Mrs Charlene Taylor
Mrs Christine Downie
Mr Michael Naismith
Ms Dawn Addie (SEBN)
Mr Liam Grimmer (SEBN)

Wallace High School: SLT Remits 2017/18

S. Pennock (HT)	G. Cordiner (DHT)	D. Harris (DHT)	C. Downie (DHT)	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 Leadership PRD Resource/Finance Management ~ Liaison with Business Manager Teaching commitment</p> <p>SLT – GC/DH/CD/PR</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>PSLs – FB/GC/AC/JC/MD/BK/ PG & SG (Acting)</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>FLs – SB/ DN/LS (Acting)</p>	<p>S5 – S6 (Pastoral Role as Head of Years) Enrolments & Placing Requests SQA and Prelims School Timetable Tracking, Monitoring & Intervention Senior Phase Options (S4/5 into S5/6) Transitions 16+ & Positive Destinations Reporting SEEMIS Personnel & Absence Management (link teaching staff) Parents' Evenings Trips/Excursions Teaching commitment Relevant budgetary resp.</p> <p>FLs – IM/GR & KY/ JP (Acting) // CB</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 2018/2019

STIRLING COUNCIL – EDUCATION

2018-19 School Dates

Autumn Term Starts	Friday 17 August 2018 Monday 20 August 2018	Teachers return Pupils return
Ends	Friday 12 October 2018	
October Holiday Starts	Monday 15 October 2018	
Ends	Friday 19 October 2018	
Winter Term Starts	Monday 22 October 2018	
Staff Development Day Staff Development Day	Thursday, 29 November 2018 Friday 30 November 2018	
Winter Term Ends	Friday 21 December 2018	
Christmas Holiday Starts	Monday 24 December 2018	
Ends	Friday 4 January 2019	
Spring Term Starts	Monday 7 January 2019	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 11 February 2019 Tuesday 12 February 2019 Wednesday 13 February 2019 Thursday 14 February 2019 Friday 15 February 2019	
Spring Term Ends	Friday 29th March 2019	
Spring Holiday Starts	Monday 1 April 2019	
Ends	Friday 12 April 2019	
Summer Term Starts	Monday 15 April 2019	
Good Friday Easter Monday	Friday 19 April Monday 22 April	
Local Holiday	Monday 6 May 2019	
Summer Term Ends	Friday 28 June 2019	
Summer Holiday Starts	Monday 1 July 2019	
Ends	Friday 16 August 2019	
	Monday 19 August 2019 * Tuesday 20 August 2019 *	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	2017/18		2018/19	
	PT	DHT	PT	DHT
S1	Mrs J Chumley	Mr G Cordiner	Mrs J Chumley	Mr G Cordiner
S2	Mr B Kerr	Mr G Cordiner	Miss M Dunsmore	Mr G Cordiner
S3	Mrs F Buchanan	Mrs D Harris	Mr B Kerr	Mrs D Harris
S4	Mr G Campbell/ Mr P Gracie	Mrs D Harris	Mrs F Buchanan	Mrs D Harris
S5	Miss M Dunsmore	Mr C Downie	Mr G Campbell	Mr C Downie
S6	Mr C Downie	Mr C Downie	Mr C Downie	Mr C Downie
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 and Health & Wellbeing 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 a key focus of our Pupil Support team.
- **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 Tor McKay

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 2017/18 they are:

Molly Williams and Aidan Kemp.

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**:



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 2018. 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

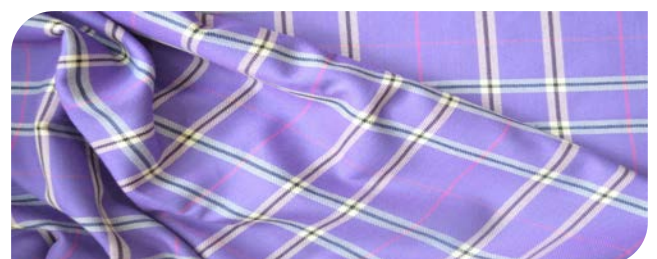
The following items are not allowed in school. We very much appreciate your support in ensuring that young people do not wear these:

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)
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
Social Studies	Social Studies	3	4	4	11	Includes elements of Sciences: Geography/ subject specialist input S3
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	HWB: 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
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 positive destinations

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





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.scqf.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			



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 three national awards: the 2013 Sunday Mail and sportscotland School Award; and the sportscotland Gold Award in November 2015 and 2017.*** 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



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 for the last two sessions 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...

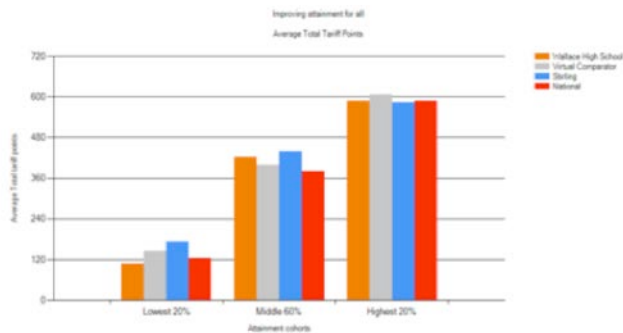
...our Ochil House students engaged in projects such as Green Routes and the Enterprise Christmas 'Stop 'N Shop'; pupils enjoy the annual Shakespeare Schools Festival; European Day of Languages events; Christmas and Spring Concerts; Maths Challenges; SALTERS, Arichi, Go4Set and STEM Science projects 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: *Hairspray* and *Mary Poppins* this year) and events such as our Sponsored Walk and Winter



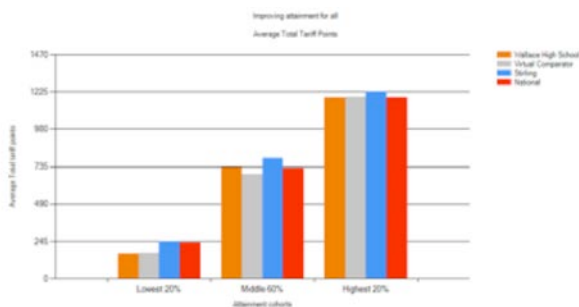
SQA Attainment 2016/17

Overall Attainment: Cumulative Average Total Tariff Points

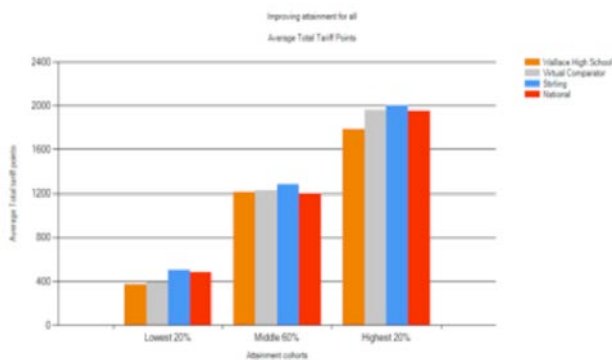
S4



S5



S6



“Against traditional measures, we had a very strong performance this session. Our S4 Nationals figures, indeed, convey 49% of pupils achieving 5 awards at National 5 level – our highest on record. Our figures for pupils achieving five at National 4 and one, three and five Highers (19% - our highest on record), indeed, remain above historical comparator averages and convey sustained, improved performance across stages.”

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 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 fourth year running (**91.26%** for 2016/17).

Please note that ‘Average Total Tariff Score’ is only one of four key dashboard measures that are utilised to evaluate school performance under the 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 & SAFEGUARDING

All children in Scotland have the right to be protected from abuse or neglect.

Schools and nurseries play an important role in the prevention of abuse and neglect through creating and maintaining safe learning environments and teaching children and young people about staying safe from harm and how to speak up if they have worries or concerns. Effective safeguarding and child protection procedures are in place in school and all staff are aware of their responsibilities to pass on information relevant to child protection concerns.

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/childcare,-school-and-educational-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

Everyone deserves to be treated equally, fairly and without prejudice.

Educational establishments create inclusive cultures by working in partnership with the wider community to agree positive values, by promoting and celebrating diversity and through delivering appropriate learning opportunities within their curriculum.

Schools and nurseries operate within Stirling Council's duty under the Equality Act (2010) to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people by removing or minimising disadvantage, meeting the needs of particular groups which are different from the needs of others and encouraging participation in public life.
- Foster good relations by tackling prejudice and promoting understanding.

The Equality Act 2010 identifies 9 protected characteristics from discrimination, harassment or victimisation:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Following any prejudice based incident, schools are required to report their investigations and outcomes to the local authority for monitoring purposes.

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 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
- 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 – 0345 123 2303
- An email enquiry service – info@enquire.org.uk
- Two websites - www.enquire.org.uk (for parents/carers and practitioners)
www.reach.scot (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 Govan Law Centre referred to as “Let’s Talk ASN”. 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 Govan Centre on:

- Telephone: 0141 445 1955
- E-mail: letstalkasn@edlaw.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 & Wellbeing team at Wolfcraig: 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. Children who have had diarrhoea should stay off school for 48hrs after the last episode of 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-catering>.

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

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.

TRANSPORT

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 2018

The 2018/2019 school year starts on 20 August 2018. This is the **only** date for beginning school education for that year.

All children who are five years old on or before 20 August 2018 are of school age and **must** start their primary school education on 20 August 2018, children who are five years old between 20 August 2018 and 28 February 2019 **may** start their primary school education on 20 August 2018.

If your child is starting their primary school education in August 2018 you **must** enrol him/her at their catchment school **by 26 January 2018**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website www.stirling.gov.uk or by contacting us on 01786 233185. As part of the enrolment process we check the residency of all parents wishing to enrol their child at their catchment school, please bring your child's birth certificate, child benefit book/award letter, tax credit award letter, two recent household utility bills and a recent council tax bill with you when you enrol your child.

The list of dates when schools are enrolling pupils will be available on our website www.stirling.gov.uk from 4 December 2017.

Gaelic Medium Provision

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 474128 email: rvsdeps@stirling.gov.uk . Any parent wishing to enrol their child in our gaelic medium provision should contact the school for further information.

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 2018. You will receive notification of transfer arrangements through your primary school and your child will be automatically enrolled in their catchment secondary school. Should you wish your child to attend a secondary school that is not their catchment school a placing request must be submitted.

Placing Requests for Session 2018/2019

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 2018-2019, to do so in writing **by no later than 15 March 2018**. 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. You can apply online at <http://my.stirling.gov.uk/akeforms/view/placingrequestapplicationform> or, alternatively, application forms and guidelines are available from Schools, Learning and Education, Wolfcraig, Dumbarton 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 is available on our website www.stirling.gov.uk or by contacting us on 01786 233185.

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 is the national approach in Scotland to improving outcomes and supporting the wellbeing and rights of children and young people by offering the right help at the right time from the right people. The approach has been developed over the last ten years and is based on key principles including:

- *child-focused* – ensuring the child or young person, and their family, is at the centre of decision-making
- *tackling needs early* – identifying needs as early as possible to avoid bigger concerns or problems developing.
- *joined-up working* – ensuring services work together with families in a coordinated way.



Wellbeing

A child or young person's wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives.

Every child or young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.

These eight indicators help make sure everyone – children, parents, and the people who work with them have a common understanding of wellbeing.

Named Person

Most children and young people get all the help and support they need from their parent(s), wider family and community. Sometimes, families may need a bit of extra help; the Named Person is available to listen, advise and provide information or help access other services.

Children and young people from birth to 18, or beyond if still in school, and their parents will have access to a Named Person, normally the health visitor for pre-school children and the head or deputy head teacher for school age children.

A Named Person will only offer advice or support in response to a request from a child or parent, or when a wellbeing need is identified and there is no obligation to accept the offer of advice or support from a Named Person. Where a child may be at risk of harm, Child Protection procedures will be followed.

Child's Plan

The Children and Young People (Scotland) Act 2014 ensures a single planning framework, Child's Plan, will be available for children who require extra support that is not generally available to address a child or young person's needs and improve their wellbeing.

The Child's Plan is part of the GIRFEC approach to promote, support and safeguard the wellbeing of children and young people. The Scottish Government is working with Parliament to agree a timetable to enable commencement in 2018.

Stirling educational establishments have long established staged intervention procedures which provide appropriate and proportionate assessment, planning and review to ensure children and young people have their individualised needs met. Further information is detailed in [Staged Intervention Guidance](#).



Fide Ut Rupe Fundatum



Wallace High School

Airthrey Road
Stirling, FK9 5HW

Tel. 01786 462166

E-mail: wallacehs@stirling.gov.uk

Web: www.wallacehigh.org.uk

Twitter: [@wallacehighsch](https://twitter.com/wallacehighsch)