



## Prestwick Academy



# HANDBOOK

**2010/2011**

Newdykes Road  
Prestwick  
KA9 2LB

 01292 477121

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## SECTION A – General School Information

### 1. Introduction by Head Teacher

*It gives me great pleasure in presenting Prestwick Academy's School Handbook for session 2010/2011. It contains a wide range of information, which I hope you will find useful and interesting.*

*We aim to provide a meaningful and effective education for all our pupils by creating a caring, and tolerant teaching and learning environment where staff can deliver a curriculum which is responsive both to the need of individual pupils and to those of a changing society. A curriculum which will enable our young people to become successful learners, effective contributors, responsible citizens and confident individuals. Central to this is a strong partnership between staff, pupils, parents and the wider community.*

*We strive to ensure our young people leave Prestwick Academy with a well-developed sense of their local community, and are fully prepared and equipped to take their place within it.*

*No handbook in itself can fully or adequately describe a school. If you wish to view our school, hear more about it, or discuss some aspect of our work, then please feel free to telephone, write or arrange a visit. Parents and guardians are particularly welcome. We look forward to working with you to support, guide and motivate your sons and daughters throughout their education in Prestwick Academy, in turn preparing them for life beyond school.*

*Yours sincerely,*

*Gordon Bone  
Head Teacher*



## **A Vision for Prestwick Academy**

Our vision for Prestwick Academy is to equip our young people with the necessary skills, knowledge and positive attitudes to realise their full potential which will enable them to lead a healthy and productive life.

This will be achieved by providing a curriculum for educational excellence and a range of appropriate learning experiences which motivate all our young people to develop fully their academic and vocational potential. Staff will be engaged in high quality professional development activities allowing them to develop effective and innovative approaches to teaching and learning, taking into account developments in educational research and the use of new technology. Leadership at all levels will be of the highest quality and will be directed towards having a positive impact on our young people's learning.

Our young people will be encouraged to work in a manner which promotes mutual respect for their peers and others within the society in which they live. Pupil progress and school improvement will be enhanced through strong and dynamic links with parents and the wider community. Prestwick Academy will be a caring, supportive learning environment for all.

By instilling adaptability, independence and a strong sense of positive values we will equip our young people to realise ambitions and build a better future for all.

## 2. Statement of School Aims and Values

### Prestwick Academy School Aims

1. To create a caring, supportive and welcoming ethos in which all members of the school community feel valued and which fosters the pursuit of individual and collective excellence.
2. To provide for all pupils a coherent, balanced curriculum which meets their personal, social, intellectual and vocational needs.
3. To adopt flexible learning and teaching approaches which motivate all pupils to achieve their potential and which set a basis for lifelong learning.
4. To enhance pupil progress and school development through strong and dynamic links with parents and the wider community.
5. To deploy human, physical and financial resources as effectively as possible in support of our educational goals.
6. To ensure the effective delivery of education through systematic planning for improvement based on a process of self-evaluation and a related programme of staff development.

### Prestwick Cluster Core Values



**Honesty**

**Respect**

**Equality**

**Compassion**

**Responsibility**



### 3. School Information

<b>Name</b>	Prestwick Academy
<b>Address</b>	Newdykes Road Prestwick KA9 2LB
<b>Telephone Number</b>	01292 477121
<b>Email address</b>	prestwick.mail@south-ayrshire.gov.uk
<b>Denominational status</b>	Non denominational
<b>Accommodation and capacity</b>	Main building – 3 storey Working capacity – 1300
<b>House structure</b>	3 House Structure – Arran, Bute and Cumbrae Siblings contained in same house 2 Principal Teachers of Guidance per house
<b>Catchment map and area</b>	Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's web site at <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a> . Catchment map and area available from the School Management Section, Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR.
<b>Associated Primary Schools</b>	<p>Glenburn Primary Sherwood Road, Prestwick                      Tel: 01292 477918</p> <p>Heathfield Primary Heathfield Road Ayr                                Tel: 01292 264802</p> <p>Kingcase Primary Nursery Avenue Prestwick                      Tel: 01292 470766</p> <p>Monkton Primary Station Road Monkton                        Tel: 01292 477940</p> <p>Symington Primary Brewlands Road Symington                     Tel: 01563 830389</p>

## **4. School Staff**

**Head Teacher: Mr Gordon Bone**

### **ART**

Mrs Hall (P.T.)  
Mrs Hughes (P.T.G.)  
Mr Laing  
Mrs McDonald  
Miss Summers

### **BUSINESS EDUCATION**

Mrs Miller (P.T.) (job-share)  
Mrs Hanshaw (P.T.) (job-share)  
Miss Campbell

### **COMPUTER STUDIES**

Mrs McKenzie (P.T.) (job-share)  
Mr Hutcheson (P.T.) (job-share)  
Mrs Dunlop (0.5) (Acting PTG)  
Miss Woods

### **ENGLISH**

Mrs Russell (P.T.)  
Mr Brennan  
Mrs Catterall (P.T.G.)  
Mrs Grant (P.T.G.)  
Mrs Malkin  
Miss McDermott  
Mr Neil  
Mr Rankin  
Miss Rowell  
Mr Steven  
Miss Thomson

### **GEOGRAPHY**

Mrs Clark  
Mr Anderson  
Mr Bruce (P.T.G.)  
Mrs Logie  
Miss McIlroy

### **HISTORY/MODERN STUDIES**

Mrs Yancouskie (P.T.)  
Mr Adam  
Miss Geddes  
Ms McIlroy (Mod Stds)  
Mrs L Wilson

### **HOME ECONOMICS**

Mrs Leckie (P.T.)  
Mrs Bairstow  
Mrs Cassidy (0.4)  
Mrs Lees

### **TECHNICIANS**

Mr Miller (Senior & ICT)  
Mr McNair (Science)  
Mrs Poole (Science)  
Mr Robertson (Science)  
Mr Hall (Technical)

### **SUPPORT FOR LEARNING/BEHAVIOUR**

Mrs Scott (P.T.)  
Mrs Clark  
Mrs Deans (0.4)  
Mrs Hannah (0.2)  
Miss McBain  
Mr Noble  
Mrs McFadden (0.5)  
Mrs Steele (0.6)

### **MATHEMATICS**

Mr Taylor (P.T.)  
Mr Anderson (D.H.T.)  
Mr Boyd (D.H.T.)  
Mrs Carr (0.5)  
Mrs Clark  
Mrs Happell  
Ms Lauder (D.H.T.)  
Mrs Marr (P.T.G.)  
Mr Robertson  
Miss Taylor  
Mrs Young  
Mr Zerebiec

### **MODERN LANGUAGES**

Mr Alexander (P.T.)  
Mrs Blackwood  
Mrs Pearson  
Mrs Roddie  
Mrs Smillie

### **MUSIC**

Mr C Wilson (P.T.)  
Mrs Auld  
Miss Grant  
Mrs Miller

### **Instructors**

Mrs Hay (W.W.)  
Mr Hay (W.W.)  
Mr Henderson (Guitar)  
Mr Leitch (Cello)  
Ms Leitch (Strings)  
Mr McBay (Keyboard)  
Mr Thomson (Brass)  
Mr Welsh (Percussion)

### **PHYSICAL EDUCATION**

Mrs Hubbard (P.T.) (job-share)  
Miss Watt (P.T.) (job-share)  
Mrs Cord (0.4)  
Mr Hubbard  
Mr McDowall  
Miss Murray

### **RELIGIOUS EDUCATION**

Mr Clark (P.T.)  
Mr Gibson

### **SCIENCE DEPARTMENT BIOLOGY**

Miss Gartley (P.T.)  
Mrs Allan  
Dr Chamberlain  
Mrs Graham  
Ms MacDonald (D.H.T.)

### **CHEMISTRY**

Miss Donnelly (P.T.)  
Mrs Laing  
Miss Mitchell

### **PHYSICS**

Mr Forsyth (P.T.)  
Mr Burns  
Mr Wilson

### **DESIGN & TECHNOLOGY**

Miss Sinclair (P.T.)  
Mr Clarke  
Mr Docherty (D.H.T.)  
Mr Hitchman  
Mr McAllister

### **CLUSTER ADMIN MANAGER**

Mrs Rodgers

### **CLASSROOM ASSISTANTS**

Mrs Allwright  
Mrs Baird  
Mrs Cumming (part-time)  
Mrs Hunter  
Mr McPate (part-time)  
Mrs Wright

### **CLERICAL STAFF**

Mrs Nimmo (A.F.O.)  
Miss Dick (Senior)  
Mrs Devlin (Part-time)  
Miss Hull (Part-time)  
Mrs McCallum  
Mrs Morris  
Miss Smeaton  
Mrs Underwood (Part-time)

### **PSAs**

Mrs Christie  
Mrs Dodd  
Mrs Fairley  
Mrs Fulton  
Mrs Ross

### **LIBRARIAN**

Mrs McNeil

## 5. Management Team

## SMT Remits - August 2009 – 2010



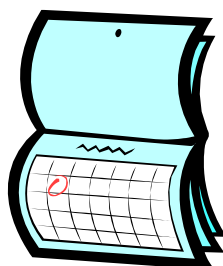
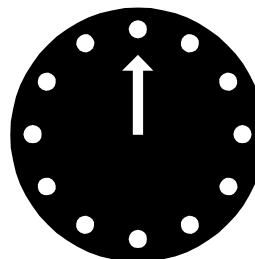
Gordon Bone Headteacher	George Docherty (Year Head S3)	Shona Lauder (Year Head S5)	Kate MacDonald (Year Head S1&S6)	Kevin Boyd (Year Head S2)	Mark Anderson (Year Head S4)
<ul style="list-style-type: none"> <li>Learning and Teaching (whole school)</li> <li>ACE</li> <li>Attainment</li> <li>Quality Assurance</li> <li>Strategic Planning</li> <li>Liaison with external agencies (in conjunction with appropriate DHT)</li> <li>Community Links</li> <li>Parent Council</li> <li>School Chaplains</li> <li>School Handbook</li> <li>Staff Welfare</li> <li>Staff Manual</li> <li>Statistical returns</li> <li>Health and Safety</li> <li>DMR with M Anderson</li> <li>Policy development</li> <li>International Educ</li> <li>Staffing</li> </ul> <p><b>Departmental Links:</b></p> <ul style="list-style-type: none"> <li>RME</li> <li>Geography</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Learning and Teaching</li> <li>Attendance Monitoring, Pupil Reports and discipline S3</li> <li>PPP</li> <li>Student Regent</li> <li>Award System/ Prizegiving</li> <li>PRD</li> <li>CPD</li> <li>Probationers</li> <li>Press</li> <li>Pupil Council</li> <li>Citizenship</li> <li>Pupil Social Events</li> </ul> <p><b>Departmental Links:</b></p> <ul style="list-style-type: none"> <li>Design &amp; Technology</li> <li>Modern Languages</li> <li>Home Economics</li> </ul>	<ul style="list-style-type: none"> <li>Learning and Teaching</li> <li>Attendance Monitoring, Pupil Reports and discipline S5</li> <li>Pupil Support</li> <li>SfL</li> <li>LAAC co-ordinator</li> <li>PSE</li> <li>JSTs</li> <li>Timetable with KB</li> <li>Equal Opportunities</li> <li>Disability Awareness</li> <li>Child Protection</li> <li>EMA</li> <li>Managing Pupil Behaviour(strategic)</li> </ul> <p><b>Departmental Links:</b></p> <ul style="list-style-type: none"> <li>Pupil Support Team</li> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Learning and Teaching</li> <li>Attendance Monitoring, Pupil Reports and discipline S1/S6</li> <li>Tracking attainment</li> <li>MCMC co-ordination</li> <li>Assessment and Reporting (P7-S4)</li> <li>Curriculum (P7-S3)</li> <li>Options (S2/3)</li> <li>Assessment is for Learning</li> <li>Primary/ Sec Liaison</li> <li>Health</li> <li>UCAS</li> <li>Absence Cover</li> </ul> <p><b>Departmental Links:</b></p> <ul style="list-style-type: none"> <li>Art</li> <li>Biology</li> <li>Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>Learning and Teaching</li> <li>Attendance Monitoring, Pupil Reports and discipline S2</li> <li>Assessment and Reporting (S5/6)</li> <li>Curriculum (S3/6)</li> <li>Options (S4/6)</li> <li>SQA Co-ordination</li> <li>Exam Arrangements</li> <li>School/College Partnership (strategic)</li> <li>UCAS</li> <li>Managing Quality Assurance framework</li> <li>Timetable with SL</li> </ul> <p><b>Departmental Links:</b></p> <ul style="list-style-type: none"> <li>Business Education</li> <li>Mathematics</li> <li>Physics</li> </ul>	<ul style="list-style-type: none"> <li>Learning and Teaching</li> <li>Attendance monitoring, Pupil Reports and discipline S4</li> <li>ICT</li> <li>School Website</li> <li>Click &amp; Go Co-ordinator</li> <li>Scholar Programme</li> <li>Enterprise</li> <li>Careers</li> <li>DMR with HT</li> <li>School Fund</li> <li>Work Experience</li> <li>Award System/Prize Giving</li> <li>Excursions and Transport</li> <li>Library</li> <li>Supported Study</li> <li>Classroom Assistants</li> </ul> <p><b>Departmental Links:</b></p> <ul style="list-style-type: none"> <li>Computing</li> <li>PE</li> <li>Music</li> </ul>

## 6. *The School Year and School Hours*

# SCHOOL HOURS

## 2010-2011

School Day	8.55 a.m. - 3.30 p.m.
Interval	10.55 a.m. - 11.10 a.m.
Lunch	12.50 p.m. - 1.40 p.m.
Breakfast Club (dining hall)	8.30 a.m. - 8.55 a.m.



## SESSION 2010/2011 PROPOSED DATES

First Term	Teachers return	Monday	16 August 2010
	Pupils return	Wednesday	18 August 2010
	Local holiday	Friday	17 September 2010
	Local holiday	Monday	20 September 2010
Mid Term	Close	Friday	8 October 2010
	Re-open (pupils)	Wednesday	20 October 2010
Christmas	Close	Wednesday	22 December 2010
Second Term	Re-open	Thursday	6 January 2011
Mid Term	Close	Thursday	10 February 2011
	Re-open (pupils)	Wednesday	16 February 2011
Easter Break Third Term	Close	Friday	1 April 2011
	Re-open	Monday	18 April 2011
Easter Friday	Holiday	Friday	22 April 2011
Easter Monday	Holiday	Monday	25 April 2011
	May Day	Monday	2 May 2011
	In-service day	Thursday	26 May 2011
	Local holiday	Friday	27 May 2011
	Local holiday	Monday	30 May 2011
	Close	Thursday	30 June 2011

## 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 **qualifications** for literacy and numeracy and from 2012/13, 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

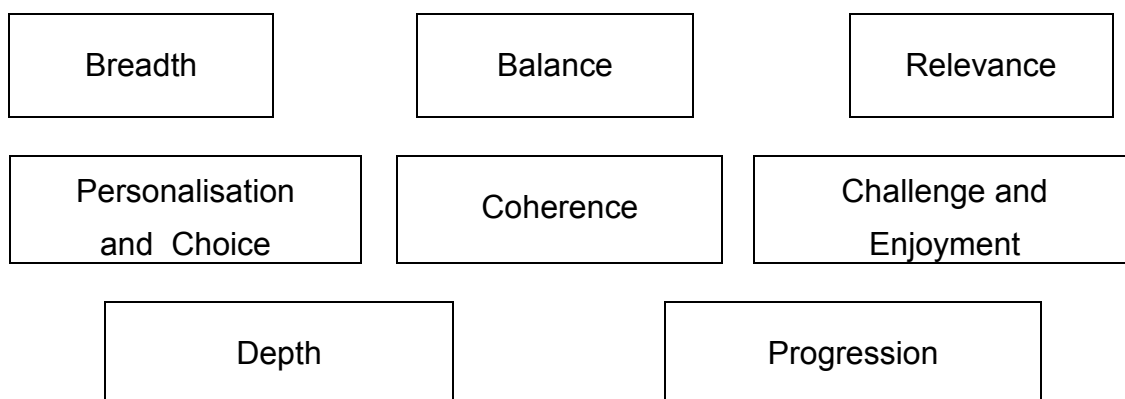
### Class Organisation

The school operates on a 6 period day, giving 30 periods of learning in the school week. Each period lasts either 50 or 55 minutes.

In first and second year, pupils are organised into mixed ability classes of approximately 28 pupils for non-practical subjects like Modern Languages and RME, and 20 pupils for practical subjects like Art and Science, on the basis of discussions between guidance and Primary 7 teachers. In Mathematics, classes are set by ability from first year; in English, classes are set by ability in second year. In S1 and S2, English and Maths classes are a maximum of 20 pupils.

### Curricular Principles

We attempt to achieve a coherent curriculum at all stages by applying the following principles:



### Equality of Opportunity

- Boys and girls take the same subjects in S1 and S2
- Avoiding traditional stereotyping at option choice time
- Non-discriminatory career advice
- Equal choice for all regardless of sex, race, colour, creed or personal circumstances

### Teaching and Learning Methods

There is now much more variety in the methods used in teaching and learning.

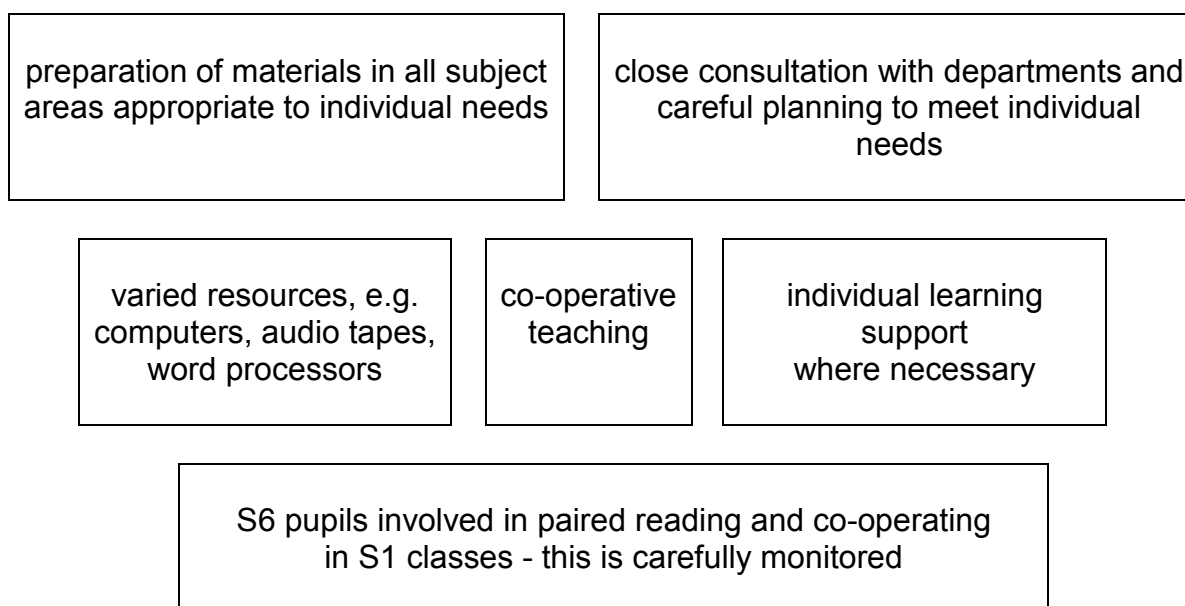
**Whole Class Teaching** - This is still used regularly but is not appropriate for much of the work done with classes in which there is a wide range of ability.

**Group Work** - involves pupils working together on a project or extended problem. They learn to work co-operatively and learn from each other.

**Individualised Learning** – is frequently used and allows pupils to progress at their own pace. Appropriate work can be targeted to meet the individual needs and interests.

## Support for Learning

Support for Learning involves trying to ensure that the learning environment is organised to the maximum benefit of all pupils. Strategies used are:



## S1/2 COURSES

The aim in S1 and S2 is to build on what has been achieved at primary school, with each pupil having the opportunity to enjoy success at their own level. This is the philosophy behind the 5-14 programme which we have been introducing over recent years. Joint curricular planning with the associated primary schools has become more established in an effort to accelerate this objective.

Support for learning has a particularly high profile at these stages, with some classes benefiting from co-operative teaching.

Every pupil in S1 and S2 follows the same curriculum, comprising the following courses:

	<b>S1</b>	<b>S2</b>		<b>S1</b>	<b>S2</b>
English	4 periods	4 periods	Geography	1.5 periods	2 periods
Mathematics	4 periods	4 periods	History	1.5 periods	2 periods
French	3 periods	3 periods	Music (P)	2 periods	2 periods
Science (P)	3 periods	3 periods	Religious & Moral Education	1 period	1 period
Art (P)	2 periods	2 periods	Personal & Social Education	1 period	1 period
HE (P)	2 periods	2 periods	Information & Communication	1 period	
PE (P)	2 periods	2 periods	Technology (P)		
Design & Technology (P)	2 periods	2 periods			

The courses marked (P) are designated Practical and pupils are taught in groups of 20 or less (except for PE). The other courses are taught in register class groups, which are mixed ability.

Most of these subjects will be familiar to parents, although some of the content and materials may have changed from their own school days.

*Religious and Moral Education* deals with Christianity and other World Religions and helps pupils to find meaning, purpose and value in life.

*Personal and Social Education* (PSE) covers a range of topics such as Health and Careers and provides opportunities for pupils to develop their abilities to discuss, co-operate, appreciate other pupil points of view, show leadership and take responsibilities. A crucial aspect of PSE in S2 is the preparation for making subject choice for S3/4.

### **S3/4 COURSES**

The school has a flexible curriculum in third and fourth year which provides a range of courses to meet the needs of individual pupils. This involves Standard Grade courses, National Qualification courses and some school-based courses. Some parts of the curriculum are compulsory in line with National Guidelines while other parts can be chosen as part of the options process. In addition, college courses are available for a limited number of S3/4 pupils.

There are several different kinds of courses on offer:

#### **SQA Standard Grade Courses**

- a. These courses last 2 years and are normally taken at two levels Foundation/General or General/Credit.
- b. The aim is for pupils to be working at the level most appropriate to them. In some subjects, however, the content of the course is similar for all the pupils, the difference arising from their level of performance.
- c. Many of the courses share some of the following aspects:
  - Evaluating; Knowledge & Understanding; Problem Solving;
  - Practical Skills; Handling Information; Investigating; Writing;
  - Reading; Designing; Speaking.
- d. Assessment

There is a significant element of continuous assessment in Standard Grade courses, but in every subject a national exam is taken at the end of the course in May/June. Performance is judged against published performance statements termed 'Grade Related Criteria'.

The final certificate gives a profile of performance in the main aspects of each subject.

The levels and bands used are:

Credit (Bands 1, 2); General (bands 3, 4); Foundation (Bands 5, 6).

## **National Qualification Courses**

SQA units are sections of longer courses which can be taken on their own. A unit assessment can be sat at the end of each of these units, leading to accreditation. Students can also undertake other sections of the same course at a later date, leading to a full course accreditation.

NQ courses are provided by the Scottish Qualifications Authority and are available at 5 levels – Access, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Pupils work at levels appropriate to their development at S3 and then S4. Courses are made up of units for which accreditation is given. All units must be passed to gain a course award.

## **School Based Courses**

Core PE, Moral and Religious Education and Personal and Social Education are school based courses, although some elements of them lead to SQA unit accreditation.

## **Work Experience**

Every pupil in fourth year has the opportunity to take part in a week's work experience. A range of placements will be on offer. Pupils will:

- have a thorough preparation period
- be carefully monitored on placement
- be de-briefed after the experience

## **Course Planning Sheet**

The S3 Course Planning shown overleaf lists the courses on offer in columns A to I. Pupils must choose one subject only in each column A to H, and they cannot take the same subject in two columns. The subjects in Column I are taken by all pupils. Pupils will get 2 periods of P.E. weekly.

***It should be noted that courses will only run if there are sufficient pupils opting for them and sufficient staffing availability. Course planning sheets may change from year to year.***

**Prestwick Academy**  
**S3 Course Planning Sheet 2009-2010**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Choose **one** course in each of the columns C to H by underlining the subject.  
The final choice will be written into the space under each column **during the guidance interview**.

	Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	Col I
<b>Standard Grade</b>	English (0860)	Mathematics (2500)	Biology (0300) Chemistry (0500) Physics (3220)	French (1000) Life Skills	Geography (1260) History (1540) Modern Studies (2640)	Administration (0020) Computing Stud. (0560) Craft & Design (0600)	Art & Design (0090) Physical Ed (3200) Physics (3220)	Acc & Finance (0010) Art & Design (0090) Chemistry (0500) Computing Stud (0560) History (1540)	PE PSE RME
<b>N.Q.</b>			Biology Int 1 (C007) Chemistry Int 1 (C012) Physics Int 1 (C069)			Computing Studies Int 1 (C207) Graphic Comm Int 2/Int 1 (C033) Woodworking Skills Int 1 (C035)	Graphic Comm Int 2/Int 1 (C033) Health & Food Tech Int 1 (C118) Music (see overleaf)	Hospitality – Prac Cookery Int 1 (C201) Music (see overleaf)	
	<b>Final Choice</b>								

<b>Guidance Comment (if required)</b>	<b>Parental Comment (if required)</b>	<b>Guidance signature:</b> _____ <b>Parent's signature:</b> _____ <b>Pupil's signature:</b> _____ <b>Date received:</b> _____
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## **5/6 COURSES**

The vast majority of pupils complete a fifth year, and many a sixth year, before leaving school.

Courses in the senior school consist of National Qualification courses with ascending levels of difficulty at Access, Intermediate 1, Intermediate 2, Higher and Advanced Higher. These ensure that all pupils can progress in each subject from whatever level they attained at Standard Grade. A significant aspect of these courses is that they all comprise several units which are assessed internally. To gain a course award, pupils must pass all the internal assessments in addition to an external examination taken at the end of the school session. Higher remains the 'gold standard' for degree course entrance.

## **S5/6 COURSE PLANNING SHEET**

The course planning sheets shown overleaf were the basis of the courses chosen by pupils in S5/6 for session 2009-2010.

All pupils in S5 must take a course from each of the columns A to F. Pupils in S6 would be expected to take courses from at least four columns, but they may be involved in other personal and social development activities such as paired-reading, classroom support and community service.

## **ARRANGEMENTS FOR CONSULTING WITH PARENTS**

In keeping with our general philosophy, we would wish parents to be fully involved in the course planning exercise.

Consultation takes place:

- by providing a course planning booklet
- through parents' meetings
- in discussion with Guidance Staff/subject teachers/senior staff

Parents are encouraged to contact us at the school, by telephoning or calling at the school office.

**Prestwick Academy**  
**S5 Course Planning Sheet 2009-2010**

Name \_\_\_\_\_

Class \_\_\_\_\_

Course choices should be identified by underlining the appropriate subject in each column.

	Col A	Col B	Col C	Col D	Col E	Col F
<b>Higher</b>	Bus Management (C234) Geography (C208) History (C044) Mathematics (C100)	Biology (C007) Chemistry (C012) English (C115) Physics (C069) Technological Studies (C036)	Administration (C214) Biology (C007) Computing (C206) French (C059) Mathematics (C100) Product Design (C211)	Art & Design (C223) Chemistry (C012) English (C115) Graphic Comm. (C033) Health & Food Tech. (C118) History (C044) Music (see overleaf)	Accounting (C209) Art & Design (C233) Bus. Management (C234) Computing (C206) Geography (C208) Human Biology (C009) Music (see overleaf) Physical Education (C205) Physics (C069)	<p style="text-align: center;"><b><u>All S5 Students</u></b></p> <p>PSE                    1 pd PE                      1 pd</p> <p style="text-align: center;"><b><u>S5 Higher Maths Students</u></b></p> <p style="text-align: center;"><b><u>One period teaching and one period study</u></b></p> <p style="text-align: center;"><b><u>S5 Non-Higher Maths Students</u></b></p>
<b>Intermediate 2</b>	Bus. Management (C234) History (C044) Mathematics (C100)	Biology (C007) English (C115) Physics (C069) Technological Studies (C036)	Administration (C214) Biology (C007) Computing (C206) French (C059) Mathematics (C100) Product Design (C211) Woodworking Skills (C035)	Art & Design (C223) Chemistry (C012) English (C115) Graphic Comm (C033) Health & Food Tech. (C118) Music (see overleaf) PC Passport (G8H9)	Accounting (C209) Bus. Management (C234) Geography (C208) Hospitality (Pract. Cookery) (C201) Physical Education (C205) Spanish (C063)	<p>(2 periods – under-line one choice only)</p> <p>Art Interest Enterprise Thru Music Practical Cookery Study (3+ Highers only) Web Design Team Woodworking Skills (Units only) Young Fundraisers</p>
<b>Intermediate 1</b>	History (C044) Mathematics (C101)	English (C115)	Health & Food Tech (C118) Travel & Tourism (C217) Woodworking Skills (C035)	Art & Design (C223) PC Passport (G8H7)	Geography (C208) Hospitality (Pract. Cookery) (C201) Physical Education (C205) Spanish (C063) Sports Leader Award (Level 1)	

**Prestwick Academy**  
**S6 Course Planning Sheet 2009-2010**

Name \_\_\_\_\_

Class \_\_\_\_\_

Course choices should be identified by underlining the appropriate subject in each column.

	Col A	Col B	Col C	Col D	Col E	Col F
<b>Advanced Higher</b>	Geography (C208) Mathematics (C100)	Biology (C007) English (C115)	Computing (C206) French (C059)	Chemistry (C012) History (C044)	Art & Design Expressive (C224) Music (see overleaf) Physics (C069)	<b><u>S6 Higher Maths Students</u></b>  <b>One period teaching and <u>one</u> period study</b>
<b>Higher</b>	Bus Management (C234) Geography (C208) History (C044) Mathematics (C100) Religious, Moral & Philosophical Studies (C265)	Biology (C007) Chemistry (C012) English (C115) Modern Studies (C236) Physics (C069) Technological Studies (C036)	Administration (C214) Biology (C007) Computing (C206) French (C059) Mathematics (C100) Philosophy (C237) Product Design (C211)	Art & Design (C223) Chemistry (C012) English (C115) Graphic Comm. (C033) Health & Food Tech. (C118) History (C044) Music (see overleaf)	Accounting (C209) Art & Design (C233) Bus. Management (C234) Computing (C206) Geography (C208) Human Biology (C009) Music (see overleaf) Physical Education (C205) Physics (C069)	<b><u>S6 Opt-In Options</u></b>  Enterprise Thru Music School Yearbook Web Design Team Young Enterprise  <b><u>Variable Column dependent on timetable</u></b>
<b>Intermediate 2</b>	Bus. Management (C234) History (C044) Mathematics (C100) Religious, Moral & Philosophical Studies (C265)	Biology (C007) English (C115) Physics (C069) Technological Studies (C036)	Administration (C214) Biology (C007) Computing (C206) French (C059) Mathematics (C100) Product Design (C211) Woodworking Skills (C035)	Art & Design (C223) Chemistry (C012) English (C115) Graphic Comm (C033) Health & Food Tech. (C118) Music (see overleaf) PC Passport (G8H9)	Accounting (C209) Art & Design (C223) Bus. Management (C234) Geography (C208) Hospitality (Pract. Cookery) (C201) Physical Education (C205) Spanish (C063)	Community Involvement PE
<b>Intermediate 1</b>	History (C044) Mathematics (C101)	English (C115)	Health & Food Tech (C118) Travel and Tourism (C217) Woodworking Skills (C035)	Art & Design (C223) PC Passport (G8H7)	Geography (C208) Hospitality (Pract. Cookery) (C201) Physical Education (C205) Spanish (C063) Sports Leader Award (Level 1)	

### 3. *Extra Curricular Activities*

The school runs a wide range of extra curricular activities and pupils have gained notable competitive success in many spheres.

#### **SPORT AND OUTDOOR ACTIVITIES**



**BADMINTON**



**BASKETBALL**



**CHEERLEADING  
AND DANCING**



**FOOTBALL U-13, U-15  
& SENIOR**



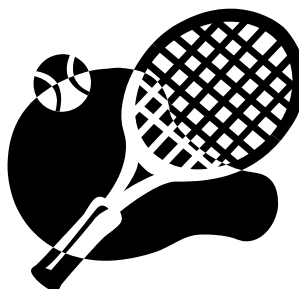
**GYMNASTICS,  
AEROBICS & FITNESS**



**NETBALL**



**RUGBY**



**SHORT TENNIS**



**VOLLEYBALL**



# MUSIC



Prestwick Academy has established a reputation for excellence across the spectrum of musical styles.

## CLASSICAL



The school has a String Orchestra (meets Wednesday before school), and a Wind Band (meets Wednesday lunchtime) and various ensembles and individuals who perform with great distinction at the Ayrshire Schools' Music Festival. Many pupils also play in the Ayrshire Schools' Orchestra, the West of Scotland Schools' Orchestra and the National Children's Orchestra of Scotland, the National Youth Orchestra of Scotland and the National Youth Orchestra of Great Britain.

## TRADITIONAL



Many pupils play in the Ayrshire Fiddle Orchestra and form school groups to provide Scottish music at Ceilidhs.

## CHORAL



The Choir (all year groups) meets on Tuesday lunchtimes and performs at various school concerts throughout the year. S1 choir meets Thursday after school.

## ROCK



A variety of groups rehearse regularly in the school and in the local community.

## MUSICALS



A strong tradition of musicals has featured 'Grease', 'Annie', 'Fame', 'Cobacabana', 'Guys and Dolls' 'Into the 80s' and 'That 70s Show' in recent years.



- to encourage revision
- to prepare for work about to be done in class
- to foster learning and study skills

The Homework Policy has recently been reviewed and the following is a rough guide to the appropriate amount of homework at various stages.

S1/2 2-5 hours per week

S3/4 5-10 hours per week, depending on courses

S5/6 10-15 hours per week, depending on courses

The allocations indicated above do not include time spent on study, which clearly becomes a very important issue in S4 and above as pupils prepare for national examinations. A booklet outlining the amounts of homework expected in each subject will be issued at the start of the session.

At the beginning of each session every pupil is issued with a Homework diary. The diary will help the pupil with the planning of Homework. Parents should monitor the use of the Homework diary and are asked to sign it at the end of each week. Our current Homework Policy is under review.

## SUPPORTED STUDY



South Ayrshire Secondary Schools now receive external funding for Supported Study. This initiative involves teachers being paid to provide study support for pupils after school. Originally the scheme was designed for pupils in S4, 5 and 6 to help them prepare for national examinations. At Prestwick, however, we have extended the initiative so that pupils of every year group have the opportunity to get support with preparing for tests and examinations, and/or to engage in activities which boost self-esteem and motivation. Parents are notified of arrangements through the newsletter and by letter.

### 5. *Assessment and Reporting*

1. The central purpose of Assessment is to monitor the progress of learning with a view to improving the quality of education taking place. More specifically, assessment helps:

- |                     |                    |
|---------------------|--------------------|
| ✓ diagnose problems | ✓ evaluate courses |
| ✓ motivate pupils   | ✓ select courses   |
| ✓ set standards     | ✓ reporting        |

2. Although examinations still have a place, particularly for National Certification, most school assessment is done in other ways:

- |                     |                     |
|---------------------|---------------------|
| • short tests       | • questioning       |
| • Investigations    | • reports           |
| • marking classwork | • finished products |

- projects
- observation
- folio of work
- self assessment

### 3. NATIONAL ASSESSMENTS IN S1/2

National Assessments are part of the ongoing process of Teaching, Learning and Assessment which takes place at Prestwick Academy. They are conducted in English and Mathematics only.

The Principles behind National Assessments are:

- a To achieve better communication with all staff and parents in both associated Primary and Secondary schools.
- b To help the effective reporting of pupils' progress.
- c To assist in the development of coherent and systematic Assessment practices in Prestwick Academy and its associated Primary schools. The assessments will be administered through the 5-14 Assessment Unit of the Scottish Qualifications Authority. The other main details are:
  - assessments may be taken individually when a class teacher feels the pupil has reached the next level (A,B,C,D,E or F) but some group scheduling of assessments will also be used.
  - current level of performance (A,B,C,D,E or F) to be included in each school profile report.

### 4. REPORTING TO PARENTS

Each department builds up a profile of pupil performance by keeping records of continuous assessment. These records are summarised twice yearly and reported to parents in brief format before Christmas and in Profile format after Christmas. The current arrangements for timing of Assessment Reports are:

<b>S1 - November, May</b>	<b>S2 - November, February</b>
<b>S3 - January, June</b>	<b>S4 - January</b>
<b>S5/6 - November, March</b>	

Parents are encouraged to contact Guidance staff outside these times if there is any concern about their youngster's progress.

## **6. *Determined to Succeed***

Everyone involved in a young person's development should be aiming to realise their full potential so that they can become the best they can be in work and life. Determined to Succeed puts young people at the centre, ensuring that they have the chance to experience and participate in enterprise, not just as a one off activity but as part of the way they learn.

Determined to Succeed is about being:

- Creative
- Innovative
- Enterprising

thus ensuring that our young people are better prepared to face the challenges ahead in a rapidly changing world.

The priority for schools now is to have DtS embedded within CfE ensuring all 4 strands are addressed. The strands are:-

- Enterprising Learning and Teaching
- Entrepreneurial Learning
- Work Based Learning
- Careers Education

The school promotes Enterprise through work in individual departments, extra curricular activities, cross-curricular projects and links with local and international business and business people.

## **7. *Additional Support Needs/Accessibility Strategy***

### **Accessibility Strategy**

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of pupils with physical and sensory impairment, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide feedback for parents.

There is a lift in the school building which gives access to all floors.

Pupil toilets are all located on the ground floor and there are also facilities for the disabled.

Admin offices and meeting rooms are on the ground floor, which helps to facilitate meetings with adults who may have disabilities.

Our Pupil Support team offers pupils, parents and staff advice and support to allow everyone as much access to the curriculum as possible. This ranges from help to construct differentiated materials, through staff development on strategies to cope with particular difficulties to in-class support for pupils.

The use of ICT and concessions such as reader/scribes are also used where appropriate.

Staff are kept updated through CPD from support staff, the Authority and experienced visiting speakers. Information is also issued to each department on individuals' needs and how these can best be addressed.

### **Additional Support Needs**

All children and young people need support to help them benefit from education. The main sources of support are school staff who, through good practice, are able to meet a diverse range of needs. With good teaching, and the provision of an appropriately differentiated curriculum, most children and young people are able to benefit from education without the provision of any additional support.

However, any child or young person could, at some time in their school career, need something additional to, or different from, the support given generally to most other children of the same age in order to help them overcome a barrier to their learning and benefit from school education. These children and young people have additional support needs and they are entitled to additional support for learning to help them learn and achieve their potential.

The school works within South Ayrshire Council's staged intervention framework to identify and meet the needs of pupils with additional support needs.

Prestwick Academy makes every effort to provide an education for all pupils within the area, but certain youngsters may have such additional support needs that other special provision is necessary. Some pupils at Prestwick have additional support needs arising from particular difficulties with learning. In the more severe cases the pupils require a co-ordinated support plan where regular monitoring and review of the educational provision is required. The school receives additional support from several SEN specialists. In accordance with school and local authority policy, these specialist teachers spend most of their time supporting the pupils in the normal class setting, but some further help is offered on an extraction basis in the Support for Learning Centre.

Other pupils experiencing learning difficulties would also receive assistance by the provision of additional teacher support and differentiated materials in the classroom, through the paired-reading scheme with S6 pupils, and by teachers and parents working together to solve problems.

Close liaison between PSA and Support for Learning Staff, Behaviour Support Staff, Guidance Staff and parents helps to ensure that the educational programme for individual pupils is appropriate and successful.

## **Physical Intervention – School Policy**

### **1. Introduction**

1.0 South Ayrshire Council's Department of Children and Community does not advocate the routine use of physical intervention. Prestwick Academy will develop an ethos where the use of physical intervention should not be necessary. If it becomes necessary in exceptional circumstances to use physical intervention, it should be an act of care and not a punishment.

### **2. Definition of Physical Restraint**

2.1 Physical intervention is the positive application of force with the intention of controlling the pupil's behaviour in order to protect him/ her from harming him/ herself or others or seriously damaging property (See note 1, page 1, South Ayrshire Guidelines).

2.2 Physical restraint occurs whenever a member or members of staff intentionally, using force, physically restrict a pupil's movements against his / her will.

### **3. Organisation**

3. Mr Gordon Bone (Head Teacher) is responsible for:

1. Ensuring that all staff are familiar with South Ayrshire Council's departmental guidelines and the school policy.
2. Ensuring that all relevant staff have received training in non-physical crisis intervention and de-escalation techniques.
3. Ensuring that, if required, named personnel have also received training in physical intervention techniques.
4. Monitoring the implementation of the school policy.

### **4. Procedures**

4.1 Before resorting to physical intervention staff will have tried all alternatives and especially those which have been successful in the past in preventing the pupil's behaviour from becoming a danger to him/herself or others.

4.2 Acceptable forms of physical intervention for use in South Ayrshire Schools will be limited to minimum force necessary to prevent a greater or significant harm.

4.3 Where it can be predicted that physical intervention may be necessary with an individual, the strategies to be used will be devised and recorded in the individual pupil's Behaviour Support Plan. This should be done in conjunction with the parents and, where appropriate, the pupil.

4.4 Where it has been necessary to use physical intervention, the incident will be discussed with the pupil and his / her point of view recorded.

4.5 Parents / carers will be informed when physical intervention has been used and will be given the opportunity to discuss the matter with school staff.

4.6 Staff training needs will be identified and suitable information and training provided as appropriate.

## **8. Planning for Progression**

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

- The S1/2 curriculum is based on the 5-14 curricular areas
- The S3/4 curriculum is 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 based on curriculum design and planning as outlined in The Scottish Consultative Council on the Curriculum "Curriculum Design for Secondary Stages, Guidelines for Schools". The guide provided the principles for design and planning, on which the secondary school timetable is 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 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 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
- support in moving into positive and sustained destinations beyond school.

## CAREERS INFORMATION

### How to make contact with Careers Scotland

Your Careers Adviser is Carole Millar based in Ayr Careers Centre, 37 Carrick Street, Ayr on 01292 281421 or at [carole.millar@careers-scotland.org.uk](mailto:carole.millar@careers-scotland.org.uk) and when in school, the Careers Room in the school library.

Pupils can request a **careers interview** in school by completing a 'Welcome to Careers Scotland' self-referral card, available in the library or from their Guidance Teacher. The request and any other queries can be put in the self-referral box, the main office, or given to the Librarian or Guidance Teacher. Interviews normally take place during school hours in the Careers Room on Tuesdays and Thursdays.

A **drop-in session** is available in the Careers Room on Tuesdays and Thursdays at lunchtime. **You do not need an appointment** – just turn up. Posters promoting dates and times will be displayed in the school.

Parents and Guardians are also welcome to contact the Careers Adviser at the Careers Centre to discuss their daughter's/son's plans (01292 281421).

### Careers Scotland can offer advice about ...

- **Training**

Many employers recruit young people through the **Modern Apprenticeship** or **Skillseekers** training programmes. They give you nationally recognised qualifications, work experience and extra help (via a Mentor) if necessary. The training is normally aimed at anyone who is of school leaving age, from approximately 16 years to 18 plus years. Recruitment into training is mainly

through the Careers Scotland Centre where you will get advice on the type of programmes available. You can also contact employers direct and ask about vacancies.

- **Employment**

There are many different types of jobs open to school leavers. Most jobs offer you some form of training. This could involve on-the-job training and/or further study in day or evening classes for off-the-job training. You can also contact employers directly by telephone or by letter, use personal contacts e.g. family and friends, and check national and local newspapers. For both employment and training most employers will require young people to complete an application form, possibly sit a selection test and be called for an interview. Help will be provided to improve your job hunting skills.

- **College or University**

Many courses in local colleges (such as Ayr, Kilmarnock and James Watt) prepare students for a particular area of work e.g. childcare, catering, computing, hairdressing and business management. It is important that you have some idea of the type of work you would like to do. Entry requirements to these courses vary depending on the subject and level. For National Certificate (NC) you may need from none to four Standard Grades for entry. National Certificate courses last for one year and can lead to employment, training or an advanced course. Colleges and universities also offer advanced courses – Higher National Certificates (HNC), Higher National Diplomas (HND), Diplomas in Higher Education and Degrees. Entry requirements to these courses vary but the minimum qualification for HNC and HND courses is generally two Highers and three Standard Grades. For a Degree course you need at least three Highers and possibly two Standard Grades (specific subjects are sometimes required). You can check out the details in prospectuses, databases, websites and guides held/accessed through the Careers Library and the internet e.g. [www.ucas.com](http://www.ucas.com) or [www.careers-scotland.org.uk](http://www.careers-scotland.org.uk) or [www.planitplus.net](http://www.planitplus.net)

### **The Careers Centre**

The Careers Centre keeps a variety of information, available both on paper and on computer, covering a wide range of topics. Careers Scotland also issue information sheets on a range of subject areas – these are also available on the internet. The Careers Section in the school library, the Careers Centre in Ayr, and the Careers Scotland website – [www.careers-scotland.org.uk](http://www.careers-scotland.org.uk) – are generally your main source of information.

- You can check which subjects and grades you need for a particular course or career e.g. the Occupations book.
- You can get details about careers and courses on the Careers Scotland, UCAS and Planit websites and from prospectuses in the Library.
- If you are uncertain about your future, you can get ideas from e.g. the 'Careersmatch' interest guide on the Careers Scotland website.
- If you prefer the idea of working while gaining a qualification, you can consider Modern Apprenticeships and Skillseeker opportunities.

Information about these can be found on the Careers Scotland website and the Careers Notice Board.

**And finally, remember .....**

The Careers Adviser is happy to see you at any time, either through an in-depth interview or at a drop-in session.

**If you have no ideas about your career**, you can get help to explore a range of opportunities to suit you.

**If you already have some ideas** or have already begun to find out about courses or careers, come and check whether your information is accurate and up-to-date.

## **9. Religious and Moral Education**

Parents from religions other than Christianity may request that their children be permitted to be absent from schools 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 (days) in any one school session and the pupil noted as an authorised absentee in the register.

The search for meaning, value and purpose in life is a challenge for us all. We hope that many aspects of school life will be of assistance to the pupils as they embark on this quest, but the contribution made by Religious and Moral Education is of particular importance.

All pupils in S1 to S4 have one period each week. They will be encouraged to become aware of a wide range of religious interpretations of personal experience and to develop an attitude of open enquiry and awareness of prejudice.

Religious observance is fostered through the monthly involvement of our School Chaplains in S1 and S2 House Assemblies and Year Assemblies for S1 - S6. The chaplains are most welcome in the school at any time and they will operate a counselling service for any pupils who feel that they would like to discuss a personal problem with someone outside the teaching staff.

## **10. Equal Opportunities and Inclusion**

At Prestwick Academy, we strive to ensure that every pupil is treated fairly and is given an equal opportunity to reach his/her potential, regardless of sex, race, colour, creed, ability or circumstances.

Current Priorities include:

- identifying underachieving groups and putting strategies for improvement in place;
- giving all pupils access to study support;

- training senior pupils\* as peer helpers to support other pupils who are experiencing problems;
- promoting a caring and tolerant ethos in the school;
- encouraging all pupils to participate fully in the life of the school.

All staff have a responsibility for promoting equality of opportunity and social justice, inside and outside the classroom, with Guidance Teachers offering support for individuals.

Ms Lauder, Depute Head Teacher, co-ordinates Equal Opportunity developments in the school.

\* Every first year pupil will be assigned a sixth year peer helper, who will meet with him/her regularly and offer support in the settling-in period.



**11. Health and Well Being  
(including the school discipline policy)**

### **Guidance Structure**

The aim of the guidance system is to assist all pupils to derive the greatest benefit from their education at Prestwick Academy. Guidance Teachers are subject teachers who have special responsibility for the personal, social, and curricular and vocational needs of groups of pupil within the school. Time is made available to allow Guidance staff to carry out their duties.

There are three houses in the school - Arran, Bute and Cumbrae and each house has two Principal Guidance Teachers associated with it. Pupils are placed in register classes which are directly related to a particular house e.g. the pupils in 1A2 are in Arran House; those in 1C1 are in Cumbrae House. The pupils in a particular register class all have the same Guidance Teacher, who will stay with them throughout their time in school.

Each pupil would usually have one formal interview with his/her Guidance Teacher every session. However, pupils are encouraged to speak with their Guidance Teacher if there are any concerns. Similarly, parents can arrange to meet Guidance Teachers by telephoning the school to make an appointment.

### **Remits Of Guidance Staff**

The structure of Guidance in South Ayrshire schools is currently under review and may mean alterations to the remits below e.g. Guidance staff now have a greater input to the delivery of the PSE programme and consequently less input to their subject specialisms.

## ARRAN HOUSE



### **Mrs L Dunlop (Acting)**

#### Principal Teacher of Guidance

- Shared pastoral care of A pupils
- Peer Helping Co-ordinator
- I.C.T. Liaison
- S3 PSE co-ordination
- Attendance and latecoming
- Organisation of JST meetings
- Links with external agencies
- UCAS Co-ordination



### **Mrs E Marr (Acting)**

#### Principal Teacher of Guidance

- Shared pastoral care of A pupils
- Work Experience Co-ordinator
- UCAS Co-ordination

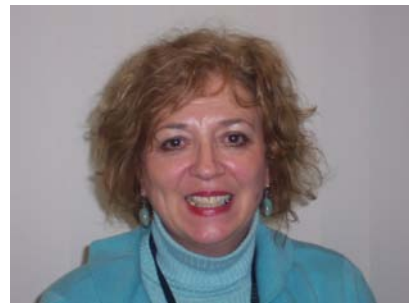
## BUTE HOUSE



### **Mr A Bruce**

#### Principal Teacher of Guidance

- Shared pastoral care of B pupils
- SAC PTG Network Meetings
- Departmental forms and stationery
- S1 PSE co-ordination
- Learning Game
- Tracking and Monitoring
- UCAS Co-ordination



### **Mrs M Grant**

#### Principal Teacher of Guidance

- Shared pastoral care of B pupils
- PPB Committee
- Liaison with Support for Learning staff and Behaviour Support staff and base
- S2 PSE co-ordination
- Co-ordination of 'Go for It' challenge
- UCAS Co-ordination

## CUMBRAE HOUSE



### **Mrs M Catterall**

#### Principal Teacher of Guidance

- Shared pastoral care of C pupils
- Guidance Handbook
- Careers Education Co-ordinator
- Requisition
- S4 PSE co-ordination
- Co-ordination of annual PSE review
- UCAS Co-ordination



### **Mrs S Hughes**

#### Principal Teacher of Guidance

- Shared pastoral care of C pupils
- Solution Focussed and Brief Therapy
- Eco-Schools and School Environment
- Health Promotion /Education
- Health Promotion Committee
- PSE and Citizenship
- UCAS Co-ordination

### **Managing Pupil Behaviour**

**The purpose of the discipline system is to help secure and maintain an environment in the school which fosters a positive approach to learning and allows individuals to pursue their education with a minimum of disturbance and distraction.**

The keynote is pupil self-discipline and responsibility which should be promoted and reinforced by the pupils' overall experience of school, both inside and outside the classroom.

This means providing for each pupil in every class educational activities which are appropriate to their needs, abilities and interests.

(Note – the current school discipline policy is currently under review).

The Code of Conduct below indicates what is expected of pupils at Prestwick Academy. We feel sure that, with the support of parents, this code can provide a sound basis for achieving a positive learning environment in Prestwick Academy.

## Code of Conduct

The class teacher is responsible for everything that goes on in the classroom so listen to them and follow their instructions

**In the classroom you are expected to**

- ✓ Arrive on time
- ✓ Come prepared
- ✓ Remove outdoor clothing



- ✓ Switch off and put away phones and MP3s
- ✓ Follow instructions
- ✓ Drink only water
- ✓ Do not eat or chew
- ✓ Concentrate on tasks set
- ✓ Respect other people
- ✓ Respect your environment
- ✓ Be safe



**Remember to follow the teacher's instructions at all times**

**Remember to follow the teacher's instructions at all times**

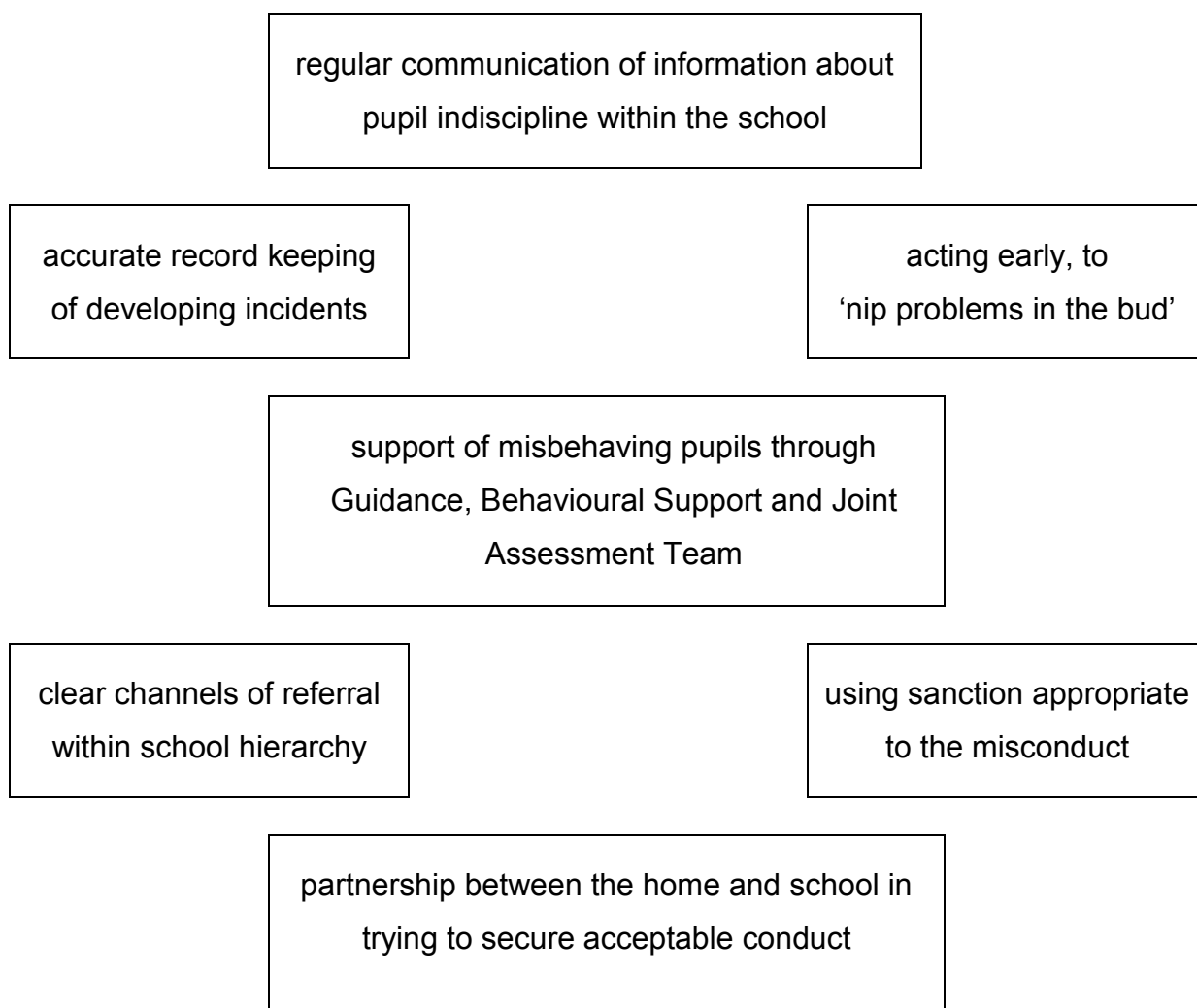
## Disciplinary Sanctions

There are occasions, of course, when pupils are in breach of the code of conduct.

The following is a list of the more commonly applied sanctions (not in strict order of severity):

1. Verbal reprimand
2. Re-seating within classrooms
3. Written punishment exercises
4. Temporary removal from classroom
5. Interval-lunchtime detention
6. On report – behaviour/attendance Timetable
7. Report to Depute Head Teacher
8. Parental contact by telephone or letter
9. Parental involvement through visit to school
10. Pupil sent home – to return with parent
11. Exclusion to the Behaviour Base
12. Formal exclusion – up to ten days
13. Formal exclusions – totalling over 30 days – referred to the Local Authority.

### Key elements in dealing effectively with pupil misconduct are:-



### Joint Support Team

This Group consists of Guidance Staff plus representatives from Psychological Services, Social Work and other relevant external agencies. It meets regularly to discuss strategies for supporting pupils for whom there are serious concerns.

## **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 (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993** requires each child/young person's absence from school to be recorded in the school register as authorised: eg approved by the authority, or unauthorised; eg unexplained by the parent (truancy) or excluded from school.

#### **FAMILY HOLIDAY NOT AUTHORISED BY THE SCHOOL**

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

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)

#### **EXTENDED LEAVE WITH PARENTAL CONSENT**

Where most family holidays will be recorded as unauthorised absence (see below), 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

## **ADVICE TO PARENTS**

Schools will now follow-up all instances of pupil non-attendance in order to accurately record the reason for absence using the above coding system. **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.

When your child returns to school following a period of 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**

The school has an automated messaging system for absence. When pupils are absent and the school has received no notification, parents are contacted by text or e-mail, where this information has been supplied to the school, and asked to phone in with a reason. Further details of the service will be issued to new parents prior to transfer.



## **LATECOMING**

Pupils are expected to be in their register classrooms by 8.55 a.m. and a warning bell rings a couple of minutes before this.

Pupils arriving too late for registration should report to the Reception desk where their names will be recorded on the late sheets. A late will be entered in the pupil's computerised attendance record.

Latecoming causes disruption to classwork and is a particularly unwelcome habit to acquire in preparation for leaving school. Parents will be informed of any unsatisfactory pattern of latecoming, and your support in preventing this is greatly appreciated.

## Attendance Codes

CODE	DESCRIPTION
-	<b>Present</b>
W	Work Experience
V	Educational visits
V	Day and residential visits to outdoor centres
V	Interviews and visits relating to further and higher education
P	Medical or dental appointments
V	Debates, sports, musical or theatrical productions arranged by or in conjunction with the school
V	Activities connected to Psychological Services
V	Off-site school medical examinations
O	Other Attendance out of school (e.g. college)
S	Study leave
B	Sickness with educational provision
J	Late ( arrives in first half of opening)
K	Late (arrives in second half of opening)
~	Out of school on flexible curriculum

### Authorised Absence

Absences in the following categories will be classified as authorised:

F	Sickness with no educational provision (medically certified)
D	Sickness with no educational provision (self certified)
A	Bereavement
Q	Short-term exceptional domestic circumstances
A	Religious observance
A	Meetings prior to and in court
A	Attendance at or in connection with a Children's Hearing or Care Review
A	Weddings of immediate family
A	Agreed debates, sports, musical or theatrical productions not arranged by or in conjunction with the school
A	Sanctioned extended absence in relation to children of travelling families
A	Lack of transport – including due to bad weather
E	Family holiday – authorised by the school
X/Y	Exclusions

### Unauthorised Absence

Absences in the following categories will be classified as unauthorised:

U	Unexplained absence
U	Truancy (unauthorised absence from school for any period as a result of premeditated or spontaneous action on the part of pupil, parent or both)
G	Most family holidays during term time
N	Other unauthorised absence
R	Exceptional domestic circumstances (unauthorised)
T	Reason for absence not yet known (absence will be re-coded when this information is provided)

### Other Codes Used

H	Holiday
C	Closed (eg. election)
I	In-service
Z	Extended leave with parental consent

## 2. Statistical Information

<b>School:</b> Prestwick Academy	<b>Id No.:</b> 370 - 8236836
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### **Leaver Destinations** **Number Of Pupils Leaving In School Year 2008/2009 And Percentage With Destination** **As:**

<b>Total Number of Leavers (=100%)</b>	186
<b>Higher Education</b>	43
<b>Further Education</b>	31
<b>Training</b>	6
<b>Employment</b>	10
<b>Other Known</b>	10
<b>Not Known</b>	0

Key to symbols:

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

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

### **Budgeted Running Costs For Financial Year 2009-2010**

<b>School Roll at September 2008</b>	1153
<b>Total School Running Costs at April 2009 (£)</b>	7,768,017
<b>Cost per Pupil (£)</b>	6,737

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

<b>School:</b> Prestwick Academy	<b>Id No.:</b> 370 - 8236836
----------------------------------	------------------------------

### **Attendance And Absence For School Year 2008/2009**

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	83,308	65,816	76,152	80,186	61,558	367,020
<b>Percentage Authorised Absences</b>	4	4.6	4.9	4.6	3.7	4.4
<b>Percentage Unauthorised Absences</b>	2.1	3.6	3.7	6	4.1	3.9

Key to symbols:

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

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

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

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

2006/2007	2007/2008	2008/2009
72	68	74

**Examination Results (within Scottish Credit and Qualifications Framework)**

**(2008/2009 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		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
	96	93	97	87	82	85	38	44	45

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		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
	42	39	49	27	25	31	12	13	17

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		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
	31	32	32	21	23	23	15	16	17

Key to symbols:

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

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

**Minimising Overall Absence**

	Absence recorded (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
<b>Absence</b>	32.2	31.7

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

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

**For Information:**

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

**Education Authority:** South Ayrshire

**Leaver Destinations****Number Of Pupils Leaving In School Year 2008/2009 And Percentage With Destination****As:**

<b>Total Number of Leavers (=100%)</b>	1,226
<b>Higher Education</b>	37
<b>Further Education</b>	29
<b>Training</b>	6
<b>Employment</b>	16
<b>Other Known</b>	12
<b>Not Known</b>	0

Key to symbols:

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

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

**Budgeted Running Costs For Financial Year 2009-2010**

<b>School Roll at September 2008</b>	6,870
<b>Total School Running Costs at April 2009 (£)</b>	39,369,644
<b>Cost per Pupil (£)</b>	5,731

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

Education Authority: South Ayrshire

**Attendance And Absence For School Year 2008/2009**

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances (Pupil Half Days)	475,615	448,187	469,779	506,675	364,382	2,264,638
Percentage Authorised Absences	4.7	5.5	5.6	5.5	4.8	5.2
Percentage Unauthorised Absences	2.4	3.5	4.4	6.1	5.1	4.3

Key to symbols:

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

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

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

Education Authority: South Ayrshire

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

2006/2007	2007/2008	2008/2009
65	67	69

**Examination Results (within Scottish Credit and Qualifications Framework)**

**(2008/2009 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		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
	90	92	92	76	76	77	36	38	37

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
	40	40	44	24	24	27	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		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
	33	30	31	22	21	22	14	14	17

Key to symbols:

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

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

**Education Authority: South Ayrshire**

***Minimising Overall Absence***

	<b>Absence recorded (2007/2008) Average number of half days absence per pupil</b>	<b>Absence recorded (2008/2009) Average number of half days absence per pupil</b>
<b>Absence</b>	37.4	36.6

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

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

***For Information:***

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

National Data
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**Leaver Destinations**

**Number Of Pupils Leaving In School Year 2008/2009 And Percentage With Destination As:**

<b>Total Number of Leavers (=100%)</b>	53,532
<b>Higher Education</b>	35
<b>Further Education</b>	27
<b>Training</b>	5
<b>Employment</b>	19
<b>Other Known</b>	13
<b>Not Known</b>	1

Key to symbols:

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

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

**Budgeted Running Costs For Financial Year 2009-2010**

<b>School Roll at September 2008</b>	301,107
<b>Total School Running Costs at April 2009 (£)</b>	1,649,220,361
<b>Cost per Pupil (£)</b>	5,477

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

National Data
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**Attendance And Absence For School Year 2008/2009**

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	20,654,285	21,094,332	21,458,624	21,275,217	15,517,663	100,000,121
<b>Percentage Authorised Absences</b>	5.6	6.5	7.5	7.3	6.6	6.7
<b>Percentage Unauthorised Absences</b>	1.2	1.7	2.4	2.8	2.3	2.1

Key to symbols:

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

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

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

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

2006/2007	2007/2008	2008/2009
65	65	67

**Examination Results (within Scottish Credit and Qualifications Framework)****(2008/2009 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		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
	91	91	91	76	76	77	33	34	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		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
	39	39	40	22	22	23	10	10	10

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
	29	30	31	19	20	20	12	13	13

## Key to symbols:

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

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

**National Data****Minimising Overall Absence**

	Absence recorded (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
<b>Absence</b>	34.9	34.2

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

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

**For Information:**

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

### 5-14 Attainment Levels For Prestwick Academy Achieving level E by the end of S2

	Prestwick Academy	South Ayrshire - Secondary
Reading 2003/04	77.9	70.8
Reading 2004/05	74.4	68.7
Reading 2005/06	75.4	68.5
Reading 2006/07	80.0	72.8
Reading 2007/08	77.6	70.1
Reading 2008/09	86.0	76.0
Writing 2003/04	53.5	48.1
Writing 2004/05	58.7	57.0
Writing 2005/06	58.0	56.8
Writing 2006/07	67.7	61.2
Writing 2007/08	67.3	56.8
Writing 2008/09	67.0	64.0
Mathematics 2003/04	72.6	61.6
Mathematics 2004/05	60.3	60.3
Mathematics 2005/06	68.3	60.9
Mathematics 2006/07	72.7	63.4
Mathematics 2007/08	71.0	65.4
Mathematics 2008/09	68.0	64.0

## **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](http://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](mailto: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](http://www.scotxed.net)**, which contains a section on 'frequently asked questions' at

<https://www.scotxed.net/ScotXed%20Website%20FAQ/ScotXed%20Website%20FAQ.aspx>

### 3. School Uniform Policy

#### **South Ayrshire Statement**

**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 will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the Lifelong Learning 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; and could be used to inflict damage on other pupils or be used by others to do so.**

#### **SCHOOL DRESS CODE**

The school dress code was revised with the following considerations in mind:

- ✓ every pupil should be readily identifiable as belonging to Prestwick Academy
- ✓ in Scotland, nearly all high-achieving schools have a high standard of school dress
- ✓ the dress standard in other local primary and secondary schools will have some bearing on how the community judges the dress standard in Prestwick Academy
- ✓ the dress code should reflect adequately the range of parental opinions and financial circumstances
- ✓ senior pupils have an important function as role models
- ✓ the desirability of avoiding school dress becoming an expensive 'fashion parade'

The basic items of school dress are:-



**school tie appropriate to year group**  
**school blazer/fitted suit jacket (S3 and above)**  
**white or black shirt/blouse**  
**black skirt**  
**black trousers**  
**black school sweatshirt/v-neck jumper/cardigan**  
**white polo shirt with school badge**  
**appropriate black shoes**



Pupils must wear a school sweatshirt or a shirt and tie, (and blazer/suit jacket, if preferred) so that they are identified as attending Prestwick Academy. Black jumpers, cardigans and sweatshirts are also acceptable, but should always be worn with a school tie.

For **P.E.** the kit is:-



**plain red round neck T shirt**  
**plain black shorts that do not reach below knee**  
**training shoes**  
**(these should not be worn as footwear to school)**



Lockers can be hired from the P.E. Department.

### **Suppliers**

School ties, school sweatshirts and school polo shirts are all available through the school and parents will be notified of how to order uniforms in April/May each year.

**The following items are deemed to be unacceptable:-**

**any garment carrying advertising or not in a school colour**  
**football colours**  
**jeans, tracksuits or other casual wear**  
**denim or leather outer clothing**

## **4. Home School Links**

The importance of the partnership between parents and the school has already been emphasised. The drive for an improvement in standards of performance depends crucially on parents having a clear understanding of how they can support their youngster in the process of learning. Information of expectation in respect of homework will be sent home to parents in booklet form, and a series of other booklets is now in place.

The school also communicates with parents through:

- |                            |                     |
|----------------------------|---------------------|
| ✓ Pupil reports            | ✓ Telephone         |
| ✓ Monthly newsletters      | ✓ Parents' evenings |
| ✓ SMS Text/e-mail messages |                     |

### **Summary Of Current Contact Times With Parents**

October S4 Parents' Evening  
November S5/6 Parents' Evening  
December S1 Parents' Evening



February	S3 Parents' Evening Course Planning Evening for S2 Parents
March	S2 Parents' Evening with Subject Staff
June	P7 Parents' Evening

Parents are advised of meetings in school through the newsletter and by means of specific letters and SMS text/e-mail messages. It may be necessary to alter the above dates in the light of changing circumstances.

## **5. 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 01292 612268. 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.

## **TRANSFER/ENROLMENT**

Pupils who attend the associated primary schools, and those coming on a placing request, are enrolled directly from their primary schools. Parents who are considering sending their child to Prestwick Academy are welcome to telephone the school to arrange a visit.

In May, meetings of parents and some Prestwick staff will be held in the associated primary schools. Then, in June, there will be an opportunity for all parents to see round the school, and pupils will have a two day experience of their first year timetable.

We shall do all we can to ensure that the transition from primary school is as smooth as possible.



## **ROLL CAPPING**

The intake of pupils into S1 is restricted to 235, with 5 places retained each year for pupils who move into the catchment area during the school year.

In practice, this means that:

- The maximum number of pupils we can take into S1 next session, and each subsequent session, will be 235
- In the event of placing requests bringing our S1 intake to more than 230 (235 – 5 retained places) then South Ayrshire Council's placing request policy will be invoked to determine the successful applicants.

If you would like more information regarding the new arrangements, please contact the school.

## **6. 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

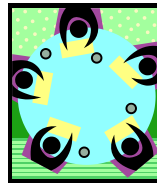
Meetings take place on the first possible Tuesday of each month. All parents are warmly invited to support this important partnership initiative between home and school.

Office Bearers and Members of the Parent Council are (all addresses c/o Prestwick Academy):

Hamid Gazem	- Parent Member (Chair)
Rona Marnoch	- Parent Member (Treasurer)
Kath Provan -	- Parent Member (Secretary)
Margaret Thomson	- Parent Member
Jackie Harvey	- Parent Member
Graeme Taylor	- Parent Member
Gill Laverty	- Parent Member
Yvette Blaney	- Parent Member
Jan Alexander	- Parent Member
Fiona Beck	- Parent Member
Carol Campbell	- Parent Member

Rosina McRoberts	- Parent Member
Fiona Loy	- Parent Member
David Watson	- Parent Member
Fiona Calcott	- Parent Member
Neil Carlton	- Parent Member
Mary Devlin	- Co-opted Member
Gordon Bone	- Staff Member (Head Teacher)
Amanda Pirie	- Clerk to the Parent Council

The local councillors may attend all meetings of the Parent Council.



## **7. 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.

Our Pupil Council 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.

Each register class has two representatives who, together with school and house captains and vice captains, discuss issues of concern to pupils and also plan activities.

## **8. Public Private Partnership (PPP) Programme**

Prestwick Academy has been replaced with a modern school, which enhances the learning experience of all our learners. The school building is now managed under a 30 year contractual arrangements with Education 4 Ayrshire Limited (E4A), which includes ongoing repairs.

## **9. Parental Complaints Procedures**

If you have any comments or complaints please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should write to the Executive Director of 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.

The school has a Child Protection Co-ordinator, Ms Shona Lauder (DHT), 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. *School Meals and Free School Meal Information*

Children of parents receiving Income Support, Job Seekers Allowance (Income Based) Child Tax Credit only (where income is less than **£16040\***) 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 01292 612268.

*\*These values are revised annually*

A cafeteria system is operated in the dining hall area in the main foyer and a full range of hot and cold meals are available.

A cashless catering system operates in the school using National Entitlement Cards or PIN numbers.

Accommodation is available for those who prefer to carry a packed lunch.

Menus are rotated on a 4-weekly basis and can be found on South Ayrshire Council's website, [www.south-ayrshire.gov.uk/schools/meals.htm](http://www.south-ayrshire.gov.uk/schools/meals.htm) together with price lists.

As well as the traditional 2-course meal consisting of soup and main course for £1.82, snacks such as toasted sandwiches, paninis, filled rolls, sandwiches and baked potatoes are also available.



### **3. 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, Area Offices and from Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR.

### **4 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.

If pupils achieve their learning outcomes they will be entitled to two bonuses, one of which will be paid in January and the other in May.

## 5. **Transport Guide to Parents**

In law it is the parents' responsibility to ensure that the children attend school and make suitable travel arrangements for them. However where children attend and 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 should obtain an application form from the school or Children and Community, County Buildings, Wellington Square, Ayr. 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.

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.

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

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 other than in individual exceptional circumstances where appropriate legislation applies.

### **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.

## School Buses

Special buses convey pupils from and to Adamton, Monkton and Symington on each school day leaving Adamton, Symington and Bogend Toll at 8.25 a.m. each morning. In addition, some pupils travel by taxis. Pupils are issued with tickets which should be carried each day. If, for any reason, pupils miss the special bus, they will require to travel on the normal service bus as fare-paying passengers. Buses leave school at 3.35 p.m. for the return journey.

The current contractors are:

Monkton	-	Dodds of Troon/ Streamline
Symington	-	Ayrways Coaches Power Transport Streamline
Taxis	-	Streamline



## 6. Insurance

South Ayrshire Council holds Public Liability, Employer 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 Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612264.

## 7. 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.

## 8. Use of Mobile Phones

Mobile phones are expensive and there is the possibility of large bills being run up if they go missing. We therefore discourage pupils bringing them to school and cannot accept any responsibility for their safekeeping.

If parents need to contact their children in an emergency then this can be done through the school office with the personal contact to broach sensitive issues that this allows.

If, however, pupils bring mobile phones to school they should follow the guidance below.

- Phones must be switched off at all times other than at the interval and lunchtime
- Video and camera phones must not be used at any time within school to take photographs
- If a phone goes off in school the pupil will be asked to switch it off immediately. If this happens again the pupil will be asked to switch the phone off and give it over to the teacher who will put it in a safe place until the end of the lesson, when it will be returned. Persistent breaching of this may lead to the pupil being banned from bringing a mobile phone to school
- For School exams all mobiles must be switched off. If a mobile phone goes off during the exam the offending pupil may be removed from the exam to prevent further disruption.
- Under no circumstance can a mobile or WAP enabled phone or any other electronic communication device be taken into an exam room during an SQA exam. If a pupil is found in possession of any of these items (even if switched off) then their entry for that exam will be withdrawn and therefore they will not get an award.

Since we do not have the facility to store numbers of mobile phones pupils should not bring them into school during exams.

## 9. Health and Medical Information

### Illness And Injuries

If a pupil should be taken ill or suffer an injury during the school day, every effort will be made to inform the parents at home or at their place of employment as soon as possible so that they can come to school or arrange for the child to be taken home. A member of the school staff will render first aid as required. In cases where urgent medical attention is required, the pupil may be referred to Ayr Hospital, and parents will be contacted as a matter of priority.

### Special Medical Conditions

Parents will be sent a form when their children are in P7 so that they can pass on any relevant information regarding their youngster's health. In particular the school should be informed where:

- pupils have a continuing medical condition, e.g. epilepsy, diabetes
- special medication has to be taken at school on a regular basis for a short or prolonged period of time

Such information will be published in confidential lists to all staff. Parents are asked to inform the Guidance staff if/when this information requires to be updated.

Please note that pain-killing drugs such as aspirin are not provided by the school.

### School Nurse

School Nurse, Ann Mackay, can be contacted for confidential advice on health matters by telephoning 01292 313455 or by e-mailing [Ann.Mackay@prestwick.sayr.sch.uk](mailto:Ann.Mackay@prestwick.sayr.sch.uk).

### 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:

<http://www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf>

#### **10. 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.

#### **11. 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 1<sup>st</sup> January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

## 12. Helpful Addresses and websites

Organisation	Address	Telephone Number
South Ayrshire Council Children and Community  <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a>	County Buildings Wellington Square AYR KA7 1DR	01292 612000
Local Councillors who are the only elected representatives directly responsible for Education Culture and Lifelong Learning in the area whether or not a member of the Lifelong Learning Committee	Mr Hugh Hunter Mrs Helen Moonie Mr Stan Fisher Mrs Margaret Toner	01292 612174 01292 612289 01292 612162 01292 612637
Registration Office (Clothing Grants/ Free School Meals)	5-9 High Street Ayr KA7 1LU	01292 617617
Careers Scotland	Ms Sally Hamill 37 Carrick Street Ayr	01292 281421
Community Education Office	School Lets Room M9 County Buildings Wellington Square Ayr KA7 1DR	01292 612655
Useful websites:  <a href="http://www.ltscotland.org.uk/parentzone">www.ltscotland.org.uk/parentzone</a>  <a href="http://www.hmie.gov.uk">www.hmie.gov.uk</a>		

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

- ***before the commencement or during the course of the school year in question***
- ***in relation to subsequent school years***