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# INFORMATION TO SUPPORT SCHOOL PROSPECTUS

## South Lanarkshire Aims to Provide the Highest Quality of Education by:

- Providing a stimulating curriculum to meet the needs of learners
- Promoting partnership with pupils, staff and the wider community
- Assuring the quality of education within establishments
- Encouraging learners to achieve their maximum potential
- Ensuring equality of opportunity
- Establishing opportunities for staff development
- Encouraging effective teaching and learning
- Providing safe and appropriate premises
- Promoting access to education as a lifelong process
- Maximising the use of resources

## Trinity High Whole School Priorities

- Foster a community of faith whereby all students are informed of the teaching of the Christian Catholic tradition and are encouraged to celebrate their faith through prayer and the sacraments of the Church
- Encourage and enable each student to achieve his/her full potential.
- Promote the intellectual, physical, spiritual and emotional development of the individual by encouraging responsible and cooperative attitudes.
- Promote partnership with pupils, parents, staff and the wider community.
- Provide a secure, stable, disciplined environment in which effective learning and teaching can take place.
- Provide a range of courses/experiences which satisfy the individual needs of students regardless of age or aptitude.
- Ensure equality of opportunity.
- Provide coherence, progression and continuity in the curriculum to meet national and local authority policies.

## CONTACTING THE SCHOOL

|                            |                                     |
|----------------------------|-------------------------------------|
| Address:                   | Glenside Drive, Rutherglen, G73 3LW |
| Phone:                     | 0141 646 3650                       |
| Fax:                       | 0141 646 3651                       |
| Email:                     | office@trinity.s-lanark.sch.uk      |
| School Website:            | www.trinity.s-lanark.sch.uk         |
| Twitter:                   | @SL_TrinityHS                       |
| South Lanarkshire Council: | www.southlanarkshire.gov.uk         |

# LIST OF STAFF MEMBERS FROM AUGUST 2017

Mr Peter Bollen

Head Teacher

## Department ENGLISH

### Name of Teacher

### Designation

|               |                   |
|---------------|-------------------|
| Ms A Simpson  | PT – (0,6)        |
| Miss L McCann | PT – (0,4)        |
| Mrs C O'Neill | Teacher           |
| Ms C Steell   | Teacher           |
| Mr J Arnold   | Teacher           |
| Miss H Shaw   | Teacher           |
| Mr S Mitchell | Area Cover        |
| Mr E McCann   | Area Cover        |
| Miss S McCabe | Probation Teacher |

## MATHEMATICS

|                 |               |
|-----------------|---------------|
| Mr M Horn       | PT.           |
| C McArdle       | DHT           |
| Ms D Carruthers | Teacher (0.5) |
| Ms E Hand       | Teacher       |
| Ms P Colgan     | Teacher       |
| Mr M Wynne      | Teacher       |
| Mr A Cutler     | Teacher       |
| Mr C McIntyre   | Area Cover    |
| Ms R Neal       | Area Cover    |
| Ms A Aiton      | Area Cover    |

## MODERN LANGUAGES

|                  |               |
|------------------|---------------|
| Ms C MacLeod     | PT            |
| Ms C Lamarra     | Teacher       |
| Ms C Mooney      | Teacher       |
| Ms N Sommerville | Teacher (0.8) |

## GEOGRAPHY

|              |               |
|--------------|---------------|
| Mr L McGowan | Teacher       |
| Mrs E Reilly | Teacher (0.6) |

## HISTORY

|               |              |
|---------------|--------------|
| Mr A Markie   | Faculty Head |
| Mr C Nellaney | Teacher      |
| Mrs M Stewart | Area Cover   |

## MODERN STUDIES

|                |               |
|----------------|---------------|
| Mrs S Hunter   | Teacher (0.6) |
| Miss E Haldane | Teacher       |
| Mr D Brennan   | Teacher       |

|             |                   |
|-------------|-------------------|
| Miss M Kane | Area Cover        |
| Miss N Bell | Probation Teacher |

## Faculty Head of Sciences BIOLOGY

|                 |                               |
|-----------------|-------------------------------|
| Mr R Duffy      | Faculty Head                  |
| Ms M C Campbell | PT Pupil Support -<br>DUNKELD |

|   |  |  |
|---|--|--|
|   | Ms F Read<br>Ms L Welsh<br>Ms A Smith  | Teacher (0.5)<br>Teacher<br>PT Attainment<br>Coordinator           |
|   | Ms R Sheridan<br>Dr C Berry  | Teacher<br>Area Cover  |
| <b>CHEMISTRY</b>                                  | Mr R Duffy<br>Ms A Bruce<br>Mr F Daly  | Faculty Head<br>Teacher<br>PT Pupil Support-<br>MELROSE            |
|   | Ms L Zeb<br>Ms P McEntee<br>Ms M Flynn                                       | Teacher<br>Teacher<br>Area Cover                                   |
| <b>PHYSICS</b>                                    | Ms C Galloway<br>Mr B Duff<br>Mr K Roulston                                  | Teacher<br>Teacher<br>Probation Teacher                            |
| <b>Faculty Head of Tech/Art/H.E<br/>TECHNICAL</b> | Mr B O'Hanlon<br>Mr M Fleming<br>Mr M Hamilton<br>Ms K Donohoe               | Faculty Head<br>Teacher<br>Teacher<br>Teacher                      |
| <b>ART</b>  | Mr D Melville<br>Mr J Gemmell  | Teacher<br>Teacher   |
| <b>HOME ECONOMICS</b>                             | Ms D McCulloch<br>Mrs C Cocozza  | Acting DHT- Melrose<br>Teacher                                     |
| <b>Faculty Head of Music/Drama<br/>MUSIC</b>      | Mr S Miller<br>Ms L Dutch<br>Ms C Swan<br>Ms R Smith<br>Mr D Baddon          | PT<br>Teacher<br>Teacher<br>Probation Teacher<br>Area Cover        |
| <b>DRAMA</b>                                      | Ms K Koiak   | Teacher  |
| <b>BUSINESS EDUCATION /<br/>COMPUTING</b>         | Ms J Hughes<br>Mr C McGowan<br>Miss D Sinclair                               | PT<br>Depute Head IONA<br>Teacher                                  |
|   | Mr B McCarthy<br>Mr I Griffin<br>Ms K Davis<br>Ms E Simpson<br>Mr C Rafferty | PT DYW<br>Teacher<br>Area Cover<br>Area Cover<br>Probation Teacher |
| <b>PHYSICAL EDUCATION</b>                         | Mr J Webster   | Acting DHT- DUNKELD  |

|                                |  |                                   |
|--------------------------------|--|-----------------------------------|
|                                | Ms M Patrick   | Acting PT                         |
|                                | Mr M O'Donnell   | Teacher                           |
|                                | Mrs G McKenna  | PT Pupil Support - IONA           |
|                                | Miss E McCaskill   | Teacher                           |
|                                | Mr M Colgan  | Acting Pupil Support-<br>DUNKELD  |
|                                | Miss N McCleery  | Probation Teacher                 |
|                                | Miss R Rooney  | Probation Teacher                 |
| <b>SUPPORT FOR LEARNING</b>    | Ms J Cox   | PT (0.6)                          |
|                                | Mr A Reilly  | PT (0.4)                          |
|                                | Ms G Burns   | Support Assistant                 |
| <b>BEHAVIOUR SUPPORT</b>       | Mr M Murray  | PT Pupil Support - IONA           |
| <b>RELIGIOUS EDUCATION</b>     | Mrs M Marks  | PT                                |
|                                | Mrs K McHugh   | Acting Pupil Support-<br>MELROSE  |
|                                | Ms C Furlong   | Teacher                           |
|                                | Mr C Docherty  | Area Cover                        |
| <b>INSTRUCTORS</b>             | Mr J Goldie, Mr D Love, Mr E Murray, Ms S Hawkins,<br>Mr J McAleenan, Mr B Payne |                                   |
| <b>LIBRARIAN</b>               | Mr P Byrne (0.5)   |                                   |
| <b>CLUSTER TEAM OFFICER</b>    | Ms J Mullen  |                                   |
| <b>TEAM LEADER</b>             | Ms L McDaid  |                                   |
| <b>OFFICE STAFF</b>            | Ms E Murphy, Miss P Kane, Ms M McCrear, Vacancy                                  |                                   |
| <b>SUPPORT STAFF</b>           | Ms L Doherty, Ms G Duffy, Mr E McKinnon,<br>Mrs G Burns                          |                                   |
| <b>TECHNICIANS Team leader</b> | Mr J Kearns (Tech)   |                                   |
|                                | Ms A Houston   |                                   |
|                                | Mr D Dobbs   |                                   |
|                                | Mr D McEwan  |                                   |
| <b>JANITORS</b>                | Mr M Doherty, Mrs J Barclay  |                                   |
| <b>Day Cleaner</b>             | Ms M Starrs  |                                   |
| <b>ICS Staff</b>               | J Dickson  | School Nurse                      |
|                                | M Connor   | School Nurse Support              |
|                                | G McAllister   | Family Support Worker             |
|                                | M McNeil   | Homeschool Partnership<br>Officer |
|                                | A Scotland   | Active Breaks                     |
|                                | W Laird  | Attendance Officer                |

## **ATTENDANCE AT SCHOOL**

It is important for the school to work with parents in encouraging all children to attend school. In cases where your child is unable to attend school parents are asked to:

- Inform the school by letter, telephone or email, if your child is likely to be absent for some time, and to give your child a note on his/her return to school, telling of the reason for absence.
- Put in writing requests for their children be permitted to be absent from school to make an extended visit to relatives. Written requests detailing the reason, destination and duration of absence and arrangements for their continuing education must be made in advance to the head teacher. On these occasions the pupil will be marked as an authorised absentee in the register.

## **FAMILY HOLIDAYS DURING TERM TIME**

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school. Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised. The school use a text messaging system to notify parents/guardians of absence.

In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

## **ASSOCIATED PRIMARY SCHOOLS**

Trinity High School has seven associated primary schools, serving not only the immediate Cambuslang/Rutherglen area, but other, more distant, communities.

The seven associated primaries are:

St Columbkille's

St Cadoc's

St Bride's

St Charles

St Anthony's

St Joachim's

St Mark's

Given the wide geographical spread of the associated primary schools, it is particularly important that we make strong efforts to ensure that pupils coming to us from these schools have a smooth transition between primary and secondary in both personal and curricular terms. To this end, we have established sound curricular links with the associated primaries. In line with the Curriculum for Excellence, we try to make certain that the experience of our incoming pupils is coherent, continuous and progressive.

# CHILD PROTECTION PROCEDURES

The shared vision for Lanarkshire's children is: "all children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected." All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire Council's are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

For more information, or if you have a concern of a child protection nature, please contact the head of the educational establishment which your child attends. The Council has produced an information leaflet - 'stay safe' for parents/carers on how to help ensure their child is safe when using the internet and mobile devices. Copies are available from the school or the web: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

## RIGHTS OF PARENTS / CARERS

Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected.

Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

### Equalities

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. South Lanarkshire's guidance recognises and welcomes diversity and promotes respectful understanding.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

# SUPPORT FOR PUPILS

## Getting It Right For Every Child, (GIRFEC)

Getting it Right for Every Child (GIRFEC) is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing.

Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. The Named Person in education helps to make sure that the child's wellbeing is developing. The school will let you know the named person for your child. This is likely to be the Head Teacher in a primary school and the pupil support teacher in a secondary.

If you have any concerns you should speak to the Named Person who will work with you to address any issues and to ensure that your child gets any help needed at the right time.

More information can be found on:

[www.girfecinlanarkshire.co.uk](http://www.girfecinlanarkshire.co.uk) and [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

## Additional Support Needs

It is a fact that not all pupils are equally able to deal with the academic challenges which may face them in secondary school. Some pupils have had difficulty with basic literacy and numeracy throughout primary school, others may have been reasonably successful there but begin to encounter problems from the number of subjects or the speed of work in the secondary school. Pupils may be very able in some subjects but less so in others. Difficulties may arise in First Year or at any later stage. In short, pupils are all different and arrangements need to be made to help pupils who are experiencing difficulties in learning.

The arrangements in Trinity High are as follows:

- There is a staff of specially qualified and interested teachers to provide help and guidance.
- Primary schools let us know of incoming pupils who may in their estimation, have difficulties.
- These pupils are assessed to determine the nature and extent of their difficulties as are other pupils who may be referred by subject teachers as having problems.
- Pupils identified as having difficulties may be extracted from classes 2 or 3 times a week to be given individual assistance in English and Mathematics.
- Specialist teachers join certain classes to provide assistance to pupils experiencing difficulties. With two teachers in the room more individual teaching can be done.
- Subject departments are examining their own approach, the language used, the concepts involved and the way they teach to try to remove difficulties before pupils meet them.

The parents of any pupil requiring or receiving additional supportive teaching will, of course, be informed. Parents who wish to have more information can see Mrs Cox or Mr Reilly, the Principal Teachers of the Support for Learning Department.



In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that handbooks should specifically mention Enquire, the Scottish Advice Service for additional support for learning. Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry Service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy - to - read guides and fact sheets including The Parents' Guide to Additional Support for Learning. Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

## **Allergies**

A significant number of children and young people in our schools will have allergies and it is important that parents keep the school fully informed on these matters.

Allergies can present in a variety of ways and can occur at any point in a person's life. Symptoms range from mild to severe. Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will detail symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information.

Where symptoms are mild and a Health Care Plan is not in place, parents should still continue to liaise regularly with the school on any new triggers, medications and actions required.

In all cases, our employees need to know your child's symptoms, treatments and any actions required to help prevent exposure to the allergen and minimise the risk of allergic reactions.

Employees in schools will receive training on allergies and will liaise with parents and NHS on any additional specialist training required.

In supporting children and young people with allergies, school employees will operate in accordance with South Lanarkshire Council's Safe Systems of Work / risk assessment and national guidance on the administration of medicines.

## **Promoting Positive Behaviour**

It is the responsibility of staff within Trinity High School to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive

behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

In addition, a guideline (Promoting Positive Relationships and Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

## **CAREERS ADVISOR**

Within Trinity High School we have a dedicated careers adviser. The career adviser's role is to offer impartial advice and guidance on future career paths.

Fourth and fifth year December Leavers will be notified of forthcoming interviews whilst sixth year pupils can arrange times with the career adviser to avoid disruption to their studies. All pupils are welcome to request an interview or can drop into if they need further information. Our careers adviser is also available to speak to parents and carers at fourth, fifth and sixth year parents' evenings.

Pupils can also visit the local careers office at CTEC, 15 Main Street, Cambuslang G72 7EX or call 0141 642 0508 or 0141 641 8835. The office is open on Mondays and Wednesdays from 9.30 am until 12.30pm and 1.30pm until 4.30pm. Information is also available online at [www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk) or through Skills Development Scotland's new web service My World of Work [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) which offers an engaging interactive experience which helps people to plan, build and direct their career throughout their lives.

## **PARENT COUNCIL / PARENTAL INVOLVEMENT**

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference - working together to support children's learning.' Parents, carers and family members are by far the most important influences on children's lives. After all, between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental representation is about helping parents and schools work together as partners in children's learning.

The Scottish Parliament introduced a new law called the Scottish Schools (Parental

Involvement) Act in 2006 - to encourage and support more parents to become involved in supporting their children's learning. The main aims of the Parental Involvement Act focus on:

- Learning at Home - Helping parents become more involved with their child's education and learning.
- Home/School Partnership - Welcoming parents as active participants in the life of the school.
- Parental Representation - Providing easier ways for parents to express their views and wishes. To help achieve these aims, all parents are automatically members of the Parent Forum at their child's school and will be entitled to have a say in what happens at the school. Parents can also decide to form a Parent Council to represent them.

The school and the local authority are obliged to listen to what the Parent Council says and to respond to the issues raised. Parent Councils decide such things as:

- How their Parent Council will be set up.
- What it should be called (Parent Council or other name).
- What size it should be - e.g. in a very small primary school, all parents could be involved.
- Who should be a member of the Parent Council.
- How they should be appointed.
- When the most convenient time is to hold meetings.
- What will be discussed at meetings - these might be topics such as school uniform, parking near the school, the school's anti-bullying policy, etc. However, it should be noted that a Parent Council cannot discuss issues attributed to individual pupils.

All parents are eligible to join the Parent Council. If you want to know more about the Parent Council please contact the head teacher.

For this session the officials of the Parent Council are:

MR M McBREARTY (CHAIR)  
MR S McPHEE (VICE CHAIR)  
MRS M McGUIRE (TREASURER)  
MRS G KENNEDY  
PC D HANNAH  
MR G CURRIE  
MR J HANNAWAY  
MRS A WEIR  
MRS M MCKERNAN (CHURCH REPRESENTATIVE)  
MRS D McCULLOCH (STAFF REPRESENTATIVE)

Dates, times and venues for Parent Council meetings can be obtained from the school office. Some useful information contacts for parents to find out more on education are as follows:

Parentzone - [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)  
Engage Parent Forum - [www.engageforeducation.org](http://www.engageforeducation.org)  
National Parent Forum for Scotland - [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)  
South Lanarkshire Council - [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

## **PARENT TEACHER ASSOCIATION**

Trinity High School is very fortunate to have a committed and enthusiastic Parent Teacher Association. This is open to all parents/carers. The PTA organises a wide range of fundraising activities to benefit the pupils of the school.

For this session the members of the PTA are:

J GIBSON  
E CULLEN  
M McGUIRE  
E HAND  
D BRENNAN  
G McKENNA  
P BOLLEN

## **DATA PROTECTION RIGHTS**

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its schools. For more information please contact the school.

## **EQUAL OPPORTUNITIES - SOCIAL JUSTICE**

Schools and education establishments have a legislative duty to undertake and assess equality and diversity. This is the process of systematically assessing and consulting on the effects that a policy, process or strategy is likely to have on different groups in the community who might experience disadvantage/barriers in accessing services. The process includes monitoring the actual effects of the policy once it is put into practice. Policies do not affect everyone in the same way. By assessing in the early stages, any adverse impact can be identified and minimised.

Trinity High School is striving to provide equal opportunity for all its pupils. We follow the Council Guidelines set out in Education Resources, Race and Equality Statement of Commitment. Trinity High School takes seriously any reports of racist incidents. As part of the school's approach to promoting positive behaviour a record of all racist incidents is maintained and each incident fully investigated. The school is required to notify the local authority of any racist incident.

## **INSURANCE FOR SCHOOLS - PUPILS' PERSONAL EFFECTS**

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils' clothing or personal effects. Parents are asked to note the Council's

position in terms of insurance for pupils' personal effects:

### **(i) Theft/loss of personal effects**

The Council is not liable for the loss or theft of pupils' clothing or personal effects for example mobile phones, tablets etc. and any items are therefore brought into the school at the pupil/parents' own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents' own risk. In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

### **(ii) Damage to clothing**

The Council is only liable for damage caused to pupils' clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council's insurers.

## **ENROLMENT/ PLACING REQUESTS**

The vast majority of pupils who enrol in the school do so by transferring from one of the local Primary Schools and parents of pupils will be kept fully informed by the appropriate school. Pupils who are enrolling at the school at some time after the beginning of the session should be brought to the school by a parent and the necessary particulars noted. Parents who have not finally decided to enrol their child in Trinity are very welcome to come to the school discuss our policies and values and to see round the school.

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you want your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request' we are unable to reserve a place in your local school until we have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire school. If an application for a 'placing request' is made then school transport is not provided.

If you move outwith the catchment secondary school a 'request to remain form' must be completed. If you require further information, please contact Education Support Services on 0303 123 1023. Forms are available from schools, Q and A offices or by contracting Education Resource Services on 01698 454102. Completed forms should be returned as soon as possible to Education Resources, Support Services, Council Offices, Almada Street, Hamilton, ML3 OAE

# **APPENDIX 1 - PARENTS INFORMATION EVENINGS**

## **Reports to Parents:**

S4 Interim Report - September/November

S5/6 Interim Report - October

S3 Interim Report- November

S1 Interim Report- December

S4 Full Report- February

S2 Full Report- March

S5/6 Full Report- February

S3 Full Report- May

S1 Full Report- May

## **Parents Meetings**

Parents of children transferring from primary November - 7pm

Parents of children completing S3 November - at the end of School day (3.45-6.30)

Parents of children involved in S4 SQA examinations November - at the end of School Day (3.45-6.30)

Parents of children involved in S5 SQA examinations November - at the end of School Day (3.45-6.30)

Parents of children making option Choice in S2 March - at the end of School Day (3.45-6.30)

Parents of children completing S1 January - at the end of School day (3.45-6.30)

Other parents' meetings will be arranged if required.

## **Contact Between Parents and School**

- Parents may arrange appointments with Pupil Support teachers at convenient times by letter or telephone.
- Parents may arrange appointments with the Head Teacher by letter, telephone, or if the matter is pressing, by calling personally. On these latter occasions the parent will be seen as soon as possible.
- Parents will be invited, by letter, to any parents' meetings which affect them.
- If the staff of the school wish to discuss a child's progress or behaviour the parent will be invited, by letter, to come to the school.

# **APPENDIX 2 - SCHOOL TRANSPORT**

South Lanarkshire has a policy of providing school transport for Secondary school pupils who live two miles or more away from the catchment secondary school by the shortest safe walking route.

Secondary school pupils may also be entitled to free transport:

- If they live two miles or more from their catchment secondary school by the shortest safe walking route.
- If they have been recommended for school transport by their doctor and the school medical officer for health reasons.
- If they attend a specialist school or centre recommended by the council.
- If they have to walk a route which is considered unsafe in relation to the West of Scotland Road Safety Forum guidelines.

Please note:

- Transport is provided to the nearest reasonable pick-up / drop-off point.
- It is your responsibility to make sure your child behaves in a safe and acceptable manner while travelling and getting on and off the vehicle.
- School transport covers one return trip to school. The service does not provide for trips home at lunch time.
- If your child attends school on a placing request or you have completed a Request to Remain Form, school transport is not provided.

Parents who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton (0303 123 1023) or by completing an online form at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). These forms should be completed and returned before the end of March for those pupils starting school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

## **APPENDIX 3 - FREE SCHOOL MEALS**

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child

- Income Support, Universal Credit (where your take home pay is less than £610 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £6,420 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £16,105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

We would encourage parents of children who are in receipt of any of the above benefits to take up the opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out.

Healthy eating is something that the school supports and a range of meals are available at lunchtimes.

We also encourage all children to remain in school at lunch times.

# S3 OPTION CHOICE (DRAFT) 2018/2019

# APPENDIX 4

| Column A | Column B | Column C   | Column D   | Column E                        | Column F  | Column G  | Column H   |
|----------|----------|--|--|---------------------------------|---|---|--|
| English  | Maths    | Spanish<br>Biology<br>Practical Electronics<br>Psd- Dynamic Youth Awards | Geography<br>History<br>Modern Studies<br>Scottish Studies | Biology<br>Physics<br>Chemistry | Art & Design<br>Practical Woodwork<br>Drama<br>Music<br>Physical Education<br>Business & Management | Administration & IT<br>Computing Science & IT<br>Graphic Communication<br>Health & Food Technology<br>Music<br>Physical Education<br>Travel & Tourism | Administration & IT<br>Art & Design<br>Chemistry<br>Graphic Communication<br>Hospitality (Practical Cookery)<br>Modern Studies<br>Practical Woodwork |



**S3 ACADEMY OPTIONS (DRAFT)  
2018/2019**

**APPENDIX 4 cont**

| <b>Expressive Arts</b>  | <b>Technologies</b>   | <b>Skills For Work, Life And Learning</b>   |
|---|---|---|
| Dance<br>Drama<br>Music<br>Drawing & Painting<br><br>What's with Work | Creative Cake Making<br>Creative Digital Media<br>Computer Graphics<br>Practical Craft Skills<br><br>What's with Work | Skills For Work-Sport & Recreation<br>An Introduction to Mandarin<br>Leadership - Duke of Edinburgh Award<br>Skills for Work- Cosmetology<br><br>What's with Work |

| COURSE        | ENTRY LEVEL  | COLUMN A   | COLUMN B  | COLUMN C  | COLUMN D  | COLUMN E  |
|---------------|--|--|---|---|---|---|
| Higher        | National 5 A/B<br>National 5 Grade C With Teacher Recommendation | <ul style="list-style-type: none"> <li>Geography</li> <li>History</li> <li>Maths</li> <li>Modern Studies</li> </ul>  | <ul style="list-style-type: none"> <li>Biology</li> <li>Physics</li> <li>English</li> <li>Sports</li> <li>Development</li> </ul>    | <ul style="list-style-type: none"> <li>Administration</li> <li>Art &amp; Design</li> <li>College Course</li> <li>English</li> <li>Foundation</li> <li>Apprenticeship (S5 Through To S6)</li> <li>Music</li> </ul> | <ul style="list-style-type: none"> <li>Business Mgt</li> <li>Computing</li> <li>Drama</li> <li>Graphic Communication</li> <li>Health &amp; Food</li> <li>Technology</li> <li>Maths</li> <li>Music</li> <li>Spanish</li> </ul> | <ul style="list-style-type: none"> <li>Accounting</li> <li>Chemistry</li> <li>Computer Games</li> <li>Development (Scqf 6)/ Cyber Security</li> <li>Modern Studies</li> <li>Physical Education</li> <li>Rmps</li> </ul>   |
| National 5    | National 5 Grade C<br>National 4 Pass                            | <ul style="list-style-type: none"> <li>Geography</li> <li>History</li> <li>Maths</li> <li>Modern Studies</li> <li>Practical</li> <li>Woodworking</li> <li>Scottish Studies</li> </ul>  | <ul style="list-style-type: none"> <li>Biology</li> <li>English</li> <li>Physics</li> <li>Sport</li> <li>Leadership</li> </ul>      | <ul style="list-style-type: none"> <li>Administration</li> <li>Art &amp; Design</li> <li>College Course</li> <li>English</li> <li>Music</li> <li>Practical Electronics</li> </ul>                                 | <ul style="list-style-type: none"> <li>Business Mgt</li> <li>Computing</li> <li>Drama</li> <li>Graphic Communication</li> <li>Health &amp; Food</li> <li>Technology</li> <li>Maths</li> <li>Music</li> <li>Spanish</li> </ul> | <ul style="list-style-type: none"> <li>Accounting</li> <li>Chemistry</li> <li>Computer Games</li> <li>Development</li> <li>(Scqf 5)/ Cyber Security</li> <li>Dance</li> <li>Modern Studies</li> <li>Physical Education</li> <li>Practical Metal Work</li> <li>RMPs</li> </ul> |
| National 4/3  | National 4 Pass<br>National 3 Pass                               | <ul style="list-style-type: none"> <li>Geography</li> <li>History</li> <li>Maths</li> <li>Modern Studies</li> <li>Practical</li> <li>Woodworking</li> <li>Scottish Studies</li> </ul>  | <ul style="list-style-type: none"> <li>Cosmetology</li> <li>(Scqf 4)</li> <li>English</li> <li>Sport</li> <li>Leadership</li> </ul> | <ul style="list-style-type: none"> <li>Administration</li> <li>College Course</li> <li>Practical Electronics</li> </ul>   | <ul style="list-style-type: none"> <li>Hospitality</li> </ul>   | <ul style="list-style-type: none"> <li>Administration</li> <li>Computer Games</li> <li>Development</li> <li>(Scqf 4)</li> <li>Dance</li> <li>Hospitality</li> <li>Practical Metal Work</li> </ul>   |
| S5/6 Students |  | <ul style="list-style-type: none"> <li>Range of courses to be studied at south Lanarkshire college 2 afternoons or one day per week</li> </ul>   |   |   |   |   |
| S6 Students   |  | <ul style="list-style-type: none"> <li>YASS - On line modules for university applicants ( Law, Health &amp; Social Care, Arts, Technology, Social Sciences, Environment, Business Studies, Mathematics, Languages, Engineering</li> <li>Fabric/ Textile Day Release at Glasgow Caledonian University, Dentistry North College Lanarkshire</li> </ul> |   |   |   |   |

**It Should Be Noted That Subject Availability Will Be Dependent On Student Uptake & Staffing**

# APPENDIX 6 - SQA RESULTS 2017

## S4 National 5 Results

|                          | <b>A</b>   | <b>B</b>   | <b>C</b>   | <b>Total A-C</b> | <b>D</b>  |
|--------------------------|------------|------------|------------|------------------|-----------|
| Administration & IT      | 2          | 7          | 6          | 15               | 2         |
| Art & Design             | 2          | 3          | 6          | 11               | 2         |
| Biology                  | 16         | 14         | 13         | 43               | 6         |
| Business Management      | 6          | 5          | 1          | 12               | 2         |
| Chemistry                | 15         | 10         | 9          | 34               | 1         |
| Computing Science        | 4          | 3          | 4          | 11               | 2         |
| Drama                    | 14         | 16         | 9          | 39               | 1         |
| English                  | 58         | 21         | 7          | 86               | 2         |
| Graphic Communication    | 3          | 1          | 3          | 7                | 0         |
| Health & Food Technology | 0          | 0          | 1          | 1                | 0         |
| History                  | 8          | 12         | 9          | 29               | 1         |
| Mathematics              | 21         | 17         | 12         | 50               | 2         |
| Modern Studies           | 38         | 10         | 12         | 60               | 4         |
| Music                    | 26         | 9          | 7          | 42               | 6         |
| Physical Education       | 8          | 18         | 16         | 42               | 3         |
| Physics                  | 8          | 4          | 3          | 15               | 0         |
| Practical Woodworking    | 1          | 4          | 4          | 9                | 0         |
| Spanish                  | 31         | 5          | 9          | 45               | 1         |
|                          |            |            |            |                  |           |
| <b>Totals</b>            | <b>618</b> | <b>159</b> | <b>131</b> | <b>551</b>       | <b>35</b> |

## S4 National 4 Results

|                               | Passes     |
|-------------------------------|------------|
| Administration & IT           | 6          |
| Art & Design                  | 8          |
| Biology                       | 31         |
| Business Management           | 4          |
| Chemistry                     | 31         |
| Computing Science             | 14         |
| Drama                         | 5          |
| English                       | 62         |
| Graphic Communication         | 12         |
| Health & Food Technology      | 4          |
| History                       | 37         |
| Hospitality Practical Cookery | 14         |
| Mathematics                   | 54         |
| Modern Studies                | 34         |
| Music                         | 10         |
| Physical Education            | 15         |
| Physics                       | 19         |
| Practical Woodworking         | 13         |
| Spanish                       | 82         |
|                               |            |
| <b>Total</b>                  | <b>455</b> |

## S4 National 3 Results

|                               | Passes    |
|-------------------------------|-----------|
| Administration & IT           | 5         |
| Chemistry                     | 4         |
| Drama                         | 1         |
| English                       | 1         |
| History                       | 8         |
| Health & Food Technology      | 1         |
| Hospitality Practical Cookery | 2         |
| Mathematics                   | 34        |
| Modern Studies                | 13        |
| Physics                       | 2         |
| Spanish                       | 8         |
|                               |           |
|                               |           |
|                               |           |
|                               |           |
| <b>Total</b>                  | <b>79</b> |
|                               |           |
|                               |           |
|                               |           |

## S5/6 Higher Results

|                          | <b>A</b> | <b>B</b> | <b>C</b> | <b>Total A-C</b> | <b>D</b> |
|--------------------------|----------|----------|----------|------------------|----------|
| Accounting               | 4        | 3        | 5        | 12               | 0        |
| Administration & IT      | 0        | 1        | 2        | 3                | 1        |
| Art & Design             | 3        | 3        | 3        | 9                | 0        |
| Business Management      | 8        | 8        | 4        | 20               | 4        |
| Chemistry                | 14       | 9        | 2        | 25               | 3        |
| Computing Science        | 0        | 4        | 1        | 5                | 5        |
| Dance                    | 5        | 8        | 1        | 14               | 0        |
| English                  | 33       | 38       | 34       | 105              | 7        |
| Geography                | 8        | 7        | 1        | 16               | 3        |
| Graphic Communication    | 1        | 3        | 5        | 9                | 0        |
| History                  | 4        | 11       | 9        | 24               | 1        |
| Health & Food Technology | 2        | 6        | 2        | 10               | 0        |
| Human Biology            | 12       | 15       | 11       | 38               | 2        |
| Mathematics              | 23       | 10       | 9        | 42               | 2        |
| Modern Studies           | 23       | 11       | 9        | 43               | 1        |
| Music                    | 17       | 12       | 10       | 39               | 0        |
| Physical Education       | 6        | 11       | 11       | 28               | 0        |
| Physics                  | 8        | 4        | 3        | 15               | 1        |
| Spanish                  | 9        | 2        | 3        | 14               | 3        |
|                          |          |          |          |                  |          |
| Totals                   | 185      | 168      | 130      | 483              | 34       |

## S5/6 NATIONAL 5 RESULTS

|                                | <b>A</b> | <b>B</b> | <b>C</b> | <b>Total A-C</b> | <b>D</b> |
|--------------------------------|----------|----------|----------|------------------|----------|
| Accounting                     | 1        | 1        | 1        | 3                | 3        |
| Administration & IT            | 4        | 2        | 1        | 7                | 7        |
| Art & Design                   | 1        | 1        | 1        | 3                | 4        |
| Biology                        | 0        | 6        | 7        | 13               | 15       |
| Business Management            | 0        | 2        | 2        | 4                | 7        |
| Chemistry                      | 0        | 5        | 5        | 10               | 11       |
| Computing Science              | 0        | 0        | 1        | 1                | 1        |
| Dance                          | 4        | 1        | 0        | 5                | 5        |
| Drama                          | 2        | 1        | 0        | 3                | 3        |
| English                        | 11       | 30       | 10       | 51               | 52       |
| Geography                      | 0        | 0        | 2        | 2                | 2        |
| Graphic Communication          | 0        | 1        | 2        | 3                | 4        |
| Hospitality: Practical Cookery | 0        | 4        | 2        | 6                | 6        |
| Mathematics                    | 3        | 12       | 10       | 25               | 34       |
| Modern Studies                 | 3        | 6        | 6        | 15               | 16       |
| Music                          | 1        | 3        | 1        | 5                | 5        |
| Physical Education             | 1        | 3        | 2        | 6                | 6        |
| Physics                        | 0        | 3        | 3        | 6                | 8        |
| Practical Metalworking         | 8        | 1        | 0        | 9                | 9        |
| Practical Woodworking          | 2        | 0        | 1        | 3                | 3        |
| Spanish                        | 0        | 2        | 0        | 2                | 2        |
|                                |          |          |          |                  |          |
| Totals                         | 41       | 84       | 57       | 182              | 203      |

## S6 ADVANCED HIGHER RESULTS

|             | <b>A</b> | <b>B</b> | <b>C</b> | <b>Total A-C</b> | <b>D</b> |
|-------------|----------|----------|----------|------------------|----------|
| Biology     | 2        | 0        | 1        | 3                | 3        |
| Chemistry   | 5        | 2        | 5        | 12               | 3        |
| Mathematics | 10       | 9        | 2        | 21               | 1        |
| Music       | 3        | 4        | 0        | 7                | 0        |
| Physics     | 1        | 2        | 0        | 3                | 2        |
| Spanish     | 0        | 2        | 0        | 2                | 0        |
|             |          |          |          |                  |          |
| Totals      | 21       | 19       | 8        | 48               | 9        |

# APPENDIX 7 - SUMMARY OF WIDER ACHIEVEMENT 2017/18

| Name of Award   | No of Pupils Involved | Can you provide a list of pupils? |
|---|-----------------------|-----------------------------------|
| SDS Award   | 9                     | Yes (AM)                          |
| ABRSM<br>(Associated Board Music)                       | 9                     | Yes (Music)                       |
| Caritas Awards  | 29                    | Yes (RE)                          |
| Duke of Edinburgh Bronze Award                          | 36                    | Yes (PE)                          |
| SFA (Refereeing)  | 15                    | Yes (PE)                          |
| Positive Coaching Award                                 | 58                    | Yes (PE)                          |
| SQA Leadership Award                                    | 20                    | Yes (PE)                          |
| SQA Development Award                                   | 42                    | Yes (PE)                          |
| Heart Start   | 62                    | Yes (PE)                          |
| Safe Aid (First Aid)                                    | 40                    | Yes (PE)                          |
| UKMT Maths Challenges S1/S2 Jnr Level                   | 120                   | Yes (Maths)                       |
| UKMT Maths Challenges S1/S2 Jnr Level                   | 60                    | Yes (Maths)                       |
| Dynamic Youth Award                                     | 11                    | Yes (Active Breaks)               |
| Crest Awards (Gold)                                     | 3                     | Yes (Science)                     |
| Saltire Award   | 92                    | Yes (SfL)(MS)                     |
| Sport and Recreation: Personal Fitness SCQF 4 (Academy) | 36                    | Yes (PE)                          |
| ASDAN PSD Award   | 11                    | Yes (CMcG)                        |
| Youth Achievement Award                                 | 11                    | Yes (CMcG)                        |
| YASS  | 8                     | Yes (JH)                          |

## BENEFITS OF SUCH ACTIVITIES

This list provides examples and is not intended to be exhaustive nor definitive.

- Achievement (End Product)
- Developing Social Skills
- Responsibility / Self Management
- Improvement in Interpersonal Skills
- Meet in different environment
- Health + Well Being - Positive Images; Self Warning; Healthy Eating
- Improved Work Ethic
- Increased Enthusiasm for School Life
- Increased Involvement in Community Life / Contribution to community
- Performance / Platform Opportunity / Showcase
- Playing to new audiences
- Increased Group Working
- Increased Friendships
- Confidence Building
- Developing organisational skills
- Time Management
- Follow instructions / Work as a team
- Develop new skills
- Increased socialisation / enhanced social skills
- Widening experiences
- Broadening the mind
- Confidence building
- Exposure to rich experiences
- Display actions of responsible citizens
- Stimulations
- Widening opportunities
- Develops a sense of community
- Ownership of learning
- Feel being supported
- Helps build relationship with others
- A sense of achievement
- Awareness of others
- Self awareness
- Self discipline
- Good staff / pupil relationship



