



Kilsyth Academy Handbook 2020/21





Kilsyth Academy

Spe Expecto

2020

Head Teacher: Mr. G Orrock

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Head Teacher's Welcome

Dear Parent/Carer

I am delighted to have the opportunity to welcome you and your child to Kilsyth Academy. The purpose of this handbook is to provide you with a summary of essential information that you will need to support your child during their time with us.

We understand that moving from primary to secondary can be an emotional process for almost all young people and sometimes their parents. But, we also recognise that moving to high school is a time of anticipation and excitement. With that in mind we very much recognise the importance of getting the transition from primary to secondary right with the intention that all pupils are well supported in making the move. This handbook is very much part of that, giving you information about the school and the many opportunities for young people within Kilsyth Academy. Furthermore, engagement with parents and carers is an essential aspect of our work that helps create a culture that allows each and every young person to achieve their full potential in the widest sense.

Our emphasis in Kilsyth Academy is in ensuring pupils fully realise their potential. There are strong traditions of excellence in Kilsyth Academy, based on high expectations and standards. The school is fully committed to Curriculum for Excellence and offers a broad general education from S1 to S3. In the senior phase (S4-6) pupils have the opportunity to study a wide range of National Qualifications with opportunities to access vocational qualifications and wider achievement opportunities. Our S1 courses are designed to build on pupils' P7 experience and, as pupils move through the school there is increasing focus on preparing them for the next stage of their lives with our ultimate aim that every young person to moves on into a sustainable positive destination, whether that is at university, college or directly into work.

At Kilsyth Academy we believe that every child has both the right and the ability to learn and achieve. We also recognise that for some, this will mean excellence in their academic studies, while for others success in areas such as sport, the arts and vocational activities. Recognising the individuality of each pupil, we also make every effort to support the personal, emotional and social development of our young people with the intention that every young person achieves the maximum benefit from his or her time in Kilsyth Academy. This includes a focus on developing as well rounded and responsible citizens ready to make a valuable contribution to their community

Normally, in the weeks to come there would have been opportunities for you to meet with us as your child completes Primary 7 and moves towards secondary school. Of course, given the Covid-19 crisis this will no longer be possible however, please be assured that once we have greater clarity about returning to our 'new normal' we will put appropriate arrangements in place and inform you of these. Together with our colleagues in our partner primary schools we will work to ensure your child is as supported as possible to make the move to secondary school.

I hope you find this handbook informative and I look forward to working with you in the years to come and wish your child all the best in his/her future education in Kilsyth Academy.

Yours faithfully



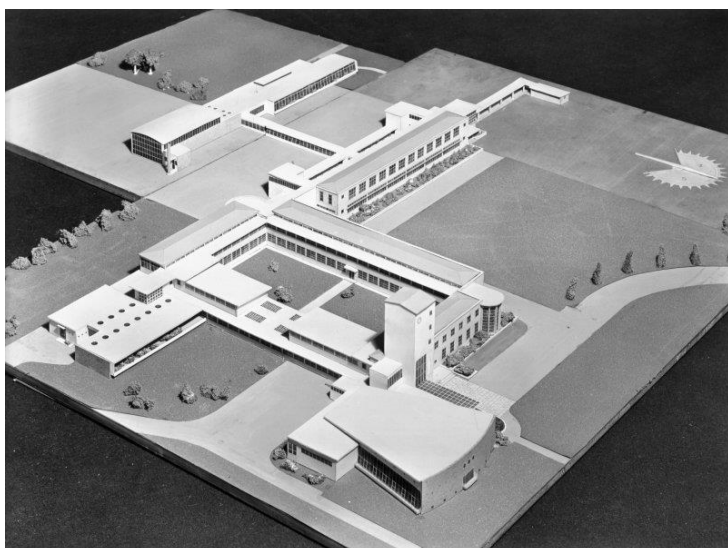
Head Teacher

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School information



Kilsyth Academy is a six-year co-educational and non-denominational comprehensive school that enjoys panoramic views over the Kilsyth Hills, the town of Kilsyth and beyond. The building was designed by Sir Basil Spence in the 1930s and opened officially in 1954. An additional wing was built in 1964 and a further extension opened in 1999. During 2005-07, the school underwent a complete refurbishment programme, an extension was built on to the cafeteria and a new classroom block was opened.

The main building has 2 floors which accommodate a well-stocked Library with IT section, nine Computer Suites, an Assembly Hall, Cafeteria, two Gyms, a state of the art Fitness Suite as well as classrooms, Science laboratories, Technical workshops, Music Technology facilities, Recording Studio, Art and Design rooms and Home Economics kitchens, all well-equipped to provide an appropriate learning environment for education in the 21st century. A Drama suite, complete with a tiered seating area, and an Art facility, including an external covered terrace, were constructed during the most recent refurbishment. There are extensive grounds, including a grass sports pitch, currently undergoing refurbishment, an all-weather basketball court and an extensive, new state of the art, outdoor multi-use games area that opened in June 2019.

There is access to all areas of the school for people with physical disabilities. Separate toilet facilities and specialist equipment in practical classrooms, are available for disabled pupils.

The school has a current roll of 515 pupils and a teaching staff of 40.7FTE. It has an agreed permanent accommodation of 1058. The current roll and projected intake are as follows:

Current Roll		Projected Intake	
S1	101	2020	89
S2	80		
S3	98	2021	83
S4	99		
S5	95	2022	90
S6	42		

The school and its facilities are available for let in the evenings and at weekends. Bookings are made through Culture NL Ltd, Coatbridge Community Centre (01236 632778).

Anyone wishing to use our facilities during the school day should contact the Head Teacher.

Our Vision and Values

In Kilsyth Academy we have a clear sense of purpose driven by our shared and agreed vision and values. Stemming from our school motto, '*Spe expecto*' which translates from the Latin as '*I look forward with hope*' we accept our responsibility to help prepare our young people for their life beyond school. As an ambitious school with aspirations to be an ambitious, excellent school we operate within an agreed set of core values, ***fairness, ambition and respect***. Our principal aim is to provide the best education possible to ensure that all pupils, regardless of circumstance, have a fair opportunity to achieve to the very best of their ability.

Our intention is that every young person achieves the maximum benefit from his or her time in Kilsyth Academy and is helped to become a successful learner, confident individual, responsible citizen and effective contributor before moving on into a positive post-school destination.




KILSYTH ACADEMY
LOOKING FORWARD, LOOKING FAR with

FAIRNESS empathy and understanding to ensure equity for all.

AMBITION for all our young people to reach their potential and succeed.

RESPECT for ourselves and others within an inclusive learning environment.

Preparing our young people with the skills required for their bright future in a dynamic and changing world.

 **Kilsyth Academy**
Looking forward, thinking forward, moving forward

Senior Leadership Team Remits

Mr Gregg Orrock Headteacher

Overall leadership and management of the school.
Curriculum planning
Financial management
Overview of links with parents and the wider community
Liaison with the school chaplaincy team
Liaison with trade unions
Staff welfare and development
Overview of educational philosophy and strategic management
Human resources and recruitment
Overview of links with cluster primary schools
Parent council
Link: English, Expressive Arts, Home Economics

Depute Head Teacher Miss Angela Reilly

Overview of Balmalloch House
Overall responsibility for Pupil support, wellbeing and inclusion
Coordination of the house structure and assemblies
Additional support needs coordinator
Child protection officer
Overview of Developing the Young Workforce including school leaver destinations
Equal opportunities
Health & wellbeing across learning
Overview of GIRFEC, attendance, pupil behaviour and welfare
Probationer teachers
School timetable

Link: Maths/Business and Enterprise, Pupil support, Support for Learning

Depute Head Teacher Mrs Tracey Fox

Overview of Colzium & Dumbrek Houses
Coordination of assessment
Options programme for S5/6
CLPL Coordinator
Development and implementation of the curriculum
Homework
ICT Coordinator
Numeracy across learning
PRD coordinator
Pupil enrolment
School, college & university links including UCAS
Sharing professional practice
SQA coordinator

Link: Modern Languages, Physical Education, Expressive Arts and Technical Education

Depute Head Teacher Mrs Catherine Kay

Overview of Antonine and Colzium Houses
Celebrating success
Cluster links including P7 transition arrangements
Communication & publicity
Literacy across learning
Pupil leadership
School environment
School improvement including planning and self-evaluation.
Staff absence and cover arrangements
Student teachers
Tracking and reporting

Link: Humanities, English, Science

Depute Head Teacher (Acting) Ms. Gerry McKillop

Strategic overview and coordination of interventions for equity.
Analysis, tracking and monitoring of poverty related attainment gaps
Analysis of pupil engagement and participation
Partnership working to support equity
Identification of intervention targets
Approaches to Out of School Hours learning
Attendance linked to deprivation.
Targeted approaches to literacy, numeracy and health and wellbeing across the BGE
Evaluation of interventions for equity

Link: PT Developing the young workforce, Home Economics

Extended Leadership Team

Senior Leadership Team

Head Teacher

Mr. Gregg Orrock

Depute Head Teacher

Miss. Angela Reilly

Depute Head Teacher

Mrs. Tracey Fox

Depute Head Teacher

Mrs. Catherine Kay

Depute Head Teacher (Acting – Pupil Equity Fund)

Ms. Geraldine McKillop

Principal Teachers

Curriculum

English - Mrs. Karen Timmons

Expressive Arts -Mr. George Russell

Home Economics - Mrs. Kristina Law

Humanities - Mrs. Annette Dunn

Mathematics & Business Education - Mrs. Jill Marshall

Modern Languages - Mrs. Claire McAdams

Physical Education - Mr. David Buchanan

Science – Miss. Kelly Ann Dallas

Support for Learning & Inclusion - Ms. Elspeth Strang

Technical Education - Mr. Ross McCallum

Principal Teachers

Pupil Support

Antonine House

Mr. Stephen Clowes

Balmalloch House

Miss. Sharon Kirman (Acting)

Colzium House

Ms. Caroline Tierney

Dumbreck House

Mr. Ryan McGinley

Teaching Staff

Business & Enterprise

Mr. John Conley

Miss. Angela Reilly (DHT)

Mr. Graham Seery

English

Mrs Andrea Gough-Olukotun (0.4)

Ms. Lorraine Higgins

Miss. Rachel Langan (0.3)

Mrs Jillian O'Brien Milne (0.6)

Mr. Andrew Strachan

Mrs. Karen Timmons (PT)

Expressive Arts

Miss. Nicole Andrew

Mr. Gordon Clarke

Miss. Rachel Langan (0.5)

Miss. Rebekah Ross

Mr. George Russell (PT)

Miss. Kirsty Young (0.6)

Home Economics

Mrs. Sharon Kirman

Mrs. Kristina Law (PT)

Humanities

Mrs. Annette Dunn (PT)

Mrs. Jane Gordon

Miss. Angela McGavin (0.4)

Mrs. Patricia Russell (0.6)

Mr. Graeme Stevenson

Mathematics

Mrs. Jill Marshall (PT)

Mrs. Bernadette O'Neill (0.6)

Miss. Megan Rae

Mr. Stephen Rennie

Ms. Caroline Tierney (PTPS)

Modern Languages

Mrs. Claire McAdams (PT)
Miss. Laura McFarlane
Miss. Megan McGinley

Physical Education

Mr. David Buchanan (PT)
Mr. Ryan McGinley (PTPS)
Mr. Darren Pryde

Science

Miss. Kelly Ann Dallas (PT)
Ms. Cheryl Findlay
Miss. Julie Hamilton
Ms. Geraldine McKillop (DHT – PEF)
Mrs. Lorraine Melone
Miss Chloe O'Hare
Mr. Ian Scott (Seconded to EIS)
Mrs. Lauren Stirling-Young (0.7)

Support for learning & Inclusion

Mrs. Elspeth Strang (PT)
Miss. Hazel Irvine (0.6)

Technical Education

Mr. Stephen Clowes
Mrs. Tracey Fox (DHT)
Mrs. Catherine Kay (DHT)
Mr. Ross McCallum (PT)
Mr. Ewan Turnbull

Non-teaching Support Staff

Additional Support Needs

Assistants

Mrs Margaret Edwards
Mrs Margaret Hannah
Mr. Iain McAllister
Mrs. Fiona Stewart (0.4)

Area Finance Assistant

Miss. Lynne Forster

Clerical Staff

Mrs. Lydia Greenlaw (Admin assist.)
Mrs. Rebecca Higney
Mrs. Jane Machray

Catering manager

Mrs. Agnes Wilson

Home-School Partnership Officer

Ms. Magi Hamilton

Janitorial

Mrs. Ruby Pinkerton
Mr. John Sly (Senior Janitor)

Librarian

Mrs. Lindsay Smith

SDS Careers officer

Mrs. Catriona Campbell

Technicians

Mr. Mark Docherty (ICT)
Vacancy (0.5 - Technical)
Mrs. Vicky Thompson
(Senior/Science)



The school year 2020-2021

August 2020	
Tuesday 11 th / Wednesday 12 th	Teachers return -Staff development days
Thursday 13 th August	Pupils return
September 2020	
Friday 25 th / Monday 26 th	September weekend holiday
October 2020	
Monday 12 th October	October break starts
Friday 16 th October	October break ends
November 2020	
Monday 16 th November	Staff development day
December 2020/January 2021	
Wednesday 23 rd December	Christmas & New Year holiday starts
Tuesday 5 th January	Christmas & New Year holiday ends
February 2021	
Monday 8 th / Tuesday 9 th	Mid-term break
Wednesday 10 th February	Staff development day
April 2021	
Thursday 1 st April	Spring break starts
Friday 16 th April	Spring break ends
May 2021	
Monday 3 rd May	May Day holiday
Tuesday 6 th May	Staff development day
Friday 28 th / Monday 31 st	Mid-term break
June 2021	
Thursday 24 th June	School closes



The school week

The school week is divided into thirty three teaching periods, each lasting 50 minutes. Finish times vary from day to day.

Monday, Tuesday, Thursday			Wednesday, Friday		
Period	Start	Finish	Period	Start	Finish
1	8.55am	9.45am	1	8.55am	9.45am
2	9.45am	10.35am	2	9.45am	10.35am
Interval	10.35am	10.50am	Interval	10.35am	10.50am
3	10.50am	11.40am	3	10.50am	11.40am
4	11.40am	12.30pm	4	11.40am	12.30pm
Lunch	12.30pm	13.15pm	Lunch	12.30pm	13.15pm
5	13.15pm	14.05pm	5	13.15pm	14.05pm
6	14.05pm	14.55pm	6	14.05pm	14.55pm
7	14.55pm	15.45pm	No period 7		

Punctuality is important to pupils' achievement and supports a calm and purposeful working environment. In addition, it is a crucial life skill that supports young people when they make the transition from school to the workplace. In school late-coming is not simply a minor inconvenience, it seriously disrupts the work of classes. Every effort will be made, with parental co-operation, to encourage pupils to be punctual and we seek your support in ensuring that pupils are not late for school. You can find out more about our #everydaycounts #everyminutecounts campaign at our web-site.



Catchment & associated Primary Schools

The catchment area of Kilsyth Academy includes the communities of Kilsyth, Banton, Campsie Glen, Haughhead, Lennoxton, Queenzieburn and Milton of Campsie. Pupils transfer to the Academy from our six associated Primary Schools:



Balmalloch P S
HT - Mrs R McCarthy

Kingsway
Kilsyth
G65 9UJ

Tel: 01236 632058



Banton P S
HT - Mrs S McLeod

Lammerknowes Road
Banton
Kilsyth
G65 0QT

Tel: 01236 856491



Chapelgreen P S
HT - Mrs S McLeod

Mill Road
Queenzieburn
Kilsyth
G65 9EF

Tel: 01236 794836



Craighead P S
HT - Mrs L Stewart

Craighead Road
Milton of Campsie G66
8DL

Tel: 0141 955 2271



Kilsyth P S
HT - Mrs L Duncan

Shuttle Street
Kilsyth
G65 0BL

Tel: 01236 823133



Lennoxton P S
HT - Ms R Coughlan

School Lane
Lennoxton
G66 7LX

Tel: 0141 955 2267

Placing requests

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the Authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school. Once a pupil has reached the school leaving age the pupil, not the pupil's parents, may choose which school to go to.

A placing request to Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests and procedures is available from the school or the Council's website.

Parents and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or special class, managed by the Home Authority. In the event of a successful placing request the Authority is not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another Authority.

Transition from Primary to Secondary School

At Kilsyth Academy we recognise that moving from Primary to Secondary school is a major milestone in a young person's life that is both exciting and challenging but also, for some young people, can be unsettling. At Kilsyth Academy, we make every effort to ensure that the transition is as smooth and untroubled as possible through our long established, strong and extensive links with our six associated primary schools and our transition programme. Our aim is to prepare pupils for a smooth transition and to provide continuity of learning.

Our Depute Head Teacher, Mrs. Kay, links closely with our Primary Schools and their Head Teachers meeting regularly to review, evaluate, plan and develop our links, our transition programme and our approaches to the curriculum.

Each year, young people visit Kilsyth Academy to participate in a range of transition events including sporting events, our P6 Science event, P7 visits to our Technical and Science departments, school shows and our three-day transition programme to the Academy in May. In addition, staff from Kilsyth Academy make a number of visits to the primary schools to assist with the delivery of the curriculum and to begin forming working relationships with the young people. Departments involved include English, Mathematics, Technical, Modern Languages, Science and PE. Pupil Support and Support for Learning and Inclusion staff, in conjunction with the Primary 7 teachers, prepare profiles on the pupils. This ensures that pupils are kept together with some friends and that any additional needs are met.

Each year, P7 pupils spend three full days of induction at the Academy following a timetable of classes. Pupils participate in an induction day before spending two days following their S1 timetable together with the new classmates they will join in August, giving them the opportunity to get to know each other and make new friends. In addition, pupils work to complete a John Muir discovery award during the three days that provides them with early accreditation of their experience. Following these transition days there is also an information evening for P7 parents to learn more about the Academy with a specific focus on meeting your child's Pupil support teacher.

Young people who require an additional level of support for the transition from primary to secondary participate in an enhanced transition programme together with our Support for Learning and Inclusion department to ensure they feel fully prepared.

As a result of our liaison programme, it is our experience that pupils settle very quickly into S1 and that they are able to experience continuity of educational provision. However, transition doesn't end when pupils arrive in August and we provide a series of events to support both S1 pupils and parents in Science, Literacy, Numeracy and nurture.



Parents, carers and families

Keeping you informed

In Kilsyth Academy we recognise the crucial role, parents, carers and families have in the education of young people and believe that by working together we better support them to achieve their potential.

Parents are kept informed about the life and work of the school through the school website, the school Twitter feed, the local press and our school newsletter 'KA Connections', as well as course choice booklets at course choice time and other publications. Parent information evenings are arranged throughout the academic session in response to curriculum changes, course choice times and when important information needs to be disseminated to our parents. Pupil Support teachers track and monitor the progress of pupils through school and will make contact with parents if there are any concerns. Parents are encouraged to make early or immediate contact with Pupil Support teachers for any concerns they may have.

Formal contact is made with parents four times, spaced over the academic year through the issue home of tracking reports and a scheduled parents' evenings. For our P7 pupils, we have two important Parents' Evenings – our open evening in September, including a tour of departments showcasing learning and teaching, and a Pastoral Evening in June when parents meet the Pastoral and Support staff.

Giving parents and carers a voice

We very much welcome feedback from parents and carers and value your opinions. Parents' views are consulted in a variety of ways including parental survey's on each parents evening and our year round open survey online and parental focus groups. However, the main forum for parents to contribute to school improvement is through our Parent Council.

For more information on parental involvement or to find out about parents as partners in their children's learning you can visit the Parentzone website at <https://www.education.gov.scot/parentzone/>

The Parent Forum

As a parent/carer of a child at Kilsyth Academy, you will automatically be a member of the Parent Forum. The Parent Forum is composed of all the parents and carers of children at the school. As a member of the parent forum you can expect to:

- get information about what your child is learning;
- get information about events and activities at the school;
- get advice/help on how you can support your child's learning;
- be told about opportunities to be involved in the school;
- have a say in selecting a Parent Council to work on behalf of all parents at the school;
- be invited to identify issues for the Parent Council to work on with the school.

The Parent Council

Parent Members are elected annually, in September, at the AGM of the Parent Forum. Meetings of the Parent Council are open to members of the public.

The Parent Council's rights and duties include:

- supporting the work of the school;
- representing the views of parents;
- consulting with parents and reporting back to the Parent Forum on matters of interest;
- promoting contact between the school, parents, pupils, and the wider community;
- improving home-school partnerships and facilitating parental involvement;
- fundraising;
- taking part in the selection of senior promoted staff;
- receiving reports from the Head Teacher and Education Authority; and;
- receiving an annual budget for administration, training and other expenses.

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.

Kilsyth Academy Parent Council

Kilsyth Academy has a very active Parent Council that is very welcoming of new members.

- | | | | |
|-------------------|---------------------|---------------|-------------------|
| ❖ Chair: | Matt Bendoris | | |
| ❖ Secretary: | Wendy Dunsmore | | |
| ❖ Treasurer: | Jennifer Ballantyne | | |
| ❖ Parent Members: | Jane Machray | Henry Dempsey | Elizabeth Wilson |
| | Valerie McRae | Helen Thomson | Margaret Haggerty |
| | Louise Chambers | Alison Currie | Claire Hamilton |
| | Tracey Clinton | | |
| ❖ Staff Members: | Catherine Kay (DHT) | | |

The Head Teacher is the professional adviser to the Parent Council and is entitled to attend all meetings.

E-mail: parents@kilsythacademy.n-lanark.sch.uk

Home/School partnership

Kilsyth Academy is committed to build on links with parents at every opportunity. We see ourselves as being in partnership with parents, in a joint venture to prepare pupils for their future. Only with the full support of our parental body can we hope to achieve success for our young people that they deserve. With this in mind, we hope that parents will keep in close contact with the school particularly where concerns arise that may affect a young person's progress in school or alternatively, where you are concerned about an aspect of school life.

At the start of each school session, parents will be asked to provide contact details, including at least one emergency contact number. Parents are required to inform the school if these contact details change during the course of the school year to ensure that the information we hold is up-to-date. This is of particular importance should we require to contact you in an emergency.

Our Pupil Support staff are also subject teachers therefore, they cannot be available at all times to answer phone calls. If a message is left, the Pupil Support teacher will phone back as soon as he/she is available. A member of the Senior Leadership Team is always available to deal with emergencies or major crises.

We also rely on parents to sign Merits and Demerits if necessary, to check jotters, to read reports thoroughly, to attend parents' meetings and, in general, to keep in touch with us. We would also ask parents to use our new 'Show my homework' tool to support pupils to ensure homework is submitted on time and to the highest standard possible. Contact by e-mail is perfectly acceptable. Rather than e-mail individual teachers please use the following address and the information will be forwarded: enquiries@kilsythacademy.n-lanark.sch.uk

In return, staff will notify parents of any problems or difficulties experienced by the child and will keep the parents involved in all decisions made about their child's education. We run a series of information evenings each year, details of which are available at the start of the session.

Home-School Partnership Officer

The school is also fortunate to have the services of a Home-school Partnership Officer, Magi Hamilton, who works with pupils throughout their school career on a variety of intervention programmes that are targeted to suit and benefit the individual needs of the pupils concerned. She also provides support to pupils at key transition stages, along with Pupil support and other relevant school staff and external agencies, particularly for pupils leaving Primary 7 where she provides additional support to some of our more vulnerable pupils at the point of transition from Primary to Secondary. She also works closely with the S6 Peer Educators, who in turn support younger pupils.

Magi is also available to support parents and families who feel that they require additional support from the school and is able to carry out, where necessary, home visits to offer advice on parenting issues. She also organises specific courses which can also address this issue and other subjects relating to young people.

Magi can be contacted at the school.

Pupil support

In Kilsyth Academy we recognise that every child is individual in respect to their social, emotional, physical and intellectual development with each having different support needs. To that end we are committed to the education of the whole child and believe we must provide the best possible environment for learning for all our pupils. This following section outlines our current pupil support structures.

Pupil Support Team

We have four Principal Teachers who have responsibilities for the pastoral care of pupils. Their role is to provide help and guidance to pupils of all ages to support their learning and wellbeing including, their schoolwork, subject choice, careers guidance and any other problem of a more personal nature. Whenever they are not involved in class teaching, Pupil Support staff can meet with parents to discuss their child's progress or any difficulties they are experiencing.

In Kilsyth Academy, we operate a house structure with every pupil allocated to one of four houses in S1. Pupils with older siblings in school will normally be allocated to the same house to provide continuity between the school and home. Our pupil support teams, including the PT Pupil Support and the link Depute Head Teacher are allocated to each house as follows:

Pupil support teams

Antonine House (A Classes)	Balmalloch House (B Classes)	Colzium House (C Classes)	Dumbreck House (D Classes)
Mrs Kay (DHT)	Miss Reilly (DHT)	Mrs Kay & Mrs Fox (DHTs)	Mrs Fox (DHT)
Mr Clowes (PTPS)	Mrs Kirman (Acting PTPS)	Ms Tierney (PTPS)	Mr McGinley (PTPS)

All pupils remain in the same house for the duration of their time at school, with Pupil Support teachers normally only changing as a result of a change in staffing. This ensures that each pupil and family has a consistent point of contact whilst at school and ensures that each pupil has one member of staff who knows them well. To support pupils and families Pupil Support teachers will:

- individually interview each pupil on a regular basis;
- be the main school contact with the home;
- provide reports to parents/carers on the progress of their child;
- support pupils and parents/carers with important educational decisions, for example, with subject choices at key transition points.

Furthermore, the Pupil Support staff co-ordinate the keeping of academic and social records. They also maintain regular contact with the various support agencies including:

- Social Work Department;
- Psychological Services;
- Police Scotland;



- The Reporter to the Children’s Panel;
- School Nurses and Medical Officer.
- Skills Development Scotland
- Young Carers
- Youth Counselling

Every young person in Scotland has a ‘named person’ whose job it is to provide support and guidance and ensure that the young person is being suitably cared for. In Kilsyth Academy, each child’s ‘named person’ is their Pupil Support teacher.

Skills Development Scotland (SDS)

As part of the programme of Personal, Social and Health Education provided for each individual our Careers Adviser, from Skills Development Scotland (SDS), supports the school with an excellent back-up service. A programme of careers education is undertaken in class at various stages throughout the school and is designed to meet the needs of the pupils at each stage. The Careers Adviser talks to groups and/or classes in S2 and S4 to help them with such matters as subject choice. Individual interviews are offered to pupils in S4, S5 and S6 to provide realistic and impartial guidance about jobs, training, college and university opportunities.



My World of Work

My World of Work is a web service for people to plan, build and direct their career throughout their lives. Customers can see jobs in action; build their CVs; search for vacancies and explore training opportunities in a way that’s personal to



My World of Work



them. There are

video clips of people explaining their job roles and a news magazine cover, with some great up-to-the-minute tips on how to get a job or train for one. Delivered by Skills Development Scotland, it provides information on the jobs market as well as offering help with things like tackling tough interview questions.

My World of Work complements SDS’s current face to face and telephone services, as well as those provided by partners, so customers have access to a range of channels depending on the level of support they need. To explore My World of Work and the range of tools on offer, visit www.myworldofwork.co.uk

Support for learning and inclusion

Support for Learning is concerned with assisting in the learning and teaching process on behalf of a wide range of pupils. Such specialist assistance has an important and wider contribution to make too. This could involve working co-operatively with teachers in their classrooms, advising teachers, and assisting in curricular development. In this way the needs of all children can be more closely matched.

To ensure we can provide the most appropriate support for young people our Support for Learning & Inclusion Faculty also receives assistance from specialist staff such as the Bilingual Support Team, the Visual Impairment Unit, the Psychological Service and Additional Support Managers.

In Kilsyth Academy we support a wide range of additional support needs. Young people with English as an additional language are supported by school staff and by the bi-lingual support service. Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs, unless assessment determines otherwise. Miss. Strang, the PT (Support for Learning & Inclusion) coordinates any necessary support programmes, on an individual basis.

The Support for Learning Faculty encourages parents to become involved in their children's learning in an active way. Parents are encouraged to visit the school to discuss these matters and seek advice. It may be that there should be an agreed, and individualised, programme of work, which the pupil should follow, or it may be that advice and support in day-to-day subject work is needed.

Our PT Support for Learning and Inclusion also works with young people who have difficulty following the discipline code of the school, and provides assistance to these young people.

Assistance for Pupils

The following are examples of the types of support that may be provided to young people.

- A Support for Learning Teacher or assistant might go into a subject class to support pupils, alongside the subject teacher.
- Two subject teachers might also work like this to support pupils who experience difficulties in their day-to-day work.
- A pupil might be given individual teaching by a Support for Learning Teacher.
- Parents may be invited to participate in activities to support their children's learning.
- Pupils may be identified for specific targeted intervention to support their literacy, numeracy and health and wellbeing.

Our staff work closely with Primary colleagues to plan for pupils with additional support needs well in advance of them transferring to the Kilsyth Academy. Thereafter, procedures are in place to assess pupils and identify additional support needs and, whenever plans and provision are put in place, a pupil's needs are subject to continual review.

Through a process of staged intervention, the school will work to support these pupils and their families, as follows:

Level 1 - Internal Support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom.

Level 2 – Internal Support, where education staff identify that a child or young person needs support or planning from within the school.

Level 3 – External support where education staff identify that the child or young person requires support or planning from beyond the school setting but within educational services e.g. bilingual support, psychological support.

Level 4 - External support provided on a multi-agency basis, where the child or young person's needs are identified as requiring support or planning from multi-agency services and these support needs will last for more than one year. E.g. Social work, Health professionals, Voluntary Services.

Kilsyth Academy complies with the Education (Additional Support for Learning) (Scotland) Act 2004, as amended by the Education (Additional Support for Learning) (Scotland) Act 2009. North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the school. The school also has a Support for Learning Policy, which is consistent with North Lanarkshire Council guidelines and is available on request.

Parents and young people can request an assessment, to establish whether a child or young person has additional needs or requires a Co-ordinated Support Plan. Parents and pupils are an essential part of the assessment, planning and review processes and their views are actively sought.

Planning

Additional Support Plans (ASPs) enable staff to plan for young people with Additional Support Needs. Some young people may require significant support from education and at least one other agency, such as health, social work or a voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. Parents and young people can, if they wish, request a CSP and would be involved in the process. A CSP may be initiated by the school or another agency. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

Curriculum for Excellence

What is Curriculum for Excellence?

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated.

All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity. The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to become a successful learner, a confident individual, a responsible citizen and an effective contributor.

What are the curriculum areas in Curriculum for Excellence?

Eight Curriculum Areas			
Expressive Arts	Health & Wellbeing	Languages (Literacy)	Mathematics (Numeracy)
Religious & Moral Education	Sciences	Social Studies	Technologies

Literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers have a responsibility to teach literacy and numeracy. Furthermore, pupils will have the opportunity to develop skills for life, learning and work including, literacy, numeracy and health and wellbeing across the curriculum, both in and out the classroom.

Learning is divided into two phases

The Broad General Education (BGE) is from nursery to the end of Secondary School Year 3. Learning is divided into levels. The levels are as follows:-

LEVEL	STAGE
Early	The pre-school years and P1 or, later for some
First	To the end of P4 but, earlier or later for some
Second	To the end of P7 but, earlier or later for some
Third and fourth	S1-S3 but, earlier for some
Senior Phase	S4 – S6 and college or other means of study

As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.



How will my child's learning be assessed?

In recent years approaches to assessment have undergone significant changes in Scottish schools with the emphasis firmly focused on assessing progress and determining next steps in learning for each and every young person as an individual. In doing so we use a range of assessment methods to ensure each child understands their progress and to help ensure that their potential is achieved. Assessment is used routinely, as part of learning, and includes peer and self-assessment techniques. This serves a variety of functions, which include:

- checking the quality of teaching and learning so that teachers can make changes if gaps in understanding are discovered.
- allowing pupils to check their understanding and take appropriate corrective action.
- providing realisable targets for pupils and identifying next steps.
- providing information against national standards.

In Kilsyth Academy assessment can take many forms including: class tests, often at the end of a unit of work; assessment of class work in jotters; homework; practical skills including, models in Technical, cookery skills in Home Economics and undertaking experiments in Science. A key aspect of assessment throughout is the use of Formative Assessment strategies.

What is formative assessment?

Formative assessment involves a range of strategies designed to give both pupil and teacher feedback about pupils' understanding of elements of their learning in courses. Unlike summative assessment, which is more formal, often with marks or grades, and often at the end of a topic or course, formative assessment builds understanding of smaller parts of the course. It is a regular and ongoing part of the process of learning and teaching in classes and can be less formal in nature.

Formative assessment monitors and supports pupils' progress, supports pupils to better understand the purpose of the learning and provides feedback on pupil strengths and next steps in their learning.

There are four key aspects or strategies to formative assessment which are:

1. pupils understanding the purpose of the lesson, i.e. the outcomes expected;
2. pupils demonstrating evidence of learning against clear success criteria;
3. the use of high quality, often open questions and other engagement strategies to deepen learning and encourage active thinking;
4. specific feedback to pupils that highlights what they know but also provides feedback on next steps to support learning, particularly where gaps in learning are evident.

New National Qualifications have also been developed, for pupils in S4, S5 and S6:-

- National 3, 4 and 5 qualifications were introduced in 2013/14
- Access, Higher and Advanced Higher courses have been updated to reflect Curriculum for Excellence.
- New Highers were introduced in most subjects, during 2014/15 and in the remainder, during 2015/16.
- New Advanced Highers were introduced during 2015/16.

In classrooms, staff are using improved ways of assessing children's learning, taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each year the school will let you know what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

Wider methods of assessing achievement include foundation apprenticeships, Sports Leader Award, Duke of Edinburgh Award, Dynamic Youth Awards, and Saltire Awards.

Kilsyth Academy for Excellence

Pupils who enter S1, in August 2020, will follow a common curriculum during their first year, covering each of the eight curriculum areas previously listed. Pupils will study French, as their main Modern Language and Spanish as a second Modern Language. In addition, there will be opportunities for some topic-based learning, incorporating a number of these subject disciplines within projects.

Personal learning plans will also be developed to help pupils to think about the learning process and, with their teachers, to identify next steps in learning across the curriculum.



Pupils continue to follow a broad general education throughout S2 and S3, studying subjects in all eight curricular areas. However, as pupils move into S3 they have the opportunity to personalise their curriculum to provide a degree of specialisation linked to their skills and interests, and to study subjects in greater depth in preparation for national qualifications courses offered in the senior phase.

As pupils move through their educational journey, parents and pupils will be supported to make informed decisions about learning and transitions through tracking reports, curricular parents evenings and parental information sessions. Furthermore, at the start of each session, parents will be informed about when sensitive aspects of learning, such as relationships, sexual health, parenthood and drug awareness, will be taught.

Religious Education and observance

All pupils from S1 to S4 will have Religious and Moral Education as part of their core curriculum. This is not solely an education in Christianity but includes a study of all the major religions of the world. Pupils in S5/6 can elect to study certificated Religious, Moral and Philosophical Studies.

Religious observance will be practised through school assemblies. These are taken on a planned basis by one of the School Chaplains.

Following the instruction contained within the Scottish Office Education Department circular 6/91 and within the terms of the Education (Scotland) Act 1980, parents have the right to withdraw their children from Religious Education or Religious Observance. Parents should contact the appropriate Depute Head Teacher in this instance.

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

Currently, our school chaplains are:

- Jane Denniston, Campsie Parish Church
- Allan Vint, Kilsyth Anderson Church
- Terry Wright, Kilsyth Methodist Church



Rwanda, June 2018

Senior school

School captains and prefects

Some S6 students are appointed to the posts of Captain, Vice-Captain, House Captain or Prefect of the school. Prefects assist the senior staff with supervision duties and organise a number of social events within the school. There are also a number of S6 students who are Peer Mentors and they have specific responsibilities for supporting S1 pupils. Each House elects a boy and a girl as House Captains who are responsible for encouraging pupils to participate in a series of inter-house events across the school year.



Captaincy team 2019/20

SQA examinations

In S4, S5 and S6, pupils follow mostly SQA certificated courses at National 3, National 4, National 5, Higher and Advanced Higher levels. Final presentation levels depend on pupils' progress and attainment throughout the courses and schools, in consultation with pupils/parents, normally decide on presentation levels. However, in the final analysis, the school will accede to the wishes of parents.

Educational Maintenance allowance (EMA)

Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to allow them to remain at school. In session 2020/21, students who are born before 1st March 2005 will be eligible to apply for an EMA.

All EMA applications are individually assessed and students must attend a school managed by North Lanarkshire Council, regardless of where he or she is resident.

The income used as the basis of the assessment is the gross household income for the preceding financial year. The income thresholds used in assessing applications in session 2019-20, are as shown below. These levels may be subject to change in session 2020-21:

- For applicants in single student households, £30 per week is paid, where the income is up to £24,421. Where the income is above that level, no award will be made.
- For applicants in multiple student households, £30 per week is paid, where the income is up to £26,884. Where the income is above that level, no award will be made.

The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA, and the rules which must be adhered to, for the EMA to be paid throughout the year.

Students in receipt of EMA must attain 100% attendance in any week to receive payment for that week. Where the student is absent through illness a medical certificate must be submitted. In addition, self-certification forms are accepted for a maximum of 5 days sickness absence in the academic session. Any illness which would take a pupil over the total of 5 days self-certification would continue to require submission of a medical certificate.

Medical certificates and self-certification forms must be issued within 14 days of the absence. Certificates issued more than 14 days after the absence must be accompanied by a letter explaining why they are backdated. Holidays taken during term-time will not be used in recalculating attendance.

Parents or carers of potentially eligible students will be sent an advisory letter in May providing details of the main eligibility criteria.

Application forms and guidance documents are sent to all secondary schools in North Lanarkshire in June each year. The school is also given a number of posters which will be placed in prominent positions throughout the school advertising the availability of forms. Students who may be eligible for an EMA should obtain an application form and guidance documents from the school and submit it to the EMA section as early as possible. Students who are eligible for an EMA from January to June should apply from November.

Application forms and guidance notes are available from schools, Municipal Buildings and First Stops Shops or they may be downloaded from the North Lanarkshire Council website.

Advice can be readily obtained from Mrs Fox (DHT) or from the EMA Section, Education and Families, Kildonan Street, Coatbridge ML5 3BT.

School leaving dates

These dates are set by the Scottish Government and apply to all schools in Scotland. It should be noted that a minority of pupils leave at the earliest opportunity with about 80% remaining at school into S5.

Young people who reach their 16th birthday on or before 30th September can leave on 31st May before their birthday. Those whose 16th birthday falls between 1st October and the last day of February can leave at Christmas. Students in the latter group may be given permission by North Lanarkshire Council to attend college from August to September for an approved course of study.



School leavers 2019

Wider opportunities for pupils

Schools are much more than places where children are taught subject information in classrooms. Skills such as co-operation, leadership and the ability to work with others are essential for young people of the future. While some of these skills are taught in class many are also delivered in the form of more relaxed social activities and in a less formal setting. These opportunities add richness to the experiences of our pupils, improve their confidence and develop them as responsible citizens. The activities on offer change from year to year, but examples of some that have been available in recent years are listed below.

Clubs and activities

The school offers a range of clubs and activities including the following:

- Athletics, Rock Bands, Public Speaking, Debating, School Show, Badminton, Concerts, Football, Netball, Gymnastics, Dance, Rugby, Fitness and Health and Wellbeing.

In addition, a Pupil Council, established for many years but recently reviewed, refreshed and re-launched ensures pupils are consulted on a range of issues including supporting our self-evaluation and improvement planning.

Residential trips at home and abroad

Over the last few years, we have held a three-day residential experience for S1 pupils, focusing on teambuilding and adventure, in an outdoor setting. Pupils in S2 and S3 can apply to attend our annual Leadership Academy at an outdoor centre and there is a residential experience or team-building day offered to Prefects.

Other opportunities vary from year to year, but have recently included a Humanities Faculty trip to London, a sports trip to Spain, a football trip to the North of England, trips to Rwanda and visits to Berlin and to the World War 1 Battlefields, in Belgium.



These all have very experienced leaders and are organised with care and attention to detail.

House Events

On arriving to Kilsyth Academy in S1, pupils are allocated to one of four houses where they remain for the duration of their time with us. The four Houses are Antonine, Balmalloch, Colzium and Dumbreck.

A full range of sporting and non-sporting events are held throughout the year to raise points towards the House Competition. House Captains work with staff to ensure that there is strong participation from all year groups. These events include: Cross-country runs, athletics, badminton, basketball, volleyball, rugby, subject challenges, quizzes etc.

Day Trips

Throughout the session we organise a range of trips to support learning in curricular and subject areas and provide enrichment through cultural experiences. These trips can be open to all or targeted at specific year groups or pupils depending upon subject choice. The following are examples of day trips we have offered most recently including: theatres, cinemas, exhibitions and other venues, for example, the Hunterian Museum, Glasgow School of Art, Kelvingrove Art Galleries, Strathclyde Park, Motherwell Civic Centre, Glasgow and Strathclyde Universities, Mathematical Challenge, Glasgow Science Centre, Museum of Modern Art, Summerlee, Our Dynamic Earth, the Scottish Parliament, author talks and book fairs.

Activities Days

As a reward to pupils for their efforts throughout the year we concentrate other outings to the last couple of days of the session, at the end of June. These normally include the opportunity to experience M&Ds and Blackpool Pleasure Beach.

In –school events

Throughout the year there is a wide range of in-school events and opportunities designed to support and challenge pupils and enrich their wider educational experience. These include visiting Theatre Group performances on topical issues, Visiting Speakers, Rotary Technology Competition, Christmas Concert, School Show, Rotary Club Public Speaking competition, Rotary Club Debating, Rotary Bake Off, Burns Supper, Christmas Party, Mock Interviews and guest speakers from business and industry and off-course our annual charity fundraising 'Crazy Day'.

Community

The school also participates in a range of community events and plays an important role in the local community. Recent projects with local charities, as part of the Youth and Philanthropy Initiative (YPI), and projects contributing to the Mark Scott Leadership for Life Award are examples of very successful community events, as is the Rotary Cooking Competition and associated afternoon tea for older citizens. Our Music students also provide entertainment for a number of community events. Each year, our pupils raise substantial sums of money for charities, chosen by the young people themselves. They also collect items for the local Foodbank.



Wider Achievements

Our pupils perform well in a wide range of activities contributing to personal and wider achievements, gaining accreditation for work experience, Associated Board exams in Music, Youth Scotland Dynamic Youth Awards, Saltire Awards for volunteering, Diana Awards, Prince's Trust awards, Sports Leader Awards, SQA Leadership Awards, John Muir Awards and Mark Scott Leadership for Life Awards. Wider achievements are celebrated at special assemblies, on our website, through national award ceremonies and in local media.

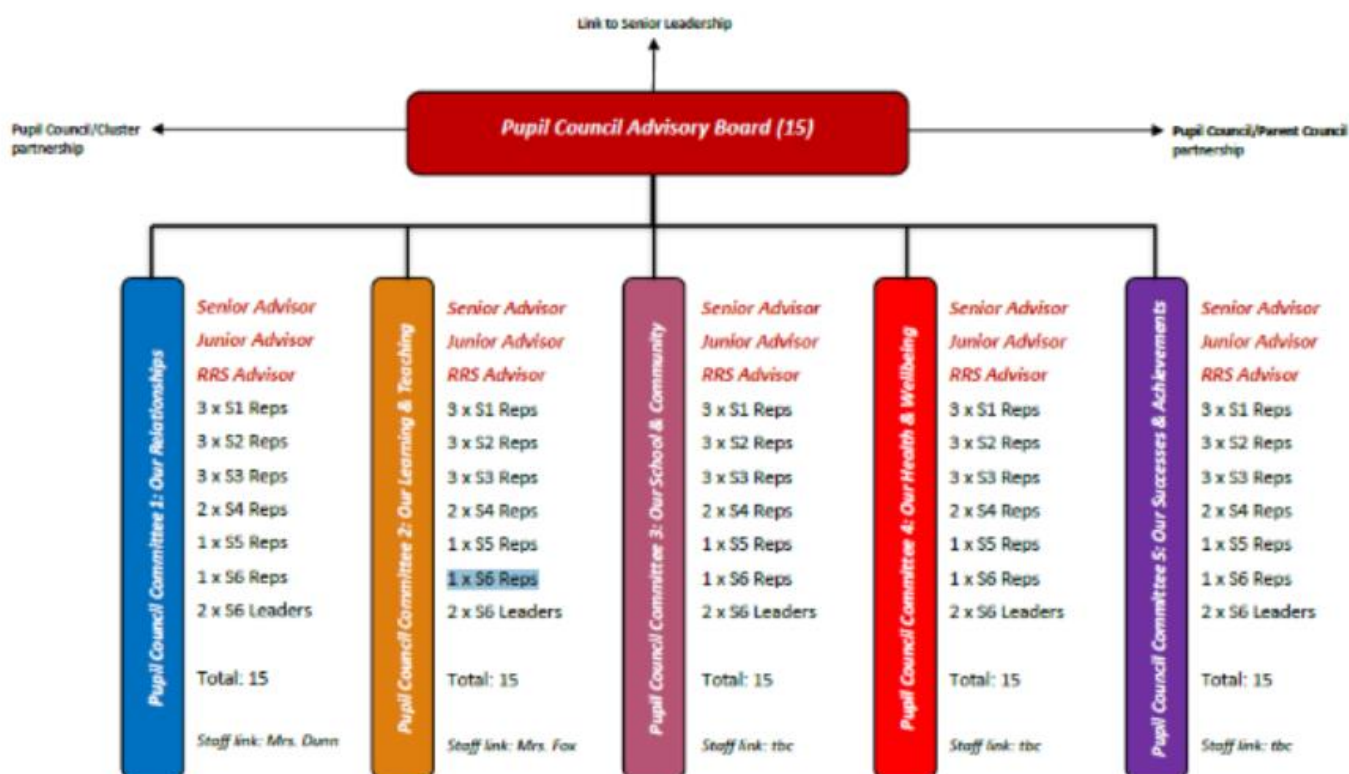


Pupil council

In Kilsyth Academy every effort is made to encourage our pupils to be actively involved in all that contributes to the wider life of the school. All pupils have the opportunity to serve on the Pupil Council for a period of at least one year. The representatives meet regularly with members of the Captaincy Team under the direction of a member of staff.

Our Pupil Council structure is designed to provide a wide range of pupil representation with a focus on the rights of the child and linked to five key themes including: Our relationships, Our learning and teaching, Our school and community, Our health and wellbeing and Our success and achievements. Five pupil committees feed into our pupil led, pupil council advisory board that links directly with our parent council, primary pupil councils and the senior leadership team. This is designed to ensure pupils have a real voice in school self-evaluation and improvement ensuring their views are represented and listened to.

Four representatives of the Kilsyth Academy Pupil Council also represent our pupil body at the North Lanarkshire Council Pupil Council.



Kilsyth Academy Pupil Council structure

School improvement

In Kilsyth Academy, we are committed to continuous improvement to ensure the best possible outcomes for our young people. In arriving at our improvement priorities, we take account of North Lanarkshire's service priorities, our audit of the previous year's improvement plan, and engagement with staff, parents and learners. We also take account of current national expectations in respect of the National Improvement Framework priorities which include.

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least deprived;
- Improvement in children and young peoples' health and wellbeing;
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

**NATIONAL IMPROVEMENT
FRAMEWORK
FOR SCOTTISH EDUCATION**

ACHIEVING EXCELLENCE AND EQUITY

These priorities will continue to shape the work of the school over the coming years in addition to a continued focus on developing leadership, learning provision including partnership working, particularly with parents and continuing to provide opportunities for pupils to succeed and achieve.

Our improvement plan is published each year on our school web-site. Our plan for 2020/21 will be published on the school web-site once finalised.

Each year we also publish a report on our progress which highlights our achievements over the previous school session linked to our improvement priorities. Again, our school improvement report will be published on our school web-site.

Reporting to parents

The purpose of formal reporting to parents is to inform them of their child's progress in each subject over the previous few months. In Kilsyth Academy we provide formal reports to parents regularly through a series of tracking reports. This is often supplemented by other communication from the school that may include letters and telephone conversations to alert you to, or discuss with you concerns we may have to allow us to work together to support young people. In addition, in Kilsyth Academy we operate two types of parents meetings. The first are reporting meetings where you will have the opportunity to discuss fully your child's progress with their subject teachers. The second are information evenings where parents will normally receive a presentation regarding aspects of school life, for example, the curriculum or the transition and options processes.

Tracking reports

In Kilsyth Academy, parents are issued three tracking reports throughout the session that provide brief information about pupils' progress, these include the current level of study and how pupils are engaging in terms of behaviour, effort and homework. In addition, where concerns exist, teachers give advice as to how improvements can be achieved. Tracking reports are designed to provide a snapshot overview of a young person's progress and should form the starting point for parent/teacher discussion at a Parents' Meeting where a fuller discussion about strengths and next steps can take place. They also provide an opportunity for parents to give a written response about the report or any other aspect of school life.

Where there is concern about a pupil's work, homework or behaviour parents are normally informed by letter or telephone in addition to tracking reports. Sometimes the parent will be invited to come to the school to discuss progress.

For the current session tracking reports were issued to each year group as follows. Please note that this is subject to change for session 2020/21 and an updated schedule of tracking reports will be published in the school calendar on our web-site once agreed.

- S1 September, January and May
- S2 September, January and May
- S3 October, January and May
- S4 October, February and March
- S5/6 September, November and February



Parent's meetings

We hold a Parents' Meeting for every year group, each session, which allow parents to meet class teachers and to discuss progress, next steps in learning or concerns. The Parents' Meetings are held in the Assembly Hall with around 45 staff and up to 150 parents. Appointments are made in advance through our online Parents Evening Booking System

We also hold Parents' Information Evenings, to give information about Primary/Secondary transition, Option Choices, Higher Education, subject information.

As an example, the current schedule of Parents' Meetings is as follows. Please note that this is subject to change for session 2020/21 and an updated schedule of parents' evenings will be published in the school calendar on our web-site once agreed.

Year	Activity	Month
P7	Information Evening	June
P5,6,7	Open evening	October
S1	Parents' Meeting	November
S2	Information Evening Parents' Meeting	January February
S3	Parents' Meeting	February
S4	Parents' Meeting Options Information Evening Parents' Meeting	January January January
S5/6	Options Higher Education Information Evening	January September

(2019/20 for illustration)



School discipline

A school must provide a safe, well-ordered environment within which a pupil can derive the maximum benefit from the courses provided. Most pupils contribute to this by behaving in an orderly manner. The policy in the school is to teach pupils to develop an awareness of the need for self-discipline.

In Kilsyth Academy we try to adopt a positive approach to pupil behaviour. We recognise the need to provide courses appropriate to the ability of all pupils. We try to reinforce good conduct by offering praise and recognising achievement. This is done routinely in the classroom, through assemblies, reports in the local press and formal presentations e.g. our annual awards ceremonies. Class teachers also issue Merits for particular noteworthy conduct or effort.

The vast majority of pupils have no problem in reaching our expected standards and we deal as quickly as possible with the minority who find this to be a problem. Where necessary, sanctions used include warnings, change of seat, detention (lunchtime or post-school), removal to another room, issue of a Demerit and removal from class for a period of time. Where this is ineffective the teacher may refer a pupil to the Principal Teacher.

If a pattern of referrals is received, or if the incident is serious, the Principal Teacher may refer it immediately to the DHT for further action. The DHT will normally contact the parents to discuss further action. Sanctions at this stage may include a period by period Behaviour Timetable which is signed by the parent each evening. A target for success is set and the Timetable usually continues until success is reached. The school operates a support base and some pupils may spend time there, completing normal class work and receiving additional support.

Staff from external providers, for example, college lecturers, are supported by senior staff to ensure they understand school procedures for referring on any form of indiscipline.

Our expectations:

In Kilsyth Academy we expect young people to:

- attend school regularly;
- come to school on time;
- take care of their own health and safety and not jeopardise the health and safety of others;
- show respect for teachers, other members of staff, other pupils & visitors;
- keep the school clean and tidy and take proper care of books, jotters and materials;
- behave reasonably at all times in and around school and on the way to / from school;
- accept the authority of all staff;
- stay in the school grounds at morning interval;
- wear the school uniform;
- do their very best at **all times**.

Potential consequences:

Breaking any of the school rules may have a number of consequences that could include:

- verbal reprimand;
- moved seat;
- withdrawal of privileges (e.g. from disco/ trips/ shows);
- referral to a Principal Teacher;
- parent(s) being contacted;
- referral to a Depute Head;
- referral to the Head Teacher;
- parents being asked to come up to the school;
- removal from class/normal lessons;
- exclusion from school.



The ultimate sanction is exclusion from school. This is usually applied for cases of violence, and aggression that can include verbal abuse and swearing at staff, vandalism, theft etc. Parents are required to come to the school and have to sign a partnership agreement before the pupil is re-admitted. This exclusion is recorded in the pupil's file.

Our Principal Teacher (Support for Learning & Inclusion) offers intensive counselling and support to young people who are having difficulties following the normal behaviour expected in school and in society. Reference is also made to other agencies e.g. Social Work, Children's Panel and Psychological Services when necessary.

The whole policy is based on co-operation with parents to attempt to raise the child's behaviour to an acceptable level.



Investigating engineering in partnership with BAM Nuttall

Anti-bullying

An important part of our whole school approach to discipline is our Anti-Bullying Policy. Bullying can exist in every school, including Kilsyth Academy. Our policy is based on the following principles to:

- identify those being bullied;
- identify the bullies;
- comfort and restore the confidence of the bullied;
- counsel and restore to acceptable behaviour the bully;
- tackle the general situation via PSHE classes.

This will be most effective if several channels for obtaining this information are available, and if the people who become aware of a problem pass it on to the Pupil Support or senior staff. In many cases there will be a need for confidentiality and for protection of the bullied child. Parents are asked to contact the school even if the names are not known. Suspicions - unhappiness, unusual reluctance to attend school etc. should also be passed on.

Pupils are encouraged to inform someone (preferably their Pupil Support Teacher) if they suspect another pupil is a victim of bullying. Prefects/seniors have a high profile around the school and are also available to help. The school will treat seriously any identified bullying. Incidents of bullying or alleged bullying are recorded electronically, as part of the school's monitoring system.

Teaching staff are practised in identifying behaviour changes, unhappiness, isolation etc. and readily communicate any concerns to Pupil Support staff. The senior staff, some teachers, classroom assistants and janitors participate in interval and lunchtime supervision, ensuring that an adult presence is provided in playgrounds at break times, in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Pupils with Additional Support Needs may also access the Support for Learning base, which is supervised during intervals and lunchtime.

First and foremost, we aim to ensure that any acts of bullying stop. The most effective support for the bullied child will involve discussion/counselling, advice about how to react to the bully, identifying older pupils to help, giving help to form new friendships, trying to encourage involvement in new activities etc. Again, the Pupil Support Team, working with the DHTs, have the main responsibility for dealing with identified bullies. For less serious cases of name-calling etc. counselling may stop progression to physical bullying. Punishment without counselling is unlikely to be effective and may indeed lead to further victimisation. Parents are involved at an early stage and a variety of sanctions up to and including exclusion are available. A firm stand is always taken, with warnings of the consequence of any repetition of the bullying behaviour. In some cases a ban on communication between the two parties may work. In some cases the two sides can shake hands and become friends.

All first and second year classes have one period each week, usually with their Pupil Support Teacher, doing Personal, Social and Health Education. Bullying is covered in S1, usually in October/ November. The topic then continues under the heading of friendship. Relationships including those with the peer group are examined in second year.

Child Protection

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations.

The Head Teacher is responsible for the school's actions in response to Child Protection concerns.

If there are any Child Protection concerns, the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is: Miss Angela Reilly (Depute Head Teacher)

Telephone Number: 01236 632157

Adult Protection

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society.

The Head Teacher is responsible for the schools actions in response to Adult Protection concerns.

If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines.

Adult Protection Co-ordinator is: Miss Angela Reilly (Depute Head Teacher).

Photographs

On several occasions during the school year a child may have his /her photograph taken. This may be for display in the school, for inclusion in school publications, our Website, Twitter or as a feature in the local newspapers. If a parent/guardian would prefer that no photographs are taken for these purposes he/she should inform the Head Teacher of this in writing.

Photographs are also taken for administrative purposes and for National Entitlement cards and these are kept confidentially within the school and authority.

School uniform

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code, the parents, pupils and staff were fully consulted. It is the expectation of the Education Authority that parents will be keen to support the dress code and written agreement may be sought.

Pupils attending Kilsyth Academy are expected to wear full school uniform on their way to and from school and throughout the school day. We are always grateful to parents for their support with school uniform and trust that this will continue. Outdoor garments or any non-uniform items must be removed when inside the school building.

Our school uniform consists of the following garments only:

- White shirt or blouse, with buttons to the neck, and a school tie;
- Kilsyth Academy blazer;
- Plain black V-neck jumper or cardigan (if required);
- Black skirt or trousers;

Senior pupils in S5 and S6 have their own distinctive tie and may wear black shirts instead of white. Seniors may also have red braid around the edge of their blazers, to tone with the senior tie, if they so wish.

School uniform items can be purchased from Baru, Cowgate, Kirkintilloch, and from other retailers. The following fashion items are not permissible, with school uniform:

- Hoodies;
- Striped or coloured tops;
- Tops with logos/football tops;
- Track suit trousers, jeans (including black jeans) or jeggings;
- Shorts;
- Long black socks that go above the knee;
- Footless tights or leggings.

In line with North Lanarkshire policy, clothing which is unacceptable in school under any circumstances, includes items which:

- could potentially, encourage factions (e.g. football colours);
- could cause offence (e.g. anti-religious symbolism or political slogans);
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings and other potentially dangerous jewellery;
- are of flammable materials which may be a danger in certain classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco;
- could be used to inflict damage on other pupils or to be used by others to do so.

Whilst, in general terms, it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code might be deemed to be a serious challenge to the Head Teacher's authority and be detrimental to the well-being of the whole school community. In such circumstances a Head Teacher could justify the use of the school discipline procedure.

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/guardians are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery etc. are not brought to school. Parents should note that any claims submitted to cover the loss of such things are likely to be met only where the Authority can be shown to have been negligent.

Clothing grants

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Universal Credit, housing benefit, council tax rebate.

Parents in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances is at the discretion of the Assistant Chief Executive, Education, Youth and Communities. Information and application forms may be obtained from any school or First Stop Shop.



Children in Need S6 Pyjama party

#everydaycounts

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

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised, as defined by the Scottish Government.

Parents are asked to inform the school, preferably by telephone, on the first day of absence to inform us of the reason for absence and the likely duration of the absence. If we are not notified of an unexpected absence prior to the start of school we will send a text message to the number we hold on file informing you that your child has not turned up for school that day. The absence will be recorded as 'unauthorised' until circumstances can be confirmed. If a general pattern of absence develops, our Pupil Support staff will be in touch by letter or by phone. In the case of every absence parents are asked to provide a written note on the first morning of the child's return to school, including occasions where there has been telephone or e-mail contact.

Please note that in the interests of child safety, and where all attempts to contact parents/carers and locate the child have been exhausted, we may contact the police.

If a child is absent through illness which is likely to extend over a lengthy period of time, the parent should contact the Pupil Support teacher to arrange for work to be sent home. In the case of very prolonged illness or injury, it may be possible for the school to arrange home tuition, where requests are supported by a medical practitioner. In the event, parents should not hesitate to contact their child's Pupil Support teacher if they have any cause for concern.

It should also be noted that pupils are expected to arrive punctually at school and may not leave the premises during class-time or during the morning interval, without prior permission. Whenever possible, appointments, including medical and dental, should be made for times out with school hours.

Family Holidays during Term Time

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/guardians should inform the school of the dates by letter, before going on holiday.

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

- A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the 'authorised absence' category will **not** include such reasons as:

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

Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the Head Teacher's prior agreement has not been sought, the absence will automatically be classed as unauthorised.

Extended Leave with Parental Consent

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under 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

Exceptional Domestic Circumstances

Parents may request permission for such leave in writing and the school may authorise such requests under the following circumstances:

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis, which causes serious disruption to the family home, causing temporary relocation.

Emergencies and adverse conditions

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of any school closure or re-opening. We shall keep you informed by using letters, e-mails, text messaging, information on our web-site, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio, on the NLC website and on Twitter. The Kilsyth Academy website and Twitter addresses are at the front of this handbook.

Home Learning

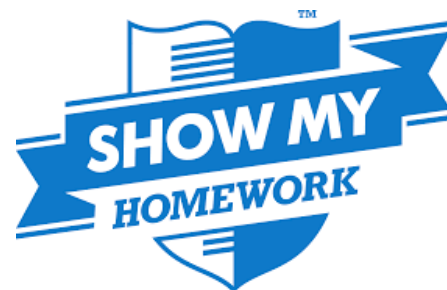
Home learning is an essential part of school life. Research indicates clearly that children who undertake additional learning at home regularly, do better in examinations and are more successful in later life.

Education has changed greatly in recent years and this is also reflected in the range, variety and types of homework that may be issued to young people to support, consolidate, extend and enrich their learning. Written work is traditionally the most common method but this is now supplemented by other kinds of work such as:

- Studying a TV programme, on-line video or quality newspapers
- Engaging in personal research, using the internet and other sources
- Reading for pleasure
- Reading for information
- Problem solving and investigations
- Carrying out surveys or visits

It is difficult to specify times for homework since work that one child can complete in ten minutes may take another a full hour. Similarly, homework may vary from subject to subject depending upon the course requirements at any given time, including the different topics and blocks of work that pupils might be studying. Homework might also be issued as one main task over a block of work rather than as smaller weekly tasks.

To support both pupils and parents to plan and track homework next session we have introduced an online homework tool called 'Show my homework' that allows pupils and parents to see what homework has been issued, when it is due and if it has been submitted. This is a web-based application that is also supported by a mobile app on both android and iOS. Further information, including parent login details, will be issued to every pupil in August.



Extra homework will be organised on request. Pupils absent due to illness or family commitments will be provided with extra work, if there is sufficient notice to allow this to be organised.

We also organise Supported Study sessions at the end of the school day or at lunch-time in the school, where there is an opportunity for tutorials targeted at particular subjects. This is primarily for pupils in S4, S5 and S6. In addition, some S6 pupils may have some time available for private study within school.

You can learn more about home learning and homework at our website.

School meals

Our Café is a very bright and welcoming social space where pupils can socialise over quality food before school, at morning interval and at lunchtimes. At Lunchtime, both high quality meals and snacks are provided every day. Snacks are also available before school, up to 08.55am, and at the interval. Pupils can of course opt to bring a packed lunches and are welcome to eat this in the Café. Furthermore, as a privilege, senior pupils have exclusive use of an area within the cafeteria.

In Kilsyth Academy we operate a cashless system and every pupil is issued with a National Entitlement swipe card together with their unique PIN number. Money is deposited on this card via machines in the school, by payments at notified times to the Café, or by on-line payments. All purchases are made using the cards or PIN numbers; no cash is taken at the food counters.

Special arrangements will be made for any child requiring a special diet, as a result of a medical condition. A medically prescribed diet form must be completed by the child's registered dietician or general practitioner in such circumstances. The Pupil Support Teacher should be contacted initially and parents may be asked to attend a meeting to discuss the child's dietary requirements. Pupil accounts can be adjusted to prevent the purchase of certain types of food. Occasionally parents/carers may be asked to supply prescription foods.

Special diets required for ethical, religious or cultural reasons should be requested in writing to the Head Teacher, who will liaise with the school catering service.

Free school meals

Children of parents receiving income support, job seeker's allowance (income based), Employment and Support Allowance (income based) or Universal Credit are entitled to a meal without charge. Pupils aged between 16 and 18 and who are in receipt of any qualifying benefits can apply for free school meals, in their own right. Information and application forms for free school meals may be obtained from schools, first stop shops and the Municipal Buildings, Coatbridge.

For pupils who are entitled to a lunch without charge, the pupil's account (swipe card) is automatically credited daily with the cost of a meal. If no purchase is made the money cannot rollover to the following day and is debited later in the day from the pupil's account. Our cashless system means there is no way that a pupil getting free meals can be identified by other pupils or teachers.

Please note that free milk is not provided for secondary pupils. Milk is, however, available for purchase in the cafeteria.

We would strongly encourage any parent who thinks their child might be eligible for a free school meal to apply. If you require support with this please do not hesitate to contact Ms. McKillop (DHT) who will be happy to help in the strictest confidence.

School transport

The Council has a policy of providing free transport to secondary pupils who live more than two miles from their local school, by the recognised shortest suitable walking route. This policy is more generous than the law requires. This provision could be reviewed at any time.

Parents who consider they are eligible should obtain an application form from the school or from Education, Youth and Communities. These forms should be completed and returned before the end of February for those pupils beginning the 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. There is discretion in special circumstances to grant privilege transport for pupils to travel in transport provided by the Authority, where spare places are available and no additional costs are incurred.

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 limits (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. **Misbehaviour could result in a loss of the right to free transport.**

In effect, all pupils from Banton, Kelvinhead, Milton of Campsie, Lennoxton, Haughhead and Campsie Glen are currently entitled to free transport. Bus passes will be issued on the first day of the school session and these must be carried at all times. Transport from areas in East Dunbartonshire is financed by East Dunbartonshire Council and for areas in North Lanarkshire, it is North Lanarkshire Council who pays for the transport. Allocations to specific buses are made by the bus companies, usually according to postcode. These are not school decisions.

Placing Requests

The Council does not provide transport for those pupils in receipt of a placing request, other than in exceptional circumstances.

Consortium Arrangements

Transport arrangements are made for senior pupils travelling during the school day, to other schools in the local area.

Health and medical care

You entrust your children to us and we take every step to ensure their health in school. We have several trained first-aiders who can deal with minor injuries or stabilise a patient until professional help arrives. However, we do not have a school nurse.

Where a pupil has a specific medical condition or requires any regular medication parents are asked to inform the school of this. However, please note that regulations severely limit the medication that can be administered by the school. Pupils on particular medicines or who use inhalers are advised to leave a supply at the School Office in a container labelled with their name. They can then obtain their medication when necessary.

If a pupil is ill enough to require removal from class we will contact the parent or the emergency contact. If transport is available we would expect the parent to collect the child. If no transport is available a taxi can be organised and paid by the parent.

Pupils with medical or dental appointments should take their appointment card to the Pupil Support Base, before school starts, so that a "Permitted Absence" can be noted, provided it is for less than half a day. Longer appointments will be marked as "Authorised Absences".

Any young person who has an extended stay in a Glasgow hospital may access Education through the Hospital Education Service who will, in turn liaise with the school.

The School Medical Service visits the school to carry out immunisations, medical examinations and interviews. We do all we can to help in the arrangements. Any matters of concern should be addressed to NHS Lanarkshire.



Freedom of information

Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005. The Act allows anyone to ask for information from the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer, with the support of an officer in each Service. The Freedom of Information and Records Management officer can be contacted by telephone on 01698 302484.

Data protection

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act, such requests should be sent to the Freedom of Information and Records Management Officer.

Transferring education data about pupils

Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme.

The data collected and transferred covers areas such as date of birth, postcode, registration for free- school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SGEP.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this handbook and on the NLC website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SGEP and Education Authorities 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 educational outcomes. Accurate and up-to-date data allows SGEP, Education Authorities and schools 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 that influence pupil attainment and achievement;
- target resources better.

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 handbook can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www. scotxed.net](http://www.scotxed.net)).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry our 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 and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public, as a result of the data sharing, and that such data will not be used to take any actions in respect of an individual.

Concerns

If you have any concerns about the ScotXed data collections, you can email school.stats@scotland.gsi.gov.uk or write to The ScotXed Support Office, SGEP, 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 data exchanges are available on the ScotXed website, <http://www.scotxed.net>.

Important addresses

Mr Derek Brown

Assistant Executive Director
Education and families
North Lanarkshire Council
Civic Centre
Windmillhill Street
Motherwell
ML1 1AB

North Lanarkshire Councillors

Civic Centre
Windmillhill Street
Motherwell
ML1 1AB

Kilsyth Ward
Provost Jean Jones
Cllr Heather Bannan-McVey
Cllr Mark Kerr

North Lanarkshire Council

Continuous Improvement Officers

Education and Families
North Lanarkshire Council
Civic Centre
Windmillhill Street
Motherwell
ML1 1AB

Margaret Hunter
Craig Barnstaple
Michelle O'Halleron

Chief Executive's Area Office

Registration Office
Bron Way
Cumbernauld
G67 1AA

East Dunbartonshire Councillors

12 Strathkelvin Place
Kirkintilloch
G66 1TJ

Ward 4 – Bishopbriggs North & Campsie
Cllr Paul Ferretti
Cllr Mohrag Fischer
Cllr Billy Hendrie
Cllr Gary Pews

Additional Support Needs Manager

Lyndsay Malley
St Mary's Primary School
Liddell Road
Cumbernauld

Tel: 01236 632363

You can also get more help and advice from:

Enquire – the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets.

0345 123 2303 or info@enquire.org.uk

www.enquire.org.uk for parents, practitioners, children and young people.

enquiry@siaa.org.uk

www.siaa.org.uk

Resolve (Independent Adjudicator)

Tel: 0131 313 8844

Scottish Independent Advocacy Alliance

Mansfield Traquair Centre

15 Mansfield Place

Edinburgh

EH3 6BB

enquiry@siaa.org.uk

www.siaa.org.uk

Additional Support Needs Tribunal (Scotland)

Tel: 0141 302 5860

ASNTS

Health and Education Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

www.asntscotland.gov.uk

NHS Lanarkshire

Kilsyth Health Centre
Airdrie Road
Kilsyth
G65 4JE

Tel: 01236 801677

North Lanarkshire Social work Department

Bron Way
Cumbernauld
G67 1DZ

Tel: 01236 638700

Community Learning and Development

Baird Memorial Primary School
6 Avonhead Road
Condorrat
G67 4RA

Tel: 01236 638384

Email: CLD-North@northlan.gov.uk



School Attendance 2018/19

Establishment	% Attendance
Kilsyth Academy	88.6%
North Lanarkshire council	86.8%

Pupil Attainment

By the end of S4:

Percentage of S4 roll achieving Literacy and Numeracy at SCQF Level 4 (National 4) or above			
	2017	2018	2019
Kilsyth Academy	85.4	87.8	75.7

Percentage of S4 roll achieving Literacy and Numeracy at SCQF Level 5 (National 5) or above			
	2017	2018	2019
Kilsyth Academy	51.7	51.0	40.2

Percentage of S4 roll achieving 5 or more awards at SCQF Levels 3, 4 and 5			
2019	National 3	National 4	National 5
Kilsyth Academy	86%	83.2%	48.6%

By the end of S5:

Percentage of S5 roll achieving 1 or more awards at SCQF Level 6 (Higher)				
	2016	2017	2018	2019
Kilsyth Academy	49.5%	51.5%	64.1%	67.9%

Percentage of S5 roll achieving 3 or more awards at SCQF Level 6 (Higher)				
	2016	2017	2018	2019
Kilsyth Academy	35.5%	34.7%	37.2%	38.1%

Percentage of S5 roll achieving 5 or more awards at SCQF Level 6 (Higher)				
	2016	2017	2018	2019
Kilsyth Academy	17.8%	16.8%	18%	15.5%

By the end of S6:

Percentage of S6 roll achieving 1 or more awards at SCQF Level 6 (Higher)				
	2016	2017	2018	2019
Kilsyth Academy	80.5%	85.3%	80.9%	90.4%

Percentage of S6 roll achieving 3 or more awards at SCQF Level 6 (Higher)				
	2016	2017	2018	2019
Kilsyth Academy	56.3%	73.8%	57.4%	73.1%

Percentage of S6 roll achieving 5 or more awards at SCQF Level 6 (Higher)				
	2016	2017	2018	2019
Kilsyth Academy	42.5%	55.7%	48.5%	48.1%

Percentage of S6 roll achieving 1 or more awards at SCQF Level 7 (Advanced Higher)				
	2016	2017	2018	2019
Kilsyth Academy	18.4%	24.6%	22.1%	25%



Although the information in our Handbook 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.*

Education Authorities are required by law to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the council and the school.



LEARN HERE

