



Ayr Academy



HANDBOOK 2012

7 Fort Street, Ayr KA7 1HX

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SECTION A – General School Information

1.& 2. Introduction by Head Teacher and Statement of School Aims and Values

I am pleased to be able to present to you the Ayr Academy School Handbook for 2012.

The purpose of this handbook is to give parents of prospective pupils an insight into the aims, the organisation and the general life of Ayr Academy. One of the factors which are crucial to the success of any school is the partnership which is established with parents, and my hope is that this handbook will be a useful first source of information for those parents who are making contact with the school for the first time.

The change from Primary to Secondary is a big step, and every effort will be made to ensure that the move is made as easy as possible for pupils and parents. There is a P7 Parent Information Evening in October. There are then Open Days at Ayr Academy in November. Finally, there is a 2 day visit for all pupils in June 2012. A number of Academy staff members will also visit the primaries throughout the session to gather information.

I look forward to meeting and working with our new pupils and parents over the coming months and years. Please do not hesitate to contact the school office if you wish further details of Ayr Academy.

Kate MacDonald
Head Teacher

School Aims and Values

Ayr Academy is a non-denominational, co-educational six-year comprehensive school meeting the educational needs of young people drawn from Annbank, Coylton, Newton and other areas of Ayr.

In broad terms, the aims of Ayr Academy are:-

1. to provide the best educational opportunities possible to enable all pupils to achieve and fulfil their potential.
2. to encourage the development of the personal, social and intellectual skill to enable our pupils to take a responsible place in society.
3. to be a purposeful and caring community where everyone feels valued and where talent and ability are encouraged.
4. to emphasise success and achievement for all of our pupils.

A more detailed statement of the aims of Ayr Academy is included as Appendix 1 (Page 52) in the handbook.

The responsibility for a young person's education does not lie solely with the school although most of the formal part of the education may take place there. Education has always been a partnership between teacher and pupil, between home and

school and between school and the wider community. To this end, the school encourages parents to take a full and active interest in their child's education and to establish worthwhile links between the home and the school.

The school community has identified and adopted a set of core values that underpin the work of the school. These values are

- Compassion
- Justice
- Respect
- Responsibility

3. School Information

Name	Ayr Academy
Address	7 Fort Street Ayr KA7 1HX
Telephone Number	01292 262302/261562
Email address	ayr.mail@south-ayrshire.gov.uk
Denominational status	Non-denominational
Accommodation and capacity	875 capacity Roll – 651 (August 2011)
House structure	3 houses Carrick, Galloway and Kyle
Catchment map and area	Details of the school's catchment area and street names are available for inspection at the school. Parents can also access this information on the Council's web site at: www.south-ayrshire.gov.uk Catchment map and area are available from the School Management Section, Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR

4. The School

The known history of the school goes back to before 1233 when a church school was founded in Ayr. After the Reformation the school was taken over by the council of the Royal Burgh of Ayr and moved to its present site in 1602. In 1794 a Royal Charter converted the school into Ayr Academy.

The present building with its imposing frontage was built in 1880 to a design of Messrs Clarke and Bell of Glasgow, the Art Department Main Hall and the classrooms off it was erected in 1912 and was designed by James A. Morris, an important local architect who was a contemporary of Charles Rennie MacIntosh. The Science Block was completed in 1938.

The Academy's coat of arms was awarded in 1912 and bears the school motto 'Respice Prospice' 'look backwards, look forward'. This is part of the tradition of the Academy, building on our strengths from the past, our identity as a school, to go forward to help our young people meet the challenges of modern society.

The school has adequate accommodation for both classroom and practical subjects, including two well-equipped computer rooms, and two well equipped Business Studies rooms. The school is fully networked thus providing whole class access to Internet and each pupil with an e-mail address. In addition there is a well-stocked library/resources centre which contains computers for pupil use, and every department has a number of computers available as extra teaching resources.

The imposing Main Hall and Balcony can contain the entire school and is used regularly for morning assembly. The Memorial Hall on the first floor has a seating capacity of around 150 and is used for school productions and other activities throughout the session.

The Art Department which has featured in South Ayrshire's "Open Doors" event has been designed to provide marvellous natural light for artwork, and contains modern equipment necessary to provide a wide range of experiences for young artists.

The school has a fully equipped kitchen and dining hall which offers a wide choice of meals and snacks. There is access from the dining hall to the Central Courtyard which is used as an extension to the dining hall in the summer when the weather is fine. Also in recent years there has been an extensive programme of refurbishment of teaching areas as well as substantial improvements to the exterior of the building.

The school has access to the Old Racecourse and Dam Park Stadium for outdoor sporting activities such as games and athletics, and transport is provided to take pupils the short distance to and from school. The school is very fortunate in being so close to the Citadel, and full use is made of the Swimming Pool and Games Hall there thus supplementing the school's own PE facilities.

5. School Staff

	Designation
Mrs K MacDonald	Head Teacher
Mr N Quinn	Depute Head Teacher/Teacher of Religious Moral Education
Mr J Bradley	Depute Head Teacher/Teacher of Technical
Ms A Neil	Depute Head Teacher/Teacher of Mathematics
Ms J Climie	Principal Teacher of Art
Mrs K Cairns	Teacher of Art
Mrs J Morton (0.6FTE)	Teacher of Art
Mr T Robinson	Principal Teacher of Business Studies
Mrs C Campbell (0.8FTE)	Teacher of Business Studies
Mr S O'Hara	Teacher of Business Studies
Mrs M Wilson	Teacher of Computing
Mrs A Hamilton	Principal Teacher of English
Ms T Laird	Teacher of English
Miss C Bradley (0.6FTE maternity leave)	Teacher of English
Mrs A Curran	Teacher of English
Ms K Thomson	Teacher of English
Ms J Inglis (0.6 FTE)	Teacher of English
Mrs G Kay	Teacher of English
Mrs S Procter	Principal Teacher of Social Subjects
Mr S Gilmour	Teacher of Social Subjects
Mrs J Gallacher	Teacher of Modern Studies
Mrs E Andersson (9.5FTE)	Teacher of Social Subjects
Ms Emma Morrison	Principal Teacher of Home Economics and Health
Miss A Guazzelli	Teacher of Home Economics
Mrs R Ross	Teacher of Home Economics
Mrs C Paterson	Principal Teacher of Support for Learning
Mrs J Charlton	Teacher of Behaviour Support (Cluster)
Mrs E Angus (0.6FTE)	Teacher of Learning Support (Cluster)
Mrs S Rowlands (0.3FTE)	Teacher of Learning Support (Cluster)
Ms J Alcroft	Teacher of Learning Support (Cluster)
Mr C McDowall	Teacher of Learning Support (Cluster)

Mrs N McGarry	Principal Teacher of Mathematics
Mrs K Beveridge	Teacher of Mathematics
Mr W Warnock (0.4FTE)	Teacher of Mathematics
Mr M Barnes (0.6FTE)	Teacher of Mathematics
Ms L Noonan	Teacher of Mathematics
Mr C Hynds	Teacher of Mathematics
Mrs A Byers	Principal Teacher of Guidance /Teacher of Mathematics
Mr T McGuigan	Principal Teacher of Guidance /Teacher of Mathematics
Mr N Warrander	Principal Teacher of Modern Languages
Mr T Gowans (0.6FTE)	Teacher of Modern Languages
Mr D Broadley (0.4FTE)	Teacher of Modern Languages
Ms V Gibson	Principal Teacher of Music
Mrs E Kelly	Principal Teacher of Guidance/Teacher of Music
Ms C MacMillan	Teacher of Music
Mr R Standring	Principal Teacher of Science
Mr I McGill	Teacher of Biology
Mrs F Ingram	Teacher of Chemistry
Mr S McGarvey	Teacher of Chemistry
Mrs K McDonald	Teacher of Physics
Mr A Macphee	Principal Teacher of Physical Education
Ms R Anderson	Teacher of PE (Probationer)
Ms N Leonard	Teacher of PE (Probationer)
Mrs J Oliphant (0.6FTE)	Teacher of Physical Education
Mrs S McFarlane (0.6FTE)	Principal Teacher of Religious Education and PSE
Ms G Donoghue	Teacher of Religious Education/Principal Teacher of Guidance
Mrs P Shearlaw (0.4FTE)	Principal Teacher of Religious Education
Mr A Shanks	Principal Teacher of Technical Education
Ms L Hall	Teacher of Technical Education
Mrs D Queen (Maternity Leave)	Teacher of Technical Education
Mr G Tait (Maternity Cover)	Teacher of Technical Education
Mrs E Fairbairn	LC Administration Team Leader
Mrs A Doolan	School Finance Officer
Mrs S Kennedy	Senior Clerical Assistant

Ms F Wallace	Clerical Assistant
Mrs L Hutchison	Clerical Assistant (Job Share)
Mrs C Weir	Clerical Assistant (Part Time)
Mrs D Mulgrew	Clerical Assistant (Part Time)
Ms A Simpson	Clerical Assistant (Job Share)
PC D Markin	Campus Police Officer
Mrs B Murphy	Senior Technician
Mrs E Appleyard	Science Technician
Mr C Peden	Technical Technician
Mr P Holmes	ICT Technician
Mrs A McDonald	Classroom Assistant
Mrs A Brady	Classroom Assistant
Mrs A McLeod	Classroom Assistant
Mrs E Fisher	Classroom Assistant
Vacancy	Librarian
Ms A McNee	Pupil Support Assistant
Mrs A MacDonald	Pupil Support Assistant
Mrs G Wardrop	Pupil Support Assistant
Mrs A Hamil	Pupil Support Assistant
Ms K McDonald	Pupil Support Assistant
Ms P Manderson	Pupil Support Assistant
Mrs D Gargon	Pupil Support Assistant
Mr P Doolan	Janitor
Mr R Kerr	Janitor

Management Team

This is made up of the Head Teacher, three Depute Head Teachers. Each member of the team has specific curricular and administrative responsibilities and, in association with other promoted members of staff is responsible for the development of the curriculum and monitoring and evaluating the work of the school.

Name	Designation
Mrs K MacDonald	Head Teacher
Mr N Quinn	Depute Head Teacher Year Head S1/4(2011-12) Year Head S2/5 (2012-13) Teacher of Religious Moral Education
Mr J Bradley	Depute Head Teacher Year Head S3/6 (2011-12) Year Head S1/4 (2012-13) Teacher of Technical
Ms A Neil	Depute Head Teacher Year Head S2/5(2011-12) Year Head S3/6(2012-13) Teacher of Mathematics

7. The School Year 2012/2013

<u>First Term</u>	Teachers (In-service)	Thursday	16 August 2012
	Teachers (In-service)	Friday	17 August 2012
	Pupils return	Monday	20 August 2012
	<i>Local Holiday</i>	Friday	21 September 2012
	<i>Local Holiday</i>	Monday	24 September 2012
Mid Term	Close (3.35 pm)	Friday	12 October 2012
	Teachers (In-Service)	Monday	22 October 2012
	Pupils return	Tuesday	23 October 2012
Christmas	Close (2.30 pm)	Friday	21 December 2012
<u>Second Term</u>	Re-open	Monday	7 January 2013
Mid Term	Close	Thursday	7 February 2013
	Teachers (In-Service)	Friday	8 February 2013
	Holiday	Monday	11 February 2013
	Pupils return	Tuesday	12 February 2013
Easter	Close (2.30 pm)	Thursday	28 March 2013
<u>Third Term</u>	Reopen	Monday	15 April 2013
	May Day	Monday	6 May 2013
	<i>Local Holiday</i>	Monday	24 May 2013
	<i>Local Holiday</i>	Tuesday	27 May 2013
	Teachers (In-Service)	Tuesday	28 May 2013
	Close (1.00pm)	Friday	28 June 2013
<u>Local Holidays</u>	Friday	21 September 2012	
	Monday	24 September 2012	
	Friday	11 February 2013	
	Friday	24 May 2013	
	Monday	27 May 2013	

Pupils' attendance will be 190 days after deducting 5 in-service days, which have been arranged as follows:-

1. Thursday 16 August 2012
2. Friday 17 August 2012
3. Monday 22 October 2012
4. Friday 8 February 2013
5. Tuesday 28 May 2013

8. The School Calendar

All parents will be posted a copy of the school calendar during the Summer holiday. In addition a letter referring to specific events will also be sent out to parents when necessary. As a guide, communication will usually be at the following times:

September	S4 Interim Reports issued
October	S1 Interim Reports issued
November	S5/6 Interim Reports issued
December	Prelim Examinations for S4 S2 and S3 Interim Reports issued
January	S4 Full Profiles issued
February	Prelim Examinations for S5/6 S5/6 Full Profiles issued S2 Full Profiles issued
March	S2 Learning choices S4 and S5 Option choices
April	S3 Examinations S1 Full Profiles issued
May	S.Q.A. Examinations Start S3 Full Profiles issued
June	Start of New Timetable Primary-Secondary liaison – P7 induction days

Very much more than this is going on throughout the year. For the purpose of home school contact regular newsletters are sent home with pupils to remind parents of key events in the school year. In addition there are texts and emails sent at appropriate times. There are also regular entries in the local press.

9. The School Day

From August 2011 Ayr Academy will have a 33 period week structure. This model will be adopted by all secondary schools within South Ayrshire.

33 period week structure									
Period	1	2	Interval	3	4	5	Lunch	6	7
Time	8.45 - 9.35	9.35 - 10.25	10.25 - 10.40	10.40 - 11.30	11.30 - 12.20	12.20 - 1.10	1.10 - 2.00	2.00 - 2.50	2.50 - 3.40
Mon									
Tues									
Wed									
Period	1	2	Interval	3	4	Lunch	5	6	
	8.45 - 9.35	9.35 - 10.25	10.25 - 10.40	10.40 - 11.30	11.30 - 12.20	12.20 - 1.10	1.10 - 2.00	2.00 - 2.50	
Thurs									
Fri									

Each week the appropriate Year Head will lead a year group assembly.

Fortnightly, the Head Teacher and the School Chaplain will lead a whole school assembly.

The School Chaplain is Rev. David Gemmell of the Auld Kirk.

SECTION B – Teaching and Learning

1. Curriculum for Excellence

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

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

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

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

There will be new ways of **assessing progress** and ensuring children achieve their potential. There will be new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

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

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

2. The Core Curriculum

Primary to Secondary Transition

At various stages during the session the Academy is involved with the pupils of its partner primary schools. Children from Primary 7 visit the school in November at our Open Days and again in June for the Induction Days when they follow a full timetable for 2 days. We make this commitment because we believe that pupils should be familiar with their intended secondary school.

As part of the close links actively fostered between the Academy and its associated primaries. There is an early P7 Parents Information night in October. At this meeting parents have the opportunity to ask anything about the school while the senior staff can let parents know what is happening within the Academy.

During May and early June the Depute Head Teacher, members of the Guidance team and other staff colleagues will visit our associated schools and other schools with pupils whose parents have made placing requests to send their children to Ayr Academy. At this time the pupils will be told more about the Academy and will then be introduced to their Guidance Teacher so that any questions or possible problems can be dealt with.

Thereafter we look forward to the children joining us in August.

An Annual Open Day is also held at the Academy in November - all parents are welcome and an invitation is sent to all parents of pupils in Primary 6 and Primary 7. The Open events have proved to be most successful in strengthening links between parents and staff and between the Academy and our partner schools.

Needless to say as a positive "open door" school parents are welcome to contact the Academy at any time to discuss any issues affecting the education of their children. In this way the home-school partnership is further strengthened.

For parents moving into the area who may be considering Ayr Academy for their son or daughter, an appointment with the Head Teacher and a conducted tour of the school can be easily and quickly arranged by a telephone call to the Main Office on 01292-262302.

Courses Available in the School and Policy on Class Organisation The Curriculum for S1 and S2

In S1 and S2 all pupils follow a common Curriculum for Excellence course based on mixed ability groupings with the opportunity to follow certain elective courses designed to increase personalisation and choice and deepen learning in particular areas of the curriculum. In addition, there will be opportunities for all pupils to undertake interdisciplinary projects that will bring coherence to learning as well as providing opportunities for personal achievement.

It is the policy of the school to make First and Second year classes as small as possible because we believe that with these smaller numbers pupils are given the maximum educational support. Classes in Mathematics and English are capped at 20 in S1 and S2. In the composition of the S1 classes care is taken to ensure that some children from each primary school are included in every group so that no pupil feels alone in their new class. In addition, the timetable is constructed to ensure that each class is taught by as few teachers as possible.

The Academy currently operates a 33 period week and within this the allocation of time to each subject area in S1 and S2 is broadly as follows:

Mathematics	4	Languages (English 4, French 2)
Social Studies	3	Science 3
Technologies (ICT 2, Technical 2)		Learn 2 Learn/Personal Support 1
Expressive Arts (Music 2, Art 2)		Elective 1
Health and Wellbeing (Home Economics 2, PE 3, RMPSE 2)		

Courses in S1 and S2 are being developed to incorporate the experiences and outcomes that form the new Curriculum for Excellence and in conjunction with our associated Primary Schools to ensure continuity of provision from Primary School to Secondary School.

At present, the school policy is to arrange pupils where possible into ability groupings (sets) in Mathematics only. This normally takes place at the start of S1 based on the evidence compiled by Primary Schools. Decisions made then are reviewed around October. Once sets have been formed in these three subject areas, it is quite possible for pupils to move to a different set according to progress being made. Parents would always be notified if such changes were proposed.

The Curriculum for S3

S3 is a continuation of S1 & S2 and the final year of the Broad General Education. To allow greater depth of learning pupils will be able to choose specific learning choices within the curricular areas (appendix 2 page 53/54), shows the sessions learning choice sheet). Pupils will be supported in their choices by teachers, guidance staff and their year head. A parent booklet is produced in good time to ensure positive discussion at home. A special information evening is also held in March so parents have the opportunity to seek clarification on any issues. In addition, there is also a Parents Evening for parents to discuss progression with their child's class teachers.

There are no formal exams in S3 but assessment, both formative and summative, continues throughout the year.

The Curriculum for S4

From 2013/14 pupils will enter The Senior Phase, when they move into S4. They will choose a selection of subjects (final number of subjects is still to be confirmed) in a similar process to that of S3.

Depending on their ability and skills they will be able to sit SQA qualifications at 3 levels: Access 3, National 4 and National 5.

They will also continue to have a core curriculum which will include Physical Education, Religious Education, Personal and Social Education and Personal Support.

Further details on the Senior Phase will be issued to parents in due course.

The Curriculum for S5 and S6 Until 2014/15

The wide range of courses available in the upper school is illustrated in the Option Form (Appendix 3, page 55/56). The courses provide routes of progression for all students who return to the Academy for S5/6 and which will prepare them for the next stage in their lives, whether that be employment, Further or Higher Education. Details of these routes are contained in the Option Handbook.

Courses on offer are drawn from the National Qualifications (NQ) catalogue and are available at Advanced Higher, Higher, Intermediate 1 and 2 in most subject areas. In addition, some free-standing courses are available and are based on Units from the NQ catalogue.

Whilst every effort is made to offer as wide a range of courses as possible, very occasionally certain courses may be deemed to be nonviable if the numbers of pupils

opting for them are low. Parents will be kept fully informed if decisions to withdraw courses are to be made.

In addition students can travel to Ayr College or other schools within the local area to take certain courses not available within the Academy. Travel costs for this are met by the Council. There is a regular movement of pupils between the schools in Ayr. Some of our pupils go out to study courses in other centres while pupils from other schools come to the Academy to study courses which we offer. In this way the curricular provision within the community is enriched and educational opportunities enhanced.

Pupils intending to return to the Academy to S5 or S6 make provisional course choices in March on the basis of predicted outcomes in the SQA examinations in May. In making these choices pupils are supported by their Guidance Teachers and are encouraged to make use of the Careers section of the school library. Parents are consulted at this time and asked to verify the choice of courses made by their child. There is an opportunity to make changes to these choices in August at the start of the new session in the light of the results obtained in the external examinations.

During S5 and S6 it is hoped that "pupils" will evolve into "students" and mature sufficiently to take a greater responsibility for their own education. All students returning to S5 are required to follow a full timetable of study, but this condition may be relaxed in certain cases for S6 students. In such cases, students would be involved in the buddy scheme" whereby they spend some time helping junior pupils in their classwork, or they would be granted a number of study periods if their choice of curriculum is demanding.

3. Extra Curricular Activities

A wide range of extra curricular activities are available for pupils at the Academy. In recent years these have included :

Junior Choir	Public Speaking	Running
Senior Choir	Netball	Dance
Jazz Band	Eco Club	Futsal
Wind Band	Craft Club	Art & Design
Samba Band	Young Consumers	Basketball
Mini Rockers	Numeracy Puzzle Club	
Computer Club	Fitness	
CSI Club	Mini Trials/Debating	
Boys Football	Cycling	

A list of the activities on offer during session 2012/2013 will be published at the start of the new session and will develop through the year according to the interests of pupils

In addition to this, regular outings are organised to the theatre, cinema and opera. Other visits include residential field trips and day excursions to Arran, New Lanark and Alton Towers. In recent years Ayr Academy has also been involved in educational visits to Europe and USA.

Regular Theatre visits to London have been organised in recent years, and groups have visited Italy for skiing holidays.

A large number of our young people take advantage of these throughout the session as they provide a further enrichment to the wide educational experience we already provide.

These activities are supervised by members of staff who voluntarily give of their time because of the importance they attach to, and their own enthusiasm for, a particular activity.

Senior Charities Committee

Academy pupils have maintained a great commitment to working to raise funds to help others and they have been successful in raising substantial funds in the past. In previous years donations have been made to Children in Need, the Ayrshire Hospice, The Earl Haig Fund, Cancer Research, Comic Relief and South Park Special School.

This session a range of Charities have been adopted by the pupils. A number of fund raising activities such as discos, coffee mornings, sponsored events, cake selling and staff/pupil quizzes have already raised substantial amounts of money.

Charities include: Children in Need
Jeans for Genes
Childrens 1st
Campaign against Domestic Violence
Ayrshire Hospice
Poppy Fund

4. Homework Policy

Homework is important because:

- pupils can consolidate work done in class.
- work can be extended further to enable progression through a course
- it develops the self discipline of individual, unsupervised working

All pupils in the Academy are given a homework diary/planner at the start of the Session so that parents and staff can monitor the amount of homework given and thus ensure an even spread throughout the week. It is important to establish a positive approach to homework from the start of secondary education.

What can parents do to help?

1. check that homework has been done.
2. ensure that a specified time is set aside each evening for it and that this time comes before television watching or anything else.
3. give a desk or reasonable table on which to write and put this in a warm and comfortable room
4. talk to your children about their school work. The reply, "nothing much" to the question, "What happened at school today?" can mask a lot of daytime experiences.
5. encourage your children to read, use the library and be positive when the inevitable groans about homework are heard.

It is not possible to provide a precise measure of the amount of time that should be spent on homework each week day evening as this will vary from day to day and from pupil to pupil. However the key to success is to establish and maintain the pattern of regular study at home, and as a basic guide we would recommend the following :

- S1 and S2 - 30-45 minutes of new work or revision each evening
- S3 and S4 - 1-2 hours
- S5 and S6 - 2-2 1/2 hours

5. Assessment and Reporting

S1, S2 and S3

The introduction of the new Curriculum for Excellence has implications for assessment and reporting, but as always, the progress of pupils in S1, S2 and S3 will continue to be subject to a process of continuous assessment. Reporting will focus on progress within specific levels in all curricular areas.

In S1, an opportunity is provided for parents to visit the school in September to get an early indication of how their child is settling. Parents are also able to meet key personnel involved in their child's education. An Interim Report on progress in each subject is issued later in October with a formal Parents' Evening held in November.

A full Progress Report Profile booklet is issued towards the end of the session in May. The reports, which vary from subject to subject according to the skills being taught, record pupil achievement, identify particular strengths and development needs, and also allow for a comment from the individual class teacher.

In S2 an interim report is produced in December and a similar full Progress Report Profile booklet is issued in February in good time to provide pupils and parents with information to enable appropriate learning choices for S3 to be made. A parents' evening is held in March to provide further advice to parents on course selection.

In S3, an interim report is issued in December with a full report issued in May. A Parents Evening in January provides parents with further information.

S4, S5 and S6

Full Progress Report Profiles which record pupil attainment and contain comments by teaching staff and the individual pupil's Guidance Teacher are issued to these year groups shortly after the diet of formal examinations. For pupils in S4, S5 and S6 this follows the preliminary examinations held in December (S4), and February (S5/6).

Interim Progress Reports are issued during the period October to December for each of these year groups in order to give an early indication to parents of their child's progress and to provide an alert in cases of underachievement.

There are Parents Evenings for these year groups held shortly after the issue of the Interim Reports. However should any parent feel concern about the education or progress of their son or daughter they should arrange to discuss this with the Head Teacher or their child's Guidance Teacher.

6. ***Additional Support Needs/Accessibility Strategy***

A child or young person has additional support needs if, for any reason, they are not able to benefit fully from the educational opportunities provided for them.

What does South Ayrshire Council have to do to meet its duties under the Additional Support for Learning legislation?

We have to:

- Identify when a child or young person is not making good progress in their education.
- Understand what is not working for the child or young person (by gathering information to make the problems as clear as possible).
- Once extra support is in place, ensure that support is making a positive difference.
- If the support is not working well enough, gather more information and try a different approach.

Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

All of our schools and nurseries will track closely the progress made by children or young people who are registered as being 'Looked After'. Where these children or young people are making appropriate progress we will determine that they do not have additional support needs.

We have to make sure it is easy for people to get helpful information and advice. Where a child or young person is identified as having additional support needs, we will make sure the right people get a copy of the right information leaflet so they will understand what is likely to happen.

This little summary is also to let you know that much more information is available to help you understand additional support needs and what will be done to help your child. You can ask for information at any time.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together to provide the right support. Where this is needed, the child or young person will have a plan to co-ordinate the various actions of these professionals: for this reason it is called a Co-ordinated Support Plan.

You may feel that things are not being done properly to support your child. If you feel like this then the Council has a range of ways to work with you to get things sorted. You can ask at any time for information about our arrangements for resolving disagreements. This booklet will give you ways to make sure your concerns are listened to and addressed.

Where a child or young person has additional support needs planning needs to take place every time there is a move to a new class, new school or college. For some children and young people affected by a disability, transition planning will happen one year before the planned date of the move. This is needed to make sure everything is

in place. For most children and young people, transition planning takes place one year before the date of the planned move. Information will be shared with everyone involved in supporting the child or young person so everyone understands what needs to be done to provide support.

What rights do children, young people and their parents have?

If you are concerned about your child's progress or about how settled they are in school, you can ask the head teacher to begin a process of gathering information to find out if your child has additional support needs.

The school will also give you advice and information about your child's needs, what the school is doing to meet those needs and whether progress is now being made.

Even when it has already been agreed that your child has additional support needs, you can make a reasonable request at any time that more information is gathered and that a clearer understanding of the needs is established.

You may perhaps feel unhappy about what the school is doing to meet your child's needs. You may have tried to sort this out with the school but feel you are not being taken seriously. In this case you can ask for outside help to get your concerns across. The 'Resolving Disagreements' booklet will help you to ask for these services.

In a very few cases you may feel that your child's current school is not able to meet the needs. Where this happens, you have the right to make a placing request for a school that may meet the needs more effectively. You now have the same rights as parents of children who do not have additional support needs.

You may feel that educational provision on its own is not able to meet your child's needs and that another agency could help. In such a case you can ask that the authority gathers information to see if your child needs a plan to bring together help from other agencies.

The Additional Support Needs Tribunal has been established to deal with cases that have not been sorted out by earlier attempts to resolve the disagreements. You can apply for a referral to the Tribunal: the 'Resolving Disagreements' arrangements available to you will help you to do this.

You can have a supporter or advocate with you at any meeting to discuss your child's additional support needs: this is not just about support at a Tribunal.

For advice on additional support for learning from South Ayrshire Council Education, please contact the Manager, Children's Services (Additional Support Needs & GIRFEC), Tel: 01292 612023

For impartial advice, please contact **Enquire**.

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 123 2303
- An e-mail enquiry service – info@enquire.org.uk
- An online enquiry service
- Two websites – www.enquire.org.uk (for parents/carers and practitioners and 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'.

Also

CITIZEN ADVOCACY SUPPORT SERVICES

Sutherland House, 123 Prestwick Road, Ayr KA8 8NJ

Tel:01292 268873

E-mail:cass@citizen-advocacy.org.uk

Website: www.citizen-advocacy.org.uk

7. Planning for Progression

Secondary schools have a curriculum framework for all young people from S1 to S6:

- The S1/2 and 3 curriculum is currently based on the experiences and outcomes from Curriculum for Excellence
- The S3/4 curriculum is currently based on 8 curricular modes:

Language and Communication
Mathematical Studies and applications
Scientific Studies and applications
Social and Environmental Studies
Technical activities and applications
Creative and Aesthetic Studies
Physical Education
Religious and Moral Education

This design incorporates the principles of breadth, balance, coherence, continuity and progression, while allowing choice of subjects within modes.

In S5/6, most students will pursue a more specialised course related to their personal interest, future employment, or entry to further or higher education. The above modes remain an important reference point even though all of them need not be represented in the curriculum of individual students.

The timetable in the secondary school is currently based on curriculum design and planning as outlined in The Scottish Consultative Council on the Curriculum document "Curriculum Design for Secondary Stages, Guidelines for Schools". The guide provided the principles for design and planning, on which the secondary school timetable is currently based. The timetable also takes account of:

- School staffing allocations
- Accommodation
- Time allocation for each subject/level
- Personal and Social Education requirements
- Teachers continuity in classes
- Pupils' uptake for each subject

Curriculum for Excellence is based on the values, purposes and principles referred to in 'Section 1. The Core Curriculum' and includes experiences and outcomes which indicate expectations for learning and development from 3-18 across eight curricular areas:

Expressive Arts
Language and Literacy
Health and Wellbeing
Mathematics and Numeracy

Religious and Moral Education
Sciences
Social Studies
Technologies

The entitlements of the new curriculum for all children and young people, outlined in 'Building the Curriculum 3 – A Framework for Learning and Teaching', are as follows:

- a coherent curriculum from 3-18
- a broad general education across all eight curricular areas from early years through to S3
- a senior phase beyond S3 which provides opportunities to obtain qualifications while continuing to develop the four capacities
- opportunities for developing skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing
- personal support to enable them to benefit as much as possible from the opportunities provided by the new curriculum
- support in moving into positive and sustained destinations beyond school

8. Religious and Moral Education

The Academy has an established tradition of teaching Religious & Moral Education to all pupils from S1 to S4. In order to develop their spiritual moral, social and cultural values the course is designed to inform pupils about religion, to develop skills in assessing questions of value and to help our young people in their own discovery of identity, meaning and purpose. Social issues are also looked at in order to prepare pupils for their post school experience and to make them more conscious of matters around us and how they affect us.

Pupils can also study Standard Grade Religious Studies and continue to Higher Grade and Advanced Higher in this subject.

Naturally, a statutory right exists for parents to withdraw a pupil from the programme of Religious Education without prejudice to their education. Alternative arrangements for such pupils will be made in consultation with a member of the Guidance Team.

Parents from religions other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any single school session and the pupil noted as an authorised absentee in the register.

9. Equal Opportunities and Inclusion

In accordance with South Ayrshire Council policy, the Academy actively encourages equality of opportunity in the educational and extra curricular provision it makes. The emphasis in equality of opportunity permeates the life of the school.

Pupils have access to all subjects in the school at a level which is appropriate to their needs and ability. Each subject Principal Teacher, in consultation with the Support for Learning department, has the responsibility of ensuring that teaching materials and lessons are suitably differentiated.

A programme of after school Study Support is available to all pupils in the school and runs at specific times throughout the year. This provides pupils with access to the resources of the school and suitable accommodation in order to complete homework assignments or to carry out further study. This scheme is coordinated by a member of the Senior Management Team who ensures that members of staff are available to provide support for the pupils who attend.

10. Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future.

Children and young people should feel happy, safe, respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

11. School Discipline

For good teaching and learning to be realised it is essential that an ordered and disciplined environment exists. Everyone within the school community is encouraged to work to achieve this and obviously there must be sanctions or punishments for those who disrupt education and good order within the Academy.

In the Academy there is a reasonable and easily understandable set of rules by which all are expected to abide. The Ayr Academy Code of Conduct states:

1. Arrive on time
2. Remove outdoor clothing when asked
3. Come prepared
4. Follow instructions
5. Do your best
6. No chewing
7. All mobile technologies must be off*
8. Respect others
9. Respect your environment
10. Take responsibility for your own learning

*unless the teacher has given instructions otherwise

For those pupils who find these reasonable standards too difficult to follow or who want to disrupt the work of others there is a referral system involving the classroom teacher, the Principal Teacher (subject) and then a member of the Senior Management Team. Various sanctions are employed depending on the seriousness of the incident or the number of referrals previously made. More serious incidents can lead to the issuing of a Behaviour Timetable, the calling of parents to the school or the suspension of a pupil from the Academy. Fortunately only a very few serious incidents ever reach this stage.

Ayr Academy is a positive and disciplined learning environment which is achieved through expecting and obtaining high standards of behaviour. The school, has not achieved this alone, but depends very much on the support of parents and pupils. The school undertakes to keep parents informed of concerns or issues arising at school, and encourages parents at all time to make contact with the school to discuss matters which may have an effect on their child's education.

SECTION C – Home / School / Community

1. Attendance

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

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child’s absence from school to be recorded in the school register as authorised that is approved by the authority, or unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school.

Advice to Parents

Schools will now follow-up all instances of pupil non-attendance in order to accurately record the reason for absence. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

Experience shows that parents appreciate information on their son/daughter’s attendance at school and it is school policy to investigate any unexplained absence beyond the second day of absence. The authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter to the Children’s Panel, if necessary.

When your child returns to school following a period or illness a letter should be sent to the school and include the following information:

- **Pupils name**
- **Class or year group**
- **The dates of the absence**
- **The reason for the absence**
- **Signature of parent/carer**

Family Holiday not Authorised by the School

Every effort should be made to avoid family holidays during term time as this both disrupts the child’s education and reduces learning time. The majority of family holidays taken during term time will be categorised as **unauthorised absence**. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events
- Where a parent’s employment is of a nature where school holiday leave cannot be accommodated (eg. armed services or emergency services)

A family holiday classified under the ‘authorised absence’ category should not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Parents should inform the school by letter, before going on holiday, of the dates.

Extended Leave With Parental Consent

Where most family holidays will be recorded as unauthorised absence (see above), extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Parents are asked to contact the school to discuss such circumstances before the period of absence begins.

2. Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils 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 Careers 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.

Data policy

Information about pupils' education is collected 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 collected by Scottish Government is used for statistical and research purposes only.

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 (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education, Careers Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of

data will be done under the strict control of Scottish Government, which 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 of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at **Peter.Whitehouse@scotland.gsi.gov.uk** or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net., which contains a section on 'frequently asked questions' at <https://www.scotxed.net/ScotXed%20Website%20FAQ/ScotXed%20Website%20FAQ.aspx>

3. Statistical Information

- 2010/11 attendance data
- 2011/12 budgeted school running costs
- 2008/09, 2009/10 and 2010/11 (2010/11 results are pre-appeal) examination results
- 2010/11 leaver destinations
- 2010/11 5-14 Attainment Data

Attendance And Absence For School Year 2010/11 Ayr Academy

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	51238	43376	52760	39846	35990	223210
Percentage Authorised Absences	4.9	4.9	4.4	8.2	4.3	5.3
Percentage Unauthorised Absences	3.4	6.4	10.3	7.5	10	7.4

Attendance And Absence For School Year 2010/2011 - South Ayrshire

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	471509	448538	481109	450230	381551	2232937
Percentage Authorised Absences	5.1	5.8	6.2	6.8	5.5	5.9
Percentage Unauthorised Absences	1.7	2.6	3.6	3.9	3.6	3.1

Attendance And Absence For School Year 2010/2011 – National Data

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	19561953	19996998	20211642	20145865	15556206	95472664
Percentage Authorised Absences	5.3	6.2	6.8	6.3	5.9	6.1
Percentage Unauthorised Absences	1.6	2.3	3.2	3.5	3.1	2.7

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Ayr Academy	45.6	48.4
South Ayrshire	36.4	34.2
Scotland	33.9	34.1

2011-12 budgeted school running costs
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Budgeted Running Costs For Financial Year 2011-2012 (Ayr Academy)

School Roll at September 2010	685
Total School Running Costs at April 2011 (£)	3,370,357
Cost per Pupil (£)	4,920

Budgeted Running Costs For Financial Year 2011-2012(South Ayrshire)

School Roll at September 2010	6,886
Total School Running Costs at April 2011 (£)	38,133,955
Cost per Pupil (£)	5,538

Budgeted Running Costs For Financial Year 2011-2012 (Scotland)

School Roll at September 2010	299,616
Total School Running Costs at April 2011 (£)	1,702,108,639
Cost per Pupil (£)	5,681

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

2008/2009	2009/2010	2010/2011
46	66	72

Examination Results (within Scottish Credit and Qualifications Framework)
(2010/11 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011
	89	98	90	62	79	66	23	29	25

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011
	22	28	34	14	18	16	3	8	6

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011
	15	21	23	8	17	17	10	11	13

For Information:

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

2008/09 2009/10 and 2010/11 examination results – South Ayrshire

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

2008/2009	2009/2010	2010/2011
69	74	80

**Examination Results (within Scottish Credit and Qualifications Framework)
(2009/2010 results are pre-appeal)**

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011
	91	95	95	77	83	80	38	42	39

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011
	44	46	51	28	29	30	13	14	15

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011
	31	36	39	22	26	28	17	18	18

For Information:

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

2008/09, 2009/10 and 2010/11 examination results – Scotland

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

2008/2009	2009/2010	2010/2011
67	72	75

**Examination Results (within Scottish Credit and Qualifications Framework)
(2009/10 results are pre-appeal)**

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011
	92	92	93	78	78	78	35	36	35

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011
	41	43	44	23	25	26	11	11	12

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011
	31	33	35	21	22	23	14	15	15

For Information:

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

2010/11 Leaver Destinations

Ayr Academy - Leaver Destinations

Number Of Pupils Leaving In School Year 2010/2011 And Percentage With Destination As:

Total Number of Leavers (=100%)	136
Higher Education	22
Further Education	38
Training	7
Employment	17
Other Known	16
Not Known	0

South Ayrshire - Leaver Destinations

Number Of Pupils Leaving In School Year 2010/2011 And Percentage With Destination As:

Total Number of Leavers (=100%)	1217
Higher Education	41
Further Education	29
Training	4
Employment	14
Other Known	12
Not Known	0

Scotland - Leaver Destinations

Number Of Pupils Leaving In School Year 2010/2011 And Percentage With Destination As:

Total Number of Leavers (=100%)	54073
Higher Education	36
Further Education	27
Training	6
Employment	20
Other Known	11
Not Known	0

4. **School Uniform Policy**

Part of the tradition of Ayr Academy is that pupils have always been proud to wear uniform and to identify clearly with the school and it is hoped that as many pupils as possible will continue with this. The support of parents is very much appreciated in encouraging pupils to conform to the dress code.

Given that there is substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals should be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the Education Services Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

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

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

The Academy's uniform is:

School Uniform (Boys) : maroon blazer and grey or black trousers, school tie, white, grey or black shirt, black or brown shoes. As an alternative boys can wear the Ayr Academy polo shirt and/or sweat shirt.

School Uniform (Girls) : maroon blazer and grey or black skirt or trousers, school tie, white, grey or black blouse and sensible walking shoes. As an alternative girls can wear the Ayr Academy polo shirt and/sweat shirt.

All items of school uniform including the school sweatshirt and fleece are available from the Trutex Schoolwear, 75 Dalblair Road, Ayr, KA7 1UQ Tel: 01292-291024.

PE Kit

Pupils are expected to bring a change of clothing for PE and will not be allowed to participate wearing outdoor clothing. Football tops and similar dress are not acceptable for either indoor or outdoor lessons.

5. Home School Links

Summary of Times for Contact With Parents

1. Formal Meetings

S1	Parents' Evening	-	November and June
S2	Parents' Evening	-	March
S3	Parents' Evening	-	January
S4	Parents' Evening	-	October
S5/6	Parents' Evening	-	November

Open Day (P7 Parents)	-	November
Information Evenings (All Parents)	-	Monthly Calendar of specific events

Parents will be notified of the event by letter and invited to attend.

2. Informal Meetings and Other School Events

A number of activities are organised by the Parent Council and by members of staff, which are important parts of the school calendar. These include:

Parent Council - Christmas Fayre	-	December
School Concert	-	March / December
School Show	-	June

Details of these events are publicised via Parents Handbooks and Newsletters throughout the session.

3. Individual Contacts

Members of the Guidance Team will contact parents either by letter or telephone to discuss issues which may be affecting their child's education. Parents may be invited to the school to discuss issues in more detail.

Parents are encouraged to contact the school if they are concerned about their child's progress and opportunities can be arranged to meet with members of staff.

4. General Communication

E-mails, texts and newsletters are sent when appropriate.

6. Choosing a school

Under the placing request arrangements parents have the right to choose a school other than the catchment school for their area. This is known as a placing request and application forms can be obtained from the school office or the Council Offices at Wellington Square, Ayr, telephone 0300-123-0900. Unfortunately it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form.

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

7. Parent Council and Parent Forum

The Scottish Schools (Parental Involvement) Act 2006 has brought into being a new way of working with parents by modernising and strengthening the framework for supporting parental involvement in school. The new law is concerned with improving parents' involvement in their child's education and in the life of the school and has led to the establishment of Parent Forums and Parent Councils in primary, secondary, special and nursery school. Every parent with a child at school is automatically a member of the school Parent Forum. The Parent Council is a representative group composed of parents, head teacher, and co-opted members. The Parent Council has a range of functions which fall broadly within the following areas:

- supporting the school in its work with pupils
- representing the view of parents
- promoting contact between the school, parents, pupils, providers of nursery education and the community
- reporting to the Parent Forum

Membership

The elected Parent Members of the Academy's Parent Council are

- Mrs Susan Whiteman (Chair)
- Mrs Alison Toner (Vice Chair)
- Mrs Audrey Clarke
- Mrs Beth Paschke
- Mrs Carol Shankland
- Mrs Rachel Wilson (Clerk)
- Mrs Jeanette Wilson
- Mrs Wilma Wilson

Co-opted Members are:

- Rev David Gemmell
- Craig Cathie
- Heather Brown

Staff members are:

- Miss Valerie Gibson
- Mrs Sarah Proctor
- Ms Allison Neil (Treasurer)

Mrs Kate MacDonald, the Head Teacher is Educational Adviser to the Parent Council.

All Council members may be contacted via the school office.

Fund Raising Sub-Committee

This sub-committee of the Parent Council which has now replaced the former PTA works for the good of the school and exists to raise funds for the school. Through this, a number of social and educational events are organised throughout the session and are open to all parents and members of staff.

The sub-committee has successfully raised money for the benefit of the Academy during session 20011/2012. In recent years money raised by the former PTA and this new sub-committee has been used to:

- fund the awarding of prizes
- buy a table tennis table and associated equipment
- purchase picture frames to display pupils work

- buy music stands and banners for the school orchestra
- provide strips for various school sports teams
- provide resources to the library and certain departments
- support pupils in extra-curricular activities
- upgrade the sound system in the Memorial Hall
- fund the installation of a freshwater drinking well in the School Dining Hall.
- Help fund the plasma screen TV in the Main Hall
- Support for the development of the rear playground
- Purchase Laptops for Lab 7

The Chair of the Fund Raising Sub-Committee, to whom all correspondence should be addressed, is :-

Mrs Wilma Wilson
c/o Ayr Academy
7 Fort Street
Ayr.

8. Pupil Council

Consultation with pupils about their views on their school environment and their learning is increasingly accepted in our school. Giving young people a “voice” as partners in the process of school improvement, leads to more effective learning organisations.

Pupil Councils is one means of ensuring that young people develop positive attitudes and an opportunity to take part in “real life” decision-making within their own school setting.

At Ayr Academy, each class elects 2 representatives to serve on one of the 3 House Councils which meet under the leadership of the House Captains and Vice Captains. Issues arising from the House Councils are taken on to the School Council which is led by the School Captains.

This democratic system has given pupils the opportunity to:

- Shape the school through control of a devolved budget for school improvements
- Express their views on important issues affecting the school community
- Contribute to the formulation of school policy

9. Parental Complaints Procedures

If you have any comments or complaints please approach the Head Teacher in the first instance. Your complaint will be investigated by the school in accordance with the school policy and you will be informed of the outcome. If the Head Teacher does not resolve the issue to your satisfaction, you should write to Head of Curriculum & Service Improvement, Children and Community, County Buildings, Wellington Square, AYR

SECTION D – Care and Welfare

1. *Child Protection*

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- Helping them learn about their personal safety
- Being a trusted adult who children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.

Mr N Quinn, Depute Head Teacher is the school's Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children and young people's safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

2. *The Guidance Structure*

The members of the Guidance team are the link between the home and the school. They are the members of staff who will know the pupils best of all and so are thoroughly aware of their needs and aspirations.

While all members of staff have a responsibility for each Pupil's welfare, members of the Guidance staff have a unique place in advising, supporting and maintaining our pupils as they progress through the Academy. As well as liaising with the home the Guidance team link with outside agencies such as:

- Universities and Colleges
- Careers Service
- School Medical Service
- Attendance Committee
- Educational Psychological Service
- Social Work Department
- Reporter to the Children's Panel
- Special Schools

The Guidance Team comprises 4 Principal Teachers who under current arrangements, have pastoral responsibility for pupils as follows:

- Ms Gillian Donoghue - S3/5
- Mr Terry McGuigan – S4
- Mrs Ann Byers - S1/2
- Mrs Elizabeth Kelly - S2/6

The Guidance Contact - The School

A close teacher-pupil relationship is built up on the basis of interviews during the session as well as at certain key stages in a pupil's career - the transition from S2 to S3 and from S4 to S5, the Option Choice times. In addition pupils can go directly to their Guidance teacher over any matter, educational or social, which may be causing them concern.

The Guidance Contact - The Home

The Guidance Team meets once a week. Should any serious concern be expressed about the progress or behaviour of a pupil the Guidance teacher will contact parents to discuss the matter.

Naturally we encourage all parents to contact the Academy if any matter is causing concern. As Guidance staff also have a teaching commitment an appointment is usually necessary. A telephone call to the school office (on 01292-262302) will arrange this and so the close Home-School partnership will be sustained and developed.

The House structure has been retained to promote competition and rewards and all pupils are members of one of the 3 Houses.

- Carrick (Blue)
- Galloway (Red)
- Kyle (Green)

3. School Meals and Free School Meal Information

Meals are provided in the Dining Hall in the lower floor in Ayr Academy where a Swipe card Cafeteria system operates. A range of dishes is provided and this always includes soup in season, hot main courses including a vegetarian alternative, salad and a choice of sweet courses. Portions of chips, baked potatoes, soft drinks, cold sweets, cakes and biscuits are also on sale. A two-course meal costs around £2.00. Meals are served from 1.10p.m. Monday – Wednesday and 12.20pm Thursday – Friday, pupils are supervised by members of staff who share the same facilities and menu as the pupils

Children of parents receiving Income Support, Job Seekers Allowance (Income Based) Child Tax Credit only (where income is less than **£15860***) and child tax credit and working tax credit (where income is less than **£6420***) are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR , telephone 0300-123-0900.

*These values are revised annually

Children who for medical reasons require special diets should inform their Guidance Teacher and the cook. For pupils who prefer to take a packed lunch to school, limited facilities are available at present.

4. Footwear and Clothing Grant Information

Pupils of parents or guardians on either Income Support/Income Based Pension Credit, Income based Jobseekers Allowance, Child Tax Credit only or Support under Part VI of the Immigration and Asylum Act 1999 may be entitled to a Footwear and Clothing Grant and a Free School Meal.

Pupils of parents or guardians in receipt of Housing Benefit and/or Council Tax Benefit and/or Child Tax Credit and Working Tax Credit may be entitled to the Clothing Grant only.

Information and application forms may be obtained from schools and from Children and Community, County Buildings, Wellington Square, Ayr, KA7 1DR.

5. Education Maintenance Allowance

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the authority and pupils must have 100% attendance.

The Scottish Government are currently reviewing provision of Education Maintenance Allowances and funding has been guaranteed until December 2010. Further information will be made available to pupils following the review.

6. Transport Guide to Parents

In law it is the parents' responsibility to ensure that children attend school and make suitable travel arrangements for them. However where children live more than a specified walking distance from their catchment school the Council will assist with school travel by making available free school transport for all or part of the journey.

South Ayrshire Council has a policy of providing free transport to all secondary pupils who live more than three miles from their local school by the recognised shortest walking route. Parents who consider they are eligible for free school transport should obtain an application form from the school or Children and Community, County Buildings, Wellington Square, AYR KA7 1DR Tel – 01292612284. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should in the first instance contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at school.transport@SPT.co.uk.

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

Children who have Additional Support Needs and/or particular medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child/young person arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request.

Privileged Seats

Pupils who are not entitled to free school transport may on occasion apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Children and Community, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents should note that privileged seats are not available on local service contracts and are allocated during October. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

7. Insurance

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Education, Children and Community, County Buildings, Wellington Square, AYR KA7 1DR, telephone 0300-123-0900.

8. Valuable Items

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

9. Use of Mobile Phones

South Ayrshire Council has issued guidelines on the use of mobile phones in schools:

- Parents / guardians / carers are asked to ensure that their children do not bring mobile phones to school
- However, if pupils do bring mobile phones to school with the approval of their parent / guardian / carer, then the mobile phones are the responsibility of the owner at all times in terms of security and safekeeping.
- Mobile phones should be switched off at all times within the school building. If external communications are necessary, the existing school telephone systems should be used.

The Scottish Qualifications Authority (SQA) has issued very strict guidelines for those students taking SQA examinations:

- Mobile and WAP enabled phones are **strictly prohibited** and must not, under any circumstances, be taken into the examination room.
- If a candidate is found in possession of a mobile phone or any other electronic communication device, or if such equipment is taken into the room and it beeps or rings, that **candidate's examination entry will be cancelled** and no certificates awarded.

10. Health and Medical Information

The school Nursing Service offers a holistic drop in clinic on Monday afternoons.

The vaccination Programme is in line with Ayrshire and Arran Health Board programme. All 3rd year pupils are offered Diphtheria/Tetanus and Polio vaccination.

The 2nd year girls are offered the HPV vaccination.

Emergencies

Pupils who become ill report in the first instance to the Guidance Staff who will make arrangements for them to be attended to until their GP or home can be contacted. First Aid facilities are always available in the Academy.

Pupils will not be sent home unless it is confirmed that there is a parent or other adult there to look after them.

In the event of an accident or serious illness the parent will be contacted and arrangements made for the pupil's transfer to hospital. **To assist with communications in such cases the school must have an emergency contact at all times, either the telephone number of the parent's workplace or the number of another responsible person chosen by the parent.**

Parents should inform the school when their child is suffering from any illness whether short or long term, disability, medical condition or allergy etc. which might affect his/her performance. Such information is treated as confidential.

Arrangements can be made to ensure that any medication prescribed is taken at the appropriate time in which case parents should contact the school to arrange a meeting with the Head Teacher to discuss the details.

Health Promotion and Nutrition

In March 2007, the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 was passed by the Scottish Government. There are two main components to the Act. Firstly, it requires local authorities and schools to ensure that any food and drink provided within the school setting complies with the nutritional requirements specified by Scottish ministers in regulations; and secondly, the Act places health promotion at the centre of a school's activities, thus supporting the ethos of Curriculum for Excellence.

It is important that the nutritional guidance set out in the Regulations is read as a whole. Individual nutrient or food and drink standards should not be taken out of the context of the whole package or of the duty under the Act for all schools to be health promoting schools.

The nutritional guidance considers food that is provided as part of the school lunch (or any other meal that is provided by the school) and also food and drinks that are provided outwith the school lunch.

Further guidance can be found at:

www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf

11. Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases we shall do all we can to let you know about the details of closure or reopening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio

12. Data Protection Act

Information on pupils and parents may be used for teaching, registration and assessment and other administrative duties. This information may be shared with the Health Board for statistical, operational and analysis purposes. The information is protected by the **Data Protection Act 1998 (as amended)** and may only be disclosed in accordance with the Code of Practice. For further information, please contact the school.

13. Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reason for decisions made by it.

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

14. Helpful Addresses

Organisation	Address	Telephone Number
Children and Community	South Ayrshire Council County Buildings Wellington Square Ayr	0300-123-0900
Youth & Community Office (For hire of rooms in Ayr Academy)	Community Education County Buildings Wellington Square Ayr	0300-123-0900
Annbank Primary School	Annbank Road Mossblown KA6 5DZ	01292 520435
Coylton Primary School	Main Road Coylton KA6 6JP	01292 570352
Newton Primary School	Russell Drive Ayr KA7 4HJ	01292 262489
Dalmilling Primary School	Harthall Ayr KA8 0PD	01292 264738
Careers Scotland	Carrick Street Ayr	01292 281421
Ayr College	Dam Park Ayr	01292 265184

15. Helpful Websites

Organisation	Web Address
Learning and Teaching Scotland	http://www.ltscotland.org.uk/parentzone
HMIE	http://www.hmie.gov.uk
Scottish Government	http://www.scotland.gov.uk
South Ayrshire Council	www.south-ayrshire.gov.uk

16. Local Councillors

School	Ward	Councillors
Ayr Academy	5	Bill Grant Elaine Little Mike Peddie Robin Reid
Annbank Primary School	6	John Allan Andy Campbell Hywel Davies
Coylton Primary School	7	Brian Connelly Ann Galbraith Sandra Goldie Mairi Low
Dalmillig Primary School Newton Primary School	3	Douglas Campbell Ian Cavana John Hampton Tom Slider

All Local Councillors can be contacted at the following address:

Members' Services

County Buildings

Wellington Square

Ayr

Tel . 0300-123-0900

17. Notes

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document -

- (a) before the commencement or during the course of the school year in question.**
- (b) in relation to subsequent school years.**

The aims of Ayr Academy have been developed in consultation with the School Board, parents, and pupils through the school's pupils' council.

1. We aim to raise the standard of achievement and attainment within the school by :

- providing a curriculum which provides challenge and progression for all pupils
- ensuring high quality teaching and learning
- monitoring the progress of our pupils
- developing in our pupils, study skills and personal responsibility for learning
- celebrating the success of our pupils.

2. We aim to establish a framework for learning by :

- developing the skills of teachers based on a formal process of review
- developing self-discipline and self-esteem of our pupils
- investing in the school environment to ensure that it is conducive to teaching and learning

3. We aim to create a positive school ethos which promotes inclusion and equality by :

- ensuring that relationships are based on mutual respect and understanding
- ensuring that the curriculum is accessible by all pupils by providing a range of suitable support
- creating a climate in which pupils, staff and parents feel valued and proud of the school

4. We aim to assist in the personal and social development of our pupils and to teach them the duties and responsibilities of citizenship in a democratic society by :

- actively involving parents in their children's education
- keeping parents fully informed in matters pertaining to the progress of their child and on wider school issues
- teaching pupils respect for self and one another
- encouraging pupils to act in a responsible way
- encouraging pupils to participate in school events and to contribute to the School Council
- promoting social competence

5. We aim to equip pupils with the skills, attitudes and expectations necessary to succeed now and in future years by :

- providing high quality career education and career guidance
- providing opportunities for all pupils to participate in world of work activities
- promoting the skills of enterprise and working with others across the curriculum providing opportunities for all pupils to develop skills in using ICT

AYR ACADEMY
3RD YEAR LEARNING CHOICES - SESSION 2012-2013

Student _____

Class _____

Certificate	Column C	Column D	Column E	Column F	Column G	Column H
	Language	Social Sciences	Science	Creative Arts	Technologies	Free Choice
Standard Grade (except where indicated)	French Spanish Asdan	Social Subjects History Geography Mod Studies Business Hospitality	Science Biology Chemistry Physics	Art Music Manufacture & Design	Graph Comm Home Economics Admin & IT Computing Chemistry Practical Craft Skills	History Biology Art Religious Studies
Certificate	Column C	Column D	Column E	Column F	Column G	Column H
Recommendation						
Choice						

Please return this form to your Guidance Teacher by Friday 16 March 2012. Please read notes overleaf

Parent/Guardian's Signature _____

Date _____

1. **All pupils will take :**

English (Column A)	4 periods per week	(Pupils will also get 1 additional period in either Maths or English)
Mathematics (Column B)	4 periods per week	
Physical Education	3 periods per week	
Religious Education	1 period per week	
Personal and Social Education	1 period per week	
Personal Support	1 period per week	

2. Choose **ONE** subject in each of the columns marked C, D, E, F, G and H. Each subject can only be chose ONCE.
3. Write your choices in the box at the bottom of each column, taking account of the recommendations discussed with the Guidance Teacher.
4. In Column C Asdan is offered for pupils for whom a Modern Languages is not appropriate. Pupils will be given clear guidance on this matter.
5. If Social subjects is chosen in Column D then History in Column H should not be chosen.
6. If Science is chosen in Column E, **neither** Chemistry (Column G), **nor** Biology (Column H), may be chosen
7. However, if a pupil has a particular strength and/or interest in science subjects, it is possible to study 2 discrete science subjects (viz. Biology, Chemistry, Physics) by choosing one of these in Column E and either Chemistry (Column G) or Biology (Column H). This would be a sensible choice for only those pupils who have achieved high marks in Science in S2. If a pupil wishes to do Chemistry/Biology then Chemistry should be chosen in Column G and Biology in Column H. The choice of 3 discrete science subjects in S3 is not recommended, but is available in exceptional cases for those with genuine aspirations to a career in Medicine or Veterinary Medicine.
8. The Head Teacher will make the final decision on the availability of certain subjects. Such decisions will be based on :
 - the availability of staff and/or,
 - the extent of pupil demand.

**Tick here if you
intend to leave at
Christmas 2012**

**AYR ACADEMY
S5/6 OPTION FORM 2012/13**

Name : _____ **Date of Birth :** _____ **Class :** _____

Level	Column A	Column B	Column C	Column D	Column E	Column F
Advanced Higher	Mathematics	English	Other subjects will be	available depending on	interest	
Higher and Intermediate 2	English	Mathematics	Computing Chemistry Geography History Modern Studies Administration	Art PE Physics Biology Spanish Business Management Lifestyle & Consumer Technology	Graphic Comm Accounting & Finance Religious Studies French Music Biology	
Intermediate 2 and Intermediate 1	English(Int2) Modern Studies(Int 2) Media(Int 1/2)	Mathematics (Int 2)	Hospitality History	Practical Craft Skills PE(Int 2) Laboratory Skills(Int2)	Graph Comm(Int/2)	
Intermediate 1 and Stand Alone Units	English (Int1) Preparing to Leave (SQA Employability)	Mathematics (Int1) Work Experience (Int1) Photography/Sculpture	Travel and Tourism(Int1)	ASDAN	Health & Fitness(Int1)	Art Computing Home Economics Music PE Woodworking Skills
Options for S6 Only	Snr Charity(Higher leadership) /Buddying	School Publicity /Buddying	Buddying/Study	Buddying/Study	Buddying/Peer Alcohol (Platinum Youth Award)	
Recommended Choice						
Final Choice						
Level(To be entered by PTG)						

Parent/Guardian's Signature _____

Date _____

Notes

1. In the senior curriculum, all pupils will have six periods for every subject plus two periods of minority time(interest subject).
2. All pupils will attend Personal and Social Education for 1 period per week.
3. Pupils in S5 must have a full timetable and should make a single choice from each column.
4. Pupils in S6 should have as full a timetable as possible. A curriculum of less than 33 teaching periods per week must be negotiated with Mrs MacDonald or Mr Bradley.
5. **All forms must be signed by a Parent or Guardian .**
6. The Head Teacher will make the final decision on the availability of certain subjects. Such decisions will be based on :
 - the availability of staff and/or,
 - the extent of pupil demand.
7. If certain subjects are not available at the Academy, it may be possible to make arrangements for pupils to take these subjects at other nearby schools. School timetables have been aligned to facilitate this more easily.
8. If you have a problem in making a choice, eg. if there are 2 subjects in the same column which you would wish to take, please give details of the problem in the box below. **Students entering S6 should note also any subjects at Advanced Higher that you would like to take.**

