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December 2015

Dear Parents

Each year our schools issue a copy of the handbook which outlines the current policies and practices of the council and of the school. Renfrewshire Council is committed to providing high quality services. This commitment is reflected in our council plan vision which is:

Renfrewshire Council is an organisation which is focused on achieving the following outcomes:

- Increased, sustainable investment in our economy;
- Improved health, well-being and life chances for children and families;
- Improved support to vulnerable adults;
- Reduction in the causes and impact of poverty; and
- a safer and stronger Renfrewshire,

It gives me great pleasure, as the director of children's services, to commend the school handbook to you as a source of helpful information not only on day to day matters of school procedure, but as an interesting insight into the school itself.

Yours sincerely

Peter MacLeod
Director of Children's Services

Welcome from the Interim Head Teacher

Dear Parents and Carers

Welcome to the Johnstone High School handbook, which I hope you will find informative.

The main aim of the school is to provide a high quality education which will allow all pupils to fulfil their academic, social and creative potential as learners and individuals. In doing this we will help to develop our pupils into self disciplined and responsible young adults who have an understanding and compassion for others; pupils who will be ready to face the challenges of life outside of school in further education or in employment. We will also strive to ensure that the school communicates openly with parents and carers and that our place in the community is valued at all times.

As you take time to read through the handbook you will quickly learn that Johnstone High School is a complex organisation that requires the support of many people working together in close partnership and it is here that we are fortunate to have an excellent teaching staff and support staff, hard working pupils, supportive parents and community partners who contribute collectively to the progress and success of the school.

In addition to our handbook we are working hard at developing our lines of communication through focus groups and questionnaires, newsletters and our school website, which I trust you will visit on many occasions throughout the course of the session.

I hope that you will welcome and share the optimism and enthusiasm I have for taking Johnstone High School forward and I look forward to meeting and working with you.

If there are any matters which you wish to discuss with me, or any member of my staff, please do not hesitate to contact the school on 01505 322173 or at enquiries@johnstonehigh.renfrewshire.sch.uk

Yours sincerely

Michael Dewar
Interim Head Teacher

School aims

Johnstone High School is:

- A learning community with shared aims and values
- A school in which high standards are monitored, reviewed and maintained
- A safe, happy and challenging environment in which all staff and pupils can work in partnership
- A place where the core business is effective learning and teaching
- A place of opportunity for worthwhile learning and teaching to thrive

Johnstone High School pupils are:

- Motivated, challenged, happy and achieving their full potential
- Respectful and supportive of all members of our learning community
- Involved in charting their own educational progress and motivated to make progress
- Regular and consistent attenders
- Successful learners, effective contributors, responsible citizens and confident individuals

Johnstone High School parents are:

- Valued partners in their children's education and who support their learning
- Informed about and involved in the development of the school's educational provision
- Understanding of the way in which the school conducts its business

Johnstone High School staff are:

- Encouraged to work in a collegiate way to develop and share best practice
- Expected to display leadership and proficiency in delivering high quality education
- Supported in developing their individual and collective professional skills
- United in purpose and consistent in practice
- Reflective and self-evaluative

The realisation of this vision requires:

- Attitudes favourable to education
- Optimum conditions for teaching and learning
- High quality teaching that is consistent and meets the needs of all pupils
- An ethos of self-evaluation

Our endeavours to maintain progress and improvement will entail:

- Actions which relate to pupils
- Actions which relate to staff
- Actions which relate to parents
- Actions which relate to the learning environment

Renfrewshire Council Children's Services - Service Pledges

Standards and expectations

We will:

- offer all children and young people a free school place;
- provide school premises which meet health and safety standards;
- provide information on your child's progress;
- provide religious and moral education for your child;
- give support to parent involvement in schools;
- provide information on school activities;
- provide 27.5 hours of class contact time for pupils in each normal school week; and
- help pupils prepare for the world of work, vocational, further and higher education.

Pupils will have opportunities for:

- personal, social and skills development;
- music, cultural activities and creativity;
- access to healthier lifestyles and sports activities; and
- community involvement.

You can also expect:

- a formal written report on your child's progress;
- an annual report on progress within the school improvement plan;
- an opportunity to have a formal meeting with your child's class teacher or teachers;
- us to meet your child's needs; and
- regular reports on the quality of the school.

How can you help?

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- making sure your child attends school regularly;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community; and
- being involved in the school.

Throughout this handbook the term 'parent' has the meaning attributed to it in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.



About our school

School staff

Senior Management Team

Interim Head Teacher/Education Officer

Michael Dewar/Lynne Hollywood

- Quality Assurance
- School Policies
- Senior Management Team
- Extended Management Team
- Staffing
- School Budget
- Ethos
- School Promotion
- Cluster Management
- Information Evenings
- Liaison with Renfrewshire Council
- Parent Partnerships



Depute Head Teacher - Graham Munro

- S5/6
- SQA
- RE & Social Subjects
- Assessment and Verification
- Qualifications/Exam Management
- HE/FE/Consortia Arrangements
- Scholar
- UCAS
- Pupil Leadership and Badge Holders
- Pupil Voice
- Extra Curricular Programme
- Celebrating Success/Award Ceremonies
- Citizenship
- Community Involvement
- Fire Drill Management
- SEEMIS for SQA
- School Promotion/publicity



Depute Head Teacher - Kit Gilbert

- S4
- Self Evaluation and Planning for Improvement
- PE, HE, Music, Art, Technical and ICT
- School Policies and Procedures
- NQTs and Students
- Curriculum
- Inter Disciplinary Learning
- Responsibilities for All
- Skills for Learning, Life and Work
- S4 Enrichment Programme
- Skills Development Scotland Link
- Insight
- Local Authority Child Protection Trainer



Acting Depute Head Teacher - Ryan Miller

- S2/3
- Learning & Teaching
- Modern Languages and English
- Professional Review and Development
- Staff Continuing Lifelong Professional Development
- Staff Leadership and Development
- SEEMIS
- Reporting
- Personal Learning Planning
- Raising Attainment
- Tracking S1- 6



Depute Head Teacher - Joanne Sturgeon

- S1
- Pupil Support/GIRFEC
- Learning Support, Pastoral Support, Maths and Science
- Primary Transition
- Extended Support Team
- Home Link
- Looked After Children/LAAC
- ASNAs
- Alternative Support curriculum
- Child Protection
- Inclusion and Equality
- Options Management
- Timetable



Business Support Manager – Ms Lorraine Dick

- Financial Management and School Fund
- Resource Management and Inventory
- SQA Administration
- School Estate/Facilities Management
- Staffing and Absence Cover
- Recruitment Admin and PVG
- School Calendar
- Education Maintenance Allowance
- Health and Safety
- Management of Statistical Returns
- Staff and School Handbooks
- Technicians/ISO/CAs
- ICT Management
- Management of Mini Bus

Pupil Support Staff

Miss Wilkie
Skye House



Mrs O'Malley
Mull House



Ms Milligan
Iona House



Mr Rainey
Arran House



Teaching Staff

Art

Mr Sheppard (Acting PT)
Mrs McAlinden
Mr McGregor
Mrs McHendry

Computing

Mr McGivern (PT)
Mr Carey
Mrs Moffat
Mrs McVey

English

Mrs Haggerty (PT)
Mr Miller (Acting DHT)
Mr Clark
Ms MacDonald
Mrs Pearson
Mrs McGlynn
Miss Pinkerton
Ms Wilson
Miss Carswell

Home Economics

Miss Purves (Acting PT)
Mrs Barry
Mrs Carlin
Miss Docherty

Learning Support

Mrs Smith (Principal Teacher)
Mrs McKee (Temporary)

Biology

Mrs Irving
Dr Wardrope
Mrs Kettlewell

Chemistry

Mrs Steven
Mrs Costello
Mr Toland (Temporary)
Mr Munro (DHT)
Mr Gatongi (Temporary)

Geography

Mr Gilbert (DHT)
Mr Gilmour

History

Mr Fenwick (PT of Social Subjects)
Miss Mitchell (Temporary)
Miss Delussey (NQT)

Maths

Mrs Colford (PT)
Mrs Sturgeon (DHT)
Mrs Milligan (PT Pupil Support)
Mrs O'Malley (PT Pupil Support)
Mr Dickie
Mr Edgar
Mrs Allan
Mr Rankin
Mr Bradnum (Temporary)

Modern Studies

Mr Fenwick (PT)
Mr Rainey (PT Pupil Support)
Miss Brown

PE

Mr Connelly (Acting PT)
Mr Maitland
Ms Wightman
Mrs Dornan (Temporary)
Miss Still (NQT)
Miss Martin (Temporary)

RME

Mr Arbuckle (PT)
Mr Peters

Additional Support Needs Assistants

Ms Arthur
Ms McNamara
Mrs Cowely
Mrs Hamilton
Mr Gallagher

Modern Languages

Mrs Coyle (Acting PT)
Miss Wilkie (PT Pupil Support)
Mrs Ferguson
Mrs Wisely
Mrs Campbell (Temporary)
Mrs McIntyre (Temporary)

Music

Mr Smith (PT)
Miss Keenan
Miss Leslie

Physics

Mr McKenzie (Acting PT of Sciences)
Mr Malaney
Mr Fulton

Technical

Mr McGeechan (Acting PT)
Mr Johnston (Temporary)

Support Staff

Office

Mrs Craig	Service Delivery Officer
Mrs Hayes	Service Delivery Officer
Mrs MacDonald	Team Leader (temp)
Vacant Post	Admin Assistant
Mrs Allen	Clerical Assistant
Mrs Bennion	Clerical Assistant
Mrs Laurence	Clerical Assistant
Mrs Macdonald	Clerical Assistant
Mrs King	Peripatetic Clerical Assistant

Janitorial

Mr Cameron

Classroom Assistants

Mrs Woods
Ms Palmer

Technicians

Mr Thornburn

Science Technicians

Miss McPherson
Mrs McColl

ICT Technician

Mr Fulton

Library

Mr Kerr

Cook In Charge

Ms O'Donnell

Active Schools Co-ordinator

Miss McPhail

Cleaning Supervisor

Mrs Rae

Home Link Worker

Mrs Badger
Mrs Hammerton

Home Link Worker
Home Link Assistant

Community Learning & Development Worker

Miss Smyth

Our Senior Pupils

We are lucky to have a very strong tradition of head boy and head girl and also depute head boys and girls. These pupils are in S6 and are strong examples of pupil leadership within the school. We also have house captains taken from S5.



School information

School contact details

- phone number: 01505 322173
- email address: johnstonehighenquires@renfrewshire.gov.uk
- write to us at:

Johnstone High School,
Beith Road,
Johnstone
PA5 0JN

Car parking

There are ample car parking spaces available for staff and visitors, though no spaces are designated for disabled badge holders.

School security

Renfrewshire Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures, including a visitors' book, badges and escorts while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then make the necessary arrangements for the visit.

Current School roll

The current school roll is 968 pupils.



Parent Council

Mrs Diane Spence (Chair of the Parent Council) can be contacted via the email address above.

Parental involvement

[Parents can be involved](#) in their child's learning by:

- supporting learning at home;
- developing strong partnerships between home and school; and
- engaging with the school, especially with Curriculum for Excellence
-

By law schools have a duty to promote parents' involvement in children's education. Parents are encouraged to be:

- involved with their child's education and learning;
- welcomed as active participants in the life of the school; and
- encouraged to express their views on school education generally and work in partnership with their children's schools.

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of those parents chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school; be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way you can.

The type of things the parent council may get involved in include:

- supporting the work of the school;
- gathering and representing parents' views to the head teacher, education authority and Education Scotland;
- promoting contact between the school, parents, pupils, and the local

- community;
- fundraising;
- organising events ;
- reporting to the parent forum; and
- being involved in the appointment of senior promoted staff.

For more information on parental involvement please access our website or that of the National Parent Forum.

School day

Monday, Tuesday & Thursday

Period 1	8.50	-	9.40
Period 2	9.40	-	10.30
Interval	10.30	-	10.45
Period 3	10.45	-	11.35
Period 4	11.35	-	12.25
Period 5	12.25	-	1.15
Lunch	1.15	-	2.00
Period 6	2.00	-	2.50
Period 7	2.50	-	3.40

Wednesday and Friday

Period 1	8.50	-	9.40
Period 2	9.40	-	10.30
Interval	10.30	-	10.45
Period 3	10.45	-	11.35
Period 4	11.35	-	12.25
Lunch	12.25	-	1.10
Period 5	1.10	-	2.00
Period 6	2.00	-	2.50

School lets

To apply to use school facilities out with the school day, please contact the Community Facilities Section at St. Catherine's Primary School. Contact details are in the 'important contacts' section at the end of this handbook.

Renfrewshire Council			Amended March 2015
			2 in-service days on return in August
			1 Day St Andrews Day
Proposed School Holiday Arrangements			Finish 20 December 2016
			2 Day February Break
		2016/2017	Finish 28 June 2017
			Inservice days before holidays
Term	Break	Dates of Attendance	
First		In-Service Day	Thursday 11 August 2016 (IS)
		In-Service Day	Friday 12 August 2016 (IS)
		Schools Re-Open	Monday 15 August 2016
	Local Holiday/Closed	Schools Closed	Friday 23 September 2016
		Schools Re-Open	Tuesday 27 September 2016
Mid Term		In-Service Day	Friday 14 October 2016 (IS)
		Schools Closed	Monday 17 October 2016
		Schools Re-Open	Monday 24 October 2016
St Andrew's Day		Schools Closed	Wednesday 30 November 2016
		Schools Re-open	Thursday 1 December 2016
Christmas		Schools Closed	Wednesday 21 December 2016
Second		Schools Re-Open	Thursday 5 January 2017
	Mid-Term	In-Service Day	Friday 10 February 2017 (IS)
		Schools Closed	Monday 13 February 2017
	Schools Re-Open	Wednesday 15 February 2017	
Spring		Last day of session	Friday 31 March 2017
		Schools Closed	Monday 3 April 2017
		Schools Re-Open	Tuesday 18 April 2017
Third	May Day	Schools Closed	Monday 1 May 2017
		Schools Re-Open	Tuesday 2 May 2017
	Local Holiday/Closed	In-Service Day	Thursday 25 May 2017 (IS)
		Schools Closed	Friday 26 May 2017
	Schools Re-Open	Tuesday 30 May 2017	
		Last day of session	Wednesday 28 June 2017
		Schools Closed	Thursday 29 June 2017
Teachers Return -	Friday 11 August 2017		
(IS) - In-Service Day			
In-Service Days	(Only Staff Attend on these days - No Pupils)		
	Thursday	11/08/16	
	Friday	12/08/16	
	Friday	14/10/16	
	Friday	10/02/17	
	Thursday	25/05/17	

School dress

Renfrewshire Council encourages each school to adopt a dress code after discussion with parents, pupils and the parent council. The council supports an agreed dress code because of the benefits it brings, including improvements in safety, security, discipline, ethos, community spirit and a decrease in bullying and expense for parents.

Some types of clothing will not be allowed in school for reasons of safety, decency or indiscipline. Types of clothing which will not be allowed include:

- clothes which are a health or safety risk;
- clothes which may damage the school building;
- clothes which may provoke other pupils;
- clothes which are offensive or indecent; and
- clothes which encourage the use of alcohol or tobacco.

Pupils will not be deprived of education, any benefit or access to examinations because of not wearing school uniform.

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities.

Grants for footwear and clothing for children are available to parents receiving:

- income support;
- job seekers allowance (income based);
- employment and support allowance (income based);
- incapacity or severe disablement allowance;
- state pension credit;
- child tax credit;
- support under part VI of the Immigration and Asylum Act 1999; or
- universal credit.

Information and application forms for free school meals are available from schools, registration offices and customer service centres or download a form from the council's website: www.renfrewshire.gov.uk

Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. The council has no insurance to cover the loss of valuable items.

Johnstone High School – Our School Uniform

To help promote a sense of school community it is important that pupils dress appropriately for the professional learning environment within Johnstone High School.

Our school uniform is designed to be affordable and easily sourced. It comprises of:

- Black tailored trousers/black skirt
- White school shirt
- Plain black V-neck jumper/cardigan
- School tie
- Black shoes
- School blazer

Items that are not appropriate to wear to school include:

- Denim trousers/jeans/jackets
- Leggings
- Short skirts
- Shorts
- Hooded tops
- Vest tops
- Polo shirts
- Items with logos

PE Uniform

Pupils are expected to bring a change of clothes and footwear when taking part in PE.

Acceptable PE kit comprises of:

- Dark jogging bottoms/shorts
- Plain white T-shirt/polo shirt
- Training shoes

Items that are not appropriate to wear to PE include:

- Football related clothing
- Hot pants
- Vest tops

Registration and enrolment

Pupils are normally transferred from primary between the ages of 11 years 6 months and 12 years 6 months, so that they have the opportunity to complete at least four years of secondary education. Parents of pupils who have moved to the area or who want their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit.

Parents who want to send their child to a school other than the catchment school should make a placing request. The procedure for making a placing request is explained in the leaflet 'Sending your child to school.' You can pick this leaflet up from any school, call our customer contact centre, 0300 300 0170, to have a copy sent to you, or download the form from the council website: www.renfrewshire.gov.uk

Induction procedures for pupils starting at the school and their parents

Primary 7 Parents will be notified of arrangements for meetings with school staff and induction days.

Associated primary schools

Auchenlodment Primary Aspen Place, Johnstone 01505 321464	Head Teacher	Gerry Carlton
Cochrane Castle Primary Beith Road, Johnstone 01505 320618	Head Teacher	Pam McDowell
Fordbank Primary Teviot Terrace, Johnstone 01505 702153	Head Teacher	Thomas McCormack
Howwood Primary Semple View, Howwood 01505 702518	Acting Head Teacher	Alan Shields
Kilbarchan Primary Meadside Avenue, Kilbarchan 01505 702524	Head Teacher	Liz Sommerville
Lochwinnoch Primary Calder Street, Lochwinnoch 01505 842583	Head Teacher	Elaine Park
Thorn Primary Thorn Brae, Johnstone 01505 331423	Head Teacher	Hazel McMillan

Class Organisation

In general, classes will be mixed-ability, but in a number of subject areas, timetabling arrangements will allow for departments to organise classes into sets, if this is felt to be appropriate. Within mixed-ability classes (and, indeed, within sets) differentiated work will be provided to allow pupils to work at an appropriate level.



Assessment and reporting

Assessment is an integral part of learning and teaching. It helps provide a picture of the learner's progress and achievements, and identifies the next steps in learning.

Assessment includes supporting learning, learner engagement and ensuring appropriate support.

Tracking learners' progress

Information on learners' progress is gathered through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps in learning and inform reporting on progress and achievement.

Reporting

Regular reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations.

The school issues two styles of reports during the course of the session. The first report is the 'tracking' report which is an interim report without teacher comment and depending on specific year groups, may be issued twice during the course of the session. The purpose of this report is to provide parents with an indication of progress in each curricular area. The second report is a full report which is published once per session. This report contains teacher comments on the level of progress, pupil strengths and development needs.

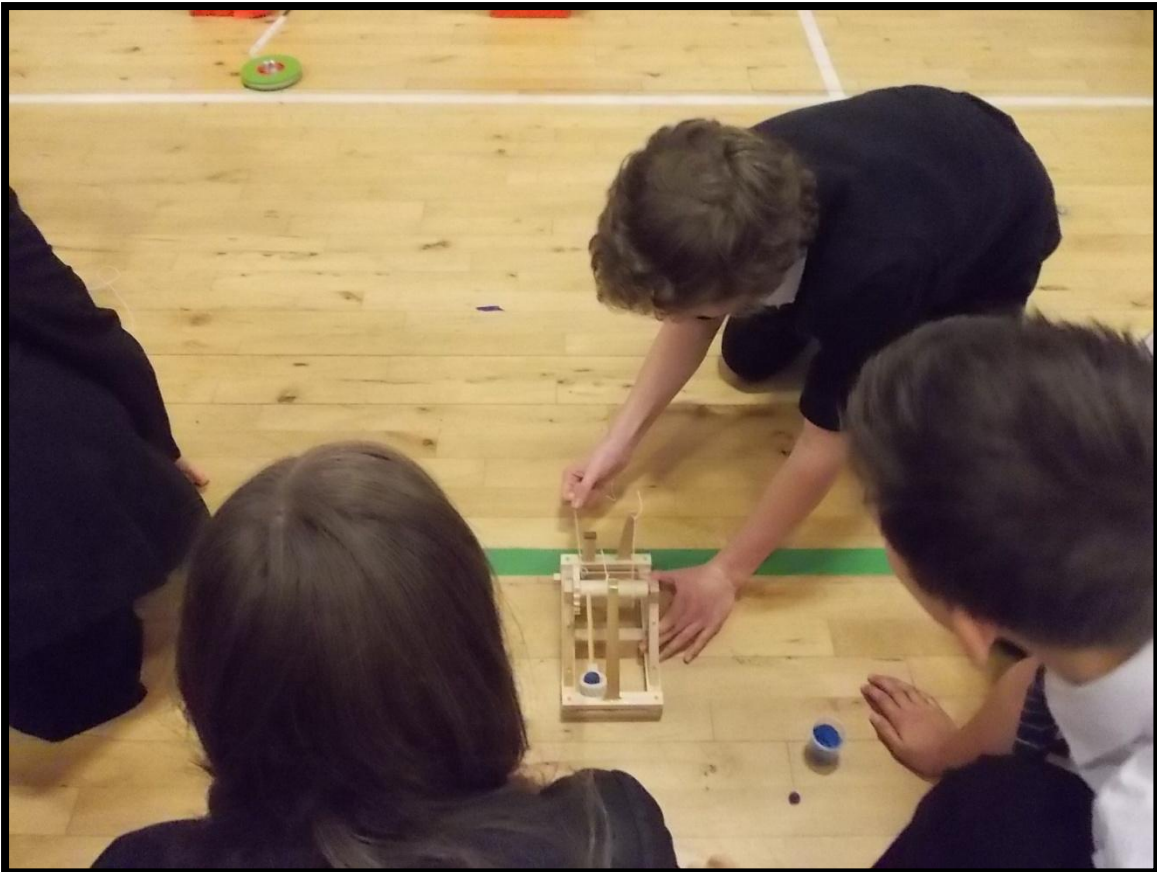
Please note that the examples given in the following pages are the styles of reports currently being used by staff to inform parents of their child's progress from the current S1 onwards.

Assessment will be graded against the 6 levels from 'A Curriculum for Excellence' as detailed below.

Level	Stage
Early	Pre school and P1 or later for some
First	To end of P4 but earlier for some
Second	To the end of P7 but earlier or later for some
Third and Fourth	S1 to S3 but earlier for some. Fourth level broadly equates to SSCQF level 4
Senior	S4-S6 and college or other means of study

Profiles

Profiles will be used to recognise pupils' progress in learning and achievement while supporting and informing transitions. As children reach the end of primary school (primary 7) and then at the end of the broad general education (at the end of S3) pupils will record their most recent and relevant learning and achievements in a personal profile which will also incorporate a reflective statement by the learner.



Care and welfare

Your child's welfare is central to the ethos of the school. Please contact your child's Pupil Support Teacher to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents and carers of our pupils to make sure that your children are safe, happy and able to benefit from the educational opportunities we offer. The handbook gives details of how we deal with bullying, homework, additional support needs and many other areas of your child's wellbeing.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded every period.

Absence from school is recorded as authorised, when it is approved by the education authority, or as unauthorised, when the absence is unexplained.

Contact procedures

If a child is absent from school, parents are required to phone or email the school office by **9.30 am** on the first day. If no telephone call or email is received, parents will automatically receive a text message asking them to phone the school immediately. On the first day of returning to school, following an absence, please provide your child with a written note explaining the absence, addressed to your child's Pupil Support teacher. This note should be handed into the school office.

If an absence is planned, please inform Pupil Support in writing. If a child requires to leave early for any reason the school office must be notified in advance.

Please make every effort to avoid family holidays during term time as this disrupts the child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher can also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Head teacher on this basis is regarded as authorised.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the education authority has legal powers to write to, interview, or refer to the Reporter to the Children's Panel, if necessary.

Attendance and absence data

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown. Each morning and each afternoon of each school day is considered as a separate possible attendance.

Religious Observance

Throughout the school year there are opportunities for religious observance and personal reflection. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents and carers from religions other than Christianity may request that their children may be permitted to be absent from school in order to celebrate recognised religious events. In accordance with Council Policy, only written requests detailing the proposed arrangements will be considered.

Medical and health care

Parents should notify the school of any medical requirements or allergies that their child may have. If medication is required it is better if this can be provided outside the school hours but, in cases where it is necessary during the child's time in school, parents should contact the school to make appropriate arrangements. Staff are not obliged to give medicine to pupils.

Minor accidents are dealt with by the school's qualified first aider. If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents or carers. Therefore it is very important that the school has contact details for all parents or carers and an additional contact person in case parents or carers can't be reached. This information should be kept up to date. The school will not send younger pupils home from school unaccompanied.

In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents or carers will be notified immediately.

Bullying

We continuously promote a school community in which each member is treated fairly and is respected by all. Unfortunately, occasionally when behaviours demonstrated do not meet our standards and expectations, we will take action to ensure the safety and wellbeing of all.

"Tackling Bullying in Renfrewshire" is the authority's policy on preventing and dealing

with bullying in our school. The policy stresses the importance of involving the whole school community - pupils, parents and all the staff in the school.

You can view the anti-bullying policy by asking the school office for a copy of the document or by accessing the policy online at www.renfrewshire.gov.uk.

Child Protection

All children have a right to be protected from harm, abuse and neglect. The vision of the Renfrewshire Child Protection Committee is that "It's everyone's job to make sure that children in Renfrewshire are safe."

Renfrewshire Council has a [child protection policy](#) and guidelines are in place to make sure that all council staff are alert to the welfare of children they come into contact with. Our staff work closely with other agencies to protect children and keep them safe. All school staff receive training each year and must report any concerns they have about the welfare of children. In every situation, the welfare of the child overrides other considerations.

School Meals

Children of parents receiving income support or income based job seekers allowance and in some cases child tax credit, are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or by downloading from the council's website: www.renfrewshire.gov.uk

Children who are entitled to free school meals are also entitled to free milk at lunchtime. Milk may also be available for sale in the school during the lunch period.

School Transport

Renfrewshire Council's policy is to provide home to school transport to all secondary school pupils who live more than 3.218 kilometres (2 miles) from their catchment school by the recognised shortest safe walking route. Parents who think their children are eligible for home to school transport can get an application form from the school or Renfrewshire House, Cotton Street, Paisley or online at www.renfrewshire.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow the appropriate arrangements to be made. However, parents may make an application at any time.

In special circumstances the Director of Children's Services has discretion to grant permission for pupils to travel in transport provided by the education authority, where spare places are available, at no additional cost to the authority.

Pickup Points

Where we provide home to school transport pupils may need to walk a reasonable distance from home to the transport pick up point but this should not exceed 3.218 kilometres (2 miles).

It is the parent's responsibility to make sure that their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

Placing Requests

You should be aware that if we grant your placing request, we do not have to provide a school bus pass or any other help with transport.

Transport and Additional Support Needs

Renfrewshire Council may provide home to school transport for children assessed to attend any school because of their additional support needs. If transport is required an appropriate vehicle to meet the child's need will be provided.

Pupils leaving school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and includes taking reasonable care of pupils' safety during intervals and lunchtimes.

Renfrewshire Council recommends that pupils should not leave school grounds at intervals. Parents should encourage their children to follow these rules in the interest of safety.

Education Maintenance Allowance Programme

The Education Maintenance Allowance is subject to changes which will come into effect from 1 January 2016. The changes being implemented involve raising the eligibility threshold and extending the programme to part time college students.

Currently the income thresholds are £20,500 for households with one dependent child and £22,500 for households with more than one dependent child. As of 1 January 2016, the income thresholds will increase to £24,421 for households with one dependent child and £26,884 for households with more than one dependent child.

Currently students in receipt of an EMA must be studying a full-time non advanced course. The changes will mean that college students up to the age of 19 who meet all the current eligibility criteria but are studying a non-advanced course of learning will qualify for EMA support.

For more information please contact either the school office, Renfrewshire Council's Customer Service Centre on 0300 300 0300 or email ema.els@renfrewshire.gov.uk

Information is also available on Renfrewshire Council's website:
www.renfrewshire.gov.uk

Part time employment

Pupils under school leaving age who want to work, before or after school or at the weekend, need to hold a work permit. Pupils can get application forms from the council's area offices. Their contacts details are in the important contacts section at the end of this handbook. Forms must be completed by employers, parents and the head teacher and returned to the area office. Permitted working hours during term time are 2 hours per school day, 2 hours on a Sunday and 8 hours (over 15 years of age) or 5 Hours (under 15 years of age) for any other day (i.e. Saturday). Out with term time the maximum total working hours in a week are 25 hours for those under 15 years of age and 35 hours for those over 15 years.

Parents are asked to cooperate with the school to make sure that the amount of time spent working doesn't impact on homework and studying for SQA examinations.

Equalities

Renfrewshire Council is committed to ensuring that all employees, customers and partners are treated fairly and with respect at all times. We are committed to [promoting equality](#) and tackling discrimination through the way services are planned, delivered and purchased. The council promotes and encourages a culture whereby equality of opportunity exists across all the protected characteristics of age, disability, race, gender reassignment, pregnancy and maternity; religion and belief; marriage and civil partnership, sex and sexual orientation.

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. The Equality Act 2010 introduced a new public sector general equality duty which requires Scottish public authorities to pay 'due regard' to the need to:

- Eliminate discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010;
- Advance equality of opportunity between people who share a characteristic and those who do not; and
- Foster good relations between people who share a relevant protected characteristic and those who do not.

The council supports the right of each citizen to a quality of life which is free from violence, discrimination and harassment. The council will take steps to ensure that all citizens, regardless of race, ethnic or national origin, religion, social background, marital status, gender, disability, age or sexuality have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

Parents can help to monitor our success in promoting equality of opportunity for all by providing equalities related information when asked.



Behaviour Management

Promoting positive behaviour

Any institution must have an agreed set of rules to ensure its smooth functioning: schools are no exception. Behaviour Management in schools, however, is not a topic which can be treated separately from other aspects of school life. How a pupil feels about his school is much more likely to influence their behaviour within it than an arbitrary list of rules. Pupils who have respect for and are respected by their teachers, pupils who are involved in and committed to the work they are doing and who are given genuine responsibility within the school are much more likely to have positive attitudes towards the school.

In Johnstone High School we achieve good behaviour management by establishing good relationships between staff and pupils and among the pupils themselves. Good relationships are achieved by insisting on basic manners and courtesy. Basic courtesies like respecting others, respecting the school and the community, being tolerant of others' views and opinions, keeping quiet when others are speaking, saying please and thank you and holding doors for those coming behind, help in the establishment of positive relationships. Pupils are at school to learn and self discipline is something that Johnstone High School will try to cultivate within all pupils.

As young adults they will be encouraged to take responsibility for their own lives and to live with the consequences of their actions. Should your son or daughter persistently misbehave they will meet the school's behaviour sanctions which can range from a behaviour minus to a formal exclusion. Staff within Johnstone High School will do everything to be supportive of pupils, however we will not allow the actions of a few to jeopardise the education of others. As a parent you have a responsibility to ensure that your child behaves and the school asks for your co-operation and support to ensure that good behaviour can be maintained within the school.

We ask our pupils to remember that the school is used by hundreds of people every day; the following guidance is designed to make the school a more pleasant and safe place for everyone :-

Punctuality and Attendance

- Be ready to enter the school building at 8.45am (for a 8.50am start) and the end of lunchtime.
- You must not leave the school building during the normal school day without permission.
- If you have been absent you must bring a note explaining your absence on the day you return.

Classroom

- Listen carefully to your teacher's instructions and always follow all safety rules.
- Coats and outdoor clothes should be taken off in the classroom.
- Look after all books and equipment which you are given.
- Eating and drinking are not allowed in classrooms or in corridors.

Yourself

- Always wear clothes which are suitable for school; you are encouraged to wear school uniform at all times.
- Football scarves, tops etc. should not be brought to school.
- Be courteous to each other and to members of staff at all times.
- Show consideration for others in corridors and stairways.
- Be helpful to all visitors to the school.

The School

- Look after the school building and take care not to damage furniture or other fittings.
- Do not drop any litter in the playground or inside the building. Litter bins are provided in classrooms and elsewhere.
- At intervals and lunchtimes you should only be in certain parts of the school if you are attending a club or activity.

Smoking and E Cigarettes

- Smoking and E cigarettes are not permitted within the school precinct.
- Pupils should not bring cigarettes, matches or lighters to school.

Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can be brought into schools however the following limitations will apply in Renfrewshire schools and establishments:

- All phones should be turned off and kept out of sight during the school day except at interval and lunch within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.

- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones will have to be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones will have to be deleted from phones on their return.
- Children's Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobile phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy they will be disciplined in line with the school's positive behaviour policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- An increasing range and variety of mobile phones possess the ability to access the Internet and to use Bluetooth technology to communicate. These technologies provide unparalleled sophistication and complexity which can provide access to a wealth of online resources and possibilities. Pupils and parents should be aware that this also leaves pupils open to dangers such as Cyberbullying, grooming and access to inappropriate material. Reference should be made to Renfrewshire's anti-bullying policy for further guidance in this area.
- When staff confiscate mobile phones or other devices they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

Legal Aspects

There are a number of aspects of the law that may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982. In situations which are so serious that a school might call in the police it is for the police, not the school, to consider what, if any, criminal offence may apply. These restrictions on use apply equally during any school activity that takes place off campus.

Learning Support

Provision for children with additional support needs is organised by Mrs Smith. As well as providing support, Mrs Smith co-ordinates the work of Psychological Services, Network Support and other agencies which may be involved. As far as resources permit, Johnstone High School will try to ensure that additional support is provided to allow every child to experience the full curriculum at an appropriate level.

Children who require support are assisted by Mrs Smith, and the rest of the staff, including designated classroom assistants in a range of ways: through special support, through co-operative teaching, through the provision of suitable learning materials, through a paired reading programme and tutorials.

Renfrewshire is the first council in Scotland to set up an online discussion forum for parents of children with additional support needs. Aiming to give parents the opportunity to share their knowledge and expertise and seek advice and opinions from other Renfrewshire parents.

Pupil Support

The Pupil Support Department consists of a DHT Pupil Support and four Principal Teachers with responsibility for Pastoral Care. The Pastoral Support system within the school is organised in a vertical system. This means that each pupil is allocated to a house group. The PT Pastoral of that house will be the pupil's contact for all their time at Johnstone High School and is the main point of contact for parents/carers, and for anyone involved in a pupil's education.

Mr Rainey - Arran

Ms Milligan - Iona

Mrs O'Malley - Mull

Ms Wilkie - Skye

The PTs Pupil Support meet with pupils in their house group at regular intervals. They are also responsible for monitoring attendance, records, reports and providing references. They prepare and deliver the Personal and Social Education programme for all pupils.

The PT Support for Learning co ordinates support for pupils with additional support needs. This is provided in many different ways; sometimes staff work with pupils in class, in small groups, or individually. A number of pupils receive assistance with exams.

The Pupil Support Department maintains close links with external agencies, Home Link, Educational Psychology, Social Work and Health.

Curriculum Matters

Curriculum for Excellence

[Curriculum for Excellence](#) (CfE) is the curriculum followed in all Scottish establishments and is built on the values of wisdom, justice, compassion and integrity. All children and young people should develop skills for life, skills for learning and skills for work which will prepare them for a world that is changing very fast. The curriculum in our schools will continue to develop over coming years to ensure that all our children and young people become successful learners, confident individuals, responsible citizens and effective contributors.

The curriculum follows two phases – the broad general education (S1 – S3) and the senior phase (S4 – S6)

Broad General Education

One of the key entitlements of CfE is that all children should receive a rounded education, known as the broad general education (BGE), from early years to the end of S3, before moving to a senior phase in S4 to S6 which will include studying for qualifications. This BGE should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continue to change.

The BGE phase of CfE is closely connected to the senior phase with the learning undertaken until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability and interests.

The curricular areas which will be followed within the BGE are:

Literacy, numeracy and health and well-being (responsibilities of all); and

English, mathematics, modern languages, sciences, social studies, technologies, expressive arts and religious and moral education.

It is expected that most young people will:

- (i) achieve outcomes at level 4 in literacy and numeracy.
- (ii) achieve outcomes at level 4 in a range of curriculum areas.
- (iii) be undertaking, or be ready to move on from learning at the fourth curriculum level.

We acknowledge that around 20% of pupils may not achieve the expectations set out above by the end of S3. It is critical that the needs and entitlements of these young people are met and it is therefore expected that they will:

- (i) experience all of the experiences and outcomes, across all curriculum areas, up to and including the third level.

- (ii) be provided with an appropriate and relevant curriculum which provides a rich and stimulating experience, and is focused on the needs of the learners.
- (iii) continue to have access to experiences which have a focus on improving literacy and numeracy.

SUBJECTS AND COURSES

BROAD GENERAL EDUCATION

We offer the following subjects in S1 – S3:

English
Maths
French or German
Social Subjects - History, Geography and Modern Studies
Science – Physics, Chemistry and Biology
Technical
Home Economics
P.E.
Art
Computing
Music
Religious Education
Personal and Social Education

Classes in S1 and S2 are organised by mixed ability. Some subjects have the opportunity of grouping them by ability but this is dependent on staffing levels (usually Maths and English)

Pupils in S3 through personalisation and choice will be placed in classes with pupils of similar ability, where possible, in order to ensure a smooth transition into the Senior Phase.

SENIOR PHASE

In the senior phase S4 – S6, pupils can study all the subjects listed above across a range of levels including HIGHER, NATIONAL 5 and NATIONAL 4.

In S6, there will be an opportunity to study subjects at ADVANCED HIGHER level but this is dependent on the viability of running a class.

Additionally, the senior phase gives pupils an opportunity to study new or different subjects and explore alternative routes. These can include:

Photography	Spanish	Hospitality
Music Technology	Asdan	Leadership

WEST COLLEGE SCOTLAND provide a range of vocational courses that pupils can embark on in S5/6. These include:

Hairdressing	Beauty	Car Mechanics
Construction	Interior Architecture	Dance
Computer Gaming	Psychology	Sociology

It is our aim to provide pupils with a wide range of curricular opportunities which are tailored to the individual and suit their requirements.

Examinations

Schools in consultation with pupils and parents usually decide which exams pupils sit. If no agreement is reached, the school will respect the parent's wishes and respond accordingly.

How to understand new national qualifications

The Scottish Qualification Authority (SQA) is the main national body examining body. National qualifications are offered in a wide range of subjects and at different levels designed to progress learning. Most learners start their journey towards formal qualifications in S4 with National 4 and/or National 5 courses progressing from the Level 3 and 4 Experiences and Outcomes in the Broad General Education.

From August 2015, Johnstone High School has offered new qualifications at Higher and Advanced Higher.

Assessment is how learners, parents, schools and the SQA know that pupils have demonstrated the required knowledge and skills to gain National Qualifications. Methods of assessment used include:

Unit Assessment

Unit Assessments are required for all National Qualifications. The number of units will vary depending on subject/level. These units assess the learning within each subject during the course of the year. Units are assessed as pass or fail by the school, following SQA quality assurance to meet national standards. They ensure that required skills, knowledge and understanding have been achieved.

Added Value Unit Assessment

Added Value Unit Assessments are required for National 4 qualifications (together with Unit Assessments), and assess the application of learning across the course. Units are assessed as pass or fail by the school, also following SQA quality assurance to meet national standards.

Course Assessment

Course Assessments form part of National 5 qualifications higher and advanced higher and together with Unit Assessments, assess the application of learning across the course.

Many courses have an assignment and an exam which are marked by the SQA. A few subjects are entirely assessed by schools in accordance with SQA guidelines and requirements.

The National Parent Forum Scotland (NPFS) has produced two new publications for parents on assessment that you may find helpful. One provides a summary of assessment in the broad general education phase (early years to S3), and the other provides information about assessment in the Senior Phase (S4 to S6). Both leaflets provide a concise overview of what parents can expect, gives examples of how progress is assessed and shared, suggest some questions for parents and pupils to ask, and contain links to further information:

Assessing and Sharing Progress in the Broad General Education

Assessment in a Nutshell: National Qualifications

Results

National certificates and results are sent out by post by the SQA in early August. Learners can also sign up to receive their results by text and/or email through MySQA (www.mysqa.org.uk). Certificates show both courses and units that have been passed. Units passed by the learner will appear on certificates, even if the overall course is not passed. National 1, 2, 3 & 4 courses will be recorded as Pass on the certificate; National 5 courses will be graded A to D. Grades A to C are a Pass; D recognises achievement. Details of courses taken but not passed are given in the covering letter that accompanies the certificate.

Literacy, numeracy and health and well-being

It is every teacher's responsibility to help develop literacy, numeracy and health and wellbeing skills in all of our pupils Health and Wellbeing Education.

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

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves

- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children
- and, for some, perform at high levels in sport or prepare for careers within the health and leisure industries.

Health and Wellbeing in schools covers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

Health and wellbeing cannot exist in a vacuum. It requires exchange of information, mutual support and collaboration with community partners, schools and parents

Our approach to relationships, sexual health and parenthood education

This area within Health and Wellbeing looks at pupils developing an understanding of how to maintain positive relationships with peers, staff and others within our community. The pupils explore and are made aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. It also looks at the pupils developing their understanding of the complex roles and responsibilities of being a parent or carer.

Assessment is for Learning

In line with Council and National priorities Johnstone High School has implemented this initiative into classes. AiFL is about making a positive change to children's learning to improve their life chances. Your child may experience some different approaches in their learning which may include:

Sharing learning intentions and success criteria

Children will be clearer about what they are trying to learn and about what they need to do to succeed.

Questions

Teachers will continue to use a variety of strategies, including effective questioning techniques to encourage thinking.

Feedback

You may notice more comments and fewer marks on your child's jotters which will help them identify the next steps in their learning.

Self-assessment

Children will be able to tell you how well they are learning and what they need to do to improve. More information can be obtained from the school or www.educationscotland.gov.uk

Homework

Homework is an integral part of learning and teaching. It provides the opportunity for the development of self reliance, self discipline, self confidence and participation in taking responsibility for learning by your child. It also strengthens the link between home and school in providing an opportunity for parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied, meaningful and interesting.

Johnstone High school has a homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.

Homework allows pupils to practice what they have learned at school. It encourages pupils to revise. It enables parents to see regularly the standard of work expected of their children and to monitor their progress. Homework helps to develop pupils' independence and self-discipline and establishes good habits which will be to their benefit as they approach the Standard Grade and NQ examinations in the senior school.

Pupils in every year group are set homework by all departments. As well as the set exercises, pupils should revise regularly.

As pupils move through the school, the amount of homework will increase. When examinations approach, pupils will be asked to set out a personal study programme.

Pupils are expected to record homework set and the date on which it is due. Parents should check homework regularly. If any parent has a query about homework, this can be raised with the DHT for the year group or, in the case of a particular subject, a note can be written in the pupil's jotter to be shown to the class teacher.

Johnstone High School recognises that homework forms an integral part of the learning process of each pupil. Research shows that one of the main factors in determining the success of a school and its pupils is the school's attitude to homework.

The benefits of doing homework must be instilled at an early age in all pupils, so that independent home study becomes routine.

Work experience, enterprise in education

Enterprise in education is an excellent strategy to develop the enterprise and employability skills of our young people.

It lies at the centre of curriculum for excellence and promotes a wide range of opportunities, including cross curricular work , for our children and young people from 3-18 to become successful learners, confident individuals, responsible citizens and effective contributors.

The four main areas of enterprise in education are:

- Enterprising learning and teaching ;
- Entrepreneurial learning ;
- Work based vocational learning; and
- Careers education.

Five inter-related themes are built around the main areas:

- Supporting the development of skills for life, skills for work;
- Engaging employers ;
- Embedding enterprise in the curriculum;
- Building capacity; and

- Enhancing our international profile.

Enterprising activities will be organised to reflect the age and interests of our pupils.

The range of activities could include:

- Links and partnerships with businesses, colleges , schools abroad;
- Fundraising events organised and run by pupils;
- Fairtrade activities;
- Joint school and community initiatives; and
- Work experience placements and speakers.

School Leaver Destinations

The School Leaver Destination Return (SLDR) is a statistical return undertaken by Skills Development Scotland (SDS) on behalf of the Scottish Government. The Return is based on a follow up of young people who left school between the 1st of August 2014 and the 31st of July 2015.

The Scottish Government use the data produced from the Return to report against the National Indicator and target, “increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations (FE, HE, employment or training)”. Partners, particularly Local Authorities, use the data to inform initiatives developed as part of the More Choices More Chances Strategy, to evidence the success of initiatives, measure progress against targets, and to identify areas to target resources to improve the post school outcomes for young people.

School	Total Leavers	Higher Education	Further Education	Training	Employment
Johnstone High School	196	40%	22%	3%	22.5%
	Activity Agreements	Unemployed			
	0.5%	11%			

Additional Support for Learning

Education (Additional Support for Learning)(Scotland) Act 2009

The above Act commenced on November 14th 2010 and is a revision of and replaces the 2004 Act of the same name.

Under the Act, children or young people have additional support needs where they are unable to benefit from school education without the provision of additional support.

In the Act, 'additional support' means provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of the same age in a local authority's schools, or as is appropriate to the circumstances, in early years establishments or any other education provision.

The Act aims to ensure that all children or young people are provided with the necessary support to reach their potential.

Getting it Right for Children and Young People in Renfrewshire

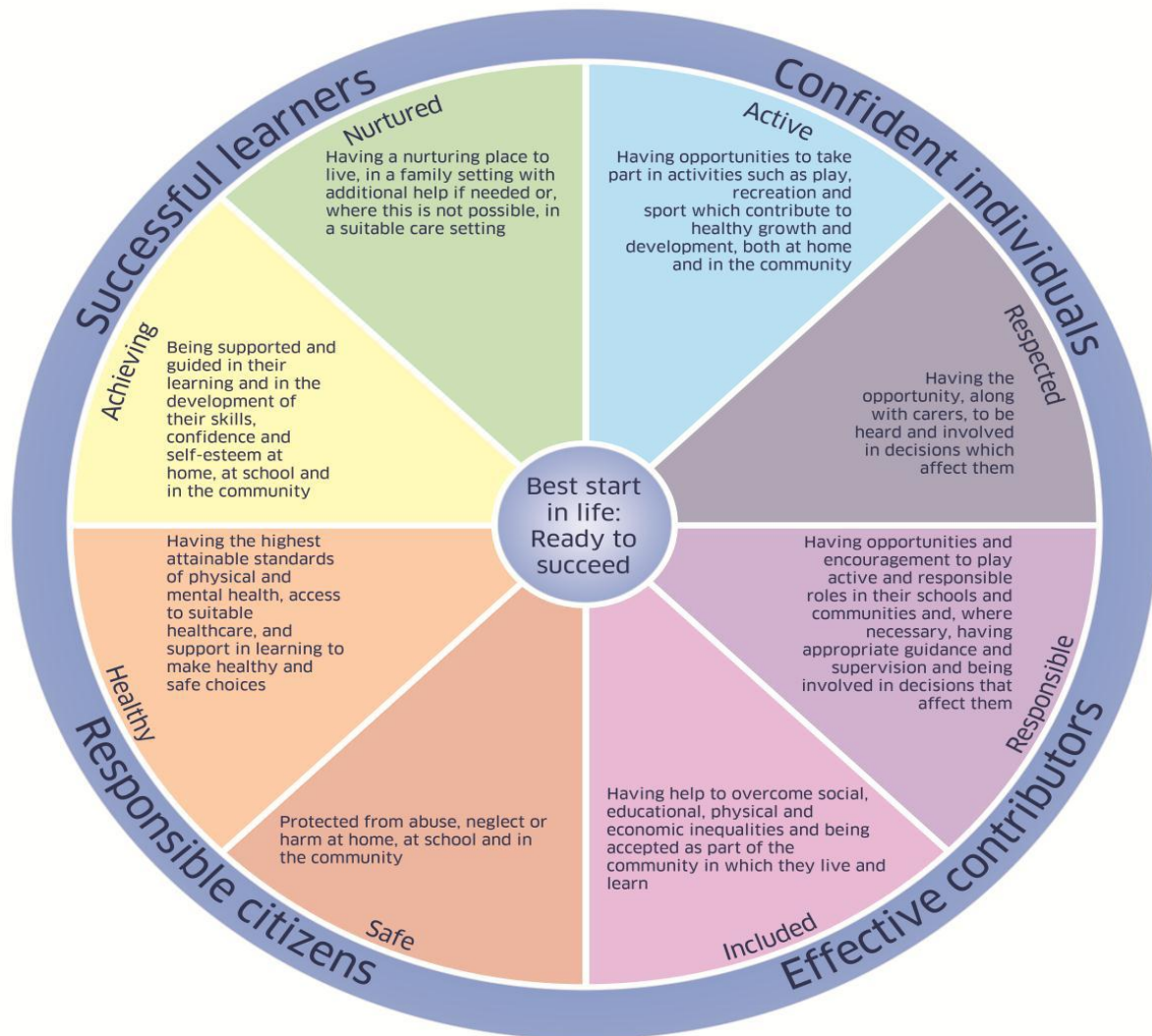
We want all our children and young people to be fully supported as they grow and develop. There are 8 areas of wellbeing which they need to progress to do well now and in the future.

Children's well-being is important at every stage of childhood. Every child needs to be healthy, achieving, nurtured, active, respected and responsible, and, above all, safe. These are the eight indicators of well-being (SHANARRI) which are set within the 'four capacities' which are at the heart of the Curriculum for excellence.

Renfrewshire's GIRFEC policy ensures that children, young people and their families receive the help they need when they need it. As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. Sometimes they – and their families – are going to need help and support.

The Getting it Right for Every Child (GIRFEC) approach ensures that when we provide support, it is based on the level of need for each child.

For schools in Renfrewshire the GIRFEC approach is implemented via the Getting it Right for Every Learner policy which gives more detail of additional support needs and help children receive from schools and other services.



For children, young people and their families, the GIRFEC approach will mean:

- They will feel confident about the help they are getting
- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

The Children and Young People Act (2014) has introduced new duties in relation to GIRFEC which will be enacted in 2016. More information will be provided about this in due course.

Getting it Right for Every Learner (GIRFEL)

The GIRFEL policy sets out how we in Renfrewshire discharge our responsibilities under the Education (Additional Support for Learning)(Scotland) Act 2009 and links to the wider GIRFEC agenda to make sure that children and young people get the help they need when they need it.

This policy sets out how we will support all children and young people. It applies to all mainstream schools, specialist provision, and all early years' establishments including partner nurseries.

Further information is available by contacting your school directly or by visiting the www.renfrewshire.gov.uk website.

Independent sources of information and advice nationally include -

[Enquire](#) – the Scottish advice service for additional support for learning

Telephone – 0845 123 2303

Email – info@enquire.org.uk

[Scottish Independent Advocacy Alliance Ltd](#) - a national organisation which promotes and supports advocacy

Telephone – 0131 260 5380

Email – enquiry@siaa.org.uk

Educational Psychology Service

Educational psychologists provide a specialist service to schools and pre five establishments. They work in collaboration with teachers, parents and other professionals to help children and young people make the most of their lives, particularly in educational settings.

This school has a system in place for monitoring and reviewing the progress of all children. As part of this system, we have a named educational psychologist who visits the school on a regular basis and who is part of the school's extended support team.

When concerns arise about a particular pupil, the school plans action to address these concerns. Parents are kept informed throughout this process. When those working with your child would like the help of the educational psychologist, they will discuss this with you and arrange a meeting involving the psychologist.

Through this process the educational psychologist can contribute to the ongoing assessment of your child, where appropriate.

Specialist support service – teachers teaching in more than one school

The specialist peripatetic service provides support to children and young people who have a range of additional support needs. The service comprises 6 teams of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the peripatetic service work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the extended new directions provision; and
- pre-5 children who have been identified as having significant support needs.



Extra-curricular activities

Activities which take place outside the normal curriculum during or outwith the school day form a very valuable part of a child's education. They represent a voluntary commitment to the wider education of the whole child and they develop relationships and interests which go far beyond the school years

At Johnstone High School, we have a wide range of activities: athletics, bands, basketball, chess, choir, computing, cycling, drama, fitness, football, golf, netball, world challenge trip to Tanzania, rugby, Scripture Union, skiing trips, war-gaming, rowing. (Where special requirements are necessary, parents will be informed.)

The extra-curricular programme will change each year based on pupil and staff interest and expertise.

We also have a range of trips, discos and events including the eagerly awaited senior prom.

Pupils also have a range of opportunities to raise funds for charity.



JOHNSTONE HIGH SCHOOL – EXTRA CURRICULAR CLUBS (SAMPLE)

Day	Time	Activity	Location	Year
Every Day	Lunch	Homework Club	Library	All
Monday	Lunch	Boys Rugby	Games Hall	
Tuesday	Lunch	Badminton	Games Hall	
	After School	Hockey	Astro	S1-4
Wednesday	Lunch	Basketball	Games Hall	S1-3
	12.40pm	Engineering Club	Science Dept	S2
	3-5.30pm	Basketball	Games Hall	All
	Lunch	Junior Choir	Music Department	S1-2
	After School	Football Girls	Astro	
	After School	Rugby Boys	Astro	
	After School	Basketball	Games Hall	S3-6
Thursday	Lunch	Tennis	Gym	
	After School	Netball	Games Hall	
	3.40-5pm	Senior Choir	Music Department	S5-6
	Lunch	Modern Studies Club	Social Subjects	S1-2
Friday	Lunch	Badminton	Games Hall	
	Lunch	Robotic Club	Science Dept	S3-6
	Lunch	Middle Choir	Music Department	
	12.25	Sewing Club	Home Economics	All



Home school community links

Home school links

The Home Link Service is one of the services working to support children and families in Renfrewshire. We are a multi disciplinary team based in different areas across Renfrewshire and appointed in teams linked to the school clusters in each area.

The main aim of the service is to increase the educational attainment of young people by developing links between home and school thus ensuring that pupils identified through the school's Extended Support Framework as facing issues at home, or in school, which are proving to be barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are kept fully involved and initially a home visit will be offered to discuss the referral, and thereafter progress will be reviewed and evaluated on a regular basis keeping parents and pupils fully informed.

Support is also offered to pupils having been identified as being anxious at times of change. Moving from pre 5 to primary, primary to secondary school and from secondary to further education or employment. As this can be a stressful time to both pupils and parents we can work with you and your child's school to ensure a smooth transition, and help them learn how to cope with change.

Home Link service is a non statutory service and staff work in partnership with parents or carers and school staff. We also work in partnership with other agencies including Counselling and support services, Health, Social Work and Community Learning and Development and other identified local voluntary and government agencies.

Community links

The school enjoys strong links with the local community. Pupils are involved in volunteering opportunities within the local community, including our senior pupil sports ambassadors.



Pupil Voice

The School has a junior and senior pupil council. Each is chaired by a pupil and both Mr Munro and Mrs O'Malley attend the monthly meetings.

We also have a head boy and girl and depute head boys and girls who are S6 pupils. S5 provide our house captains.



Jack Miller Head Boy



Rory McAndrew Depute Head Boy



Alex Watters Depute Head Boy



Shannon Morton Head Girl



Eve Peacock Depute Head Girl



Victoria Dock Depute Head Girl

Other useful information

Keeping informed

For regular updates and information on what is happening in education, you can subscribe to the Scottish Government Schools e-bulletin by visiting the website below <http://register.scotland.gov.uk/>

Listening to learn - Complaints, Comments and suggestions

Renfrewshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- It is helpful if complaints are made initially to the head teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take up the matter further. You can put your complaint in writing or fill in a complaint form, available in the school or any council office. We can help if you have difficulty with this. Completed forms should be sent to: Renfrewshire Council, Children's Services, Renfrewshire House, Cotton Street, Paisley, PA1 1TZ. Telephone 0300 300 0300.

- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

Data Protection

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the law. For more information please contact the school.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we do all we can to let you know about the details of closure or reopening. We will keep in touch using letters, e-mail and text messaging, and on the school and council's websites, announcements in the press and on local radio.

To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family.

Important Contacts

Director of Children's Services

Peter MacLeod	Renfrewshire House Cotton Street Paisley PA1 1LE	Email schools.els@renfrewshire.gov.uk Phone: 0141 618 6829 Fax: 0141 842 5655
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Homelink Service Staff

Paisley/ Renfrew & Erskine Team	St Fergus Primary School Blackstoun Road Paisley PA3 1NB	Email morag.mcguire@renfrewshire.gov.uk Phone: 0141 848 1344 Fax: 0141 848 6650
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Community Learning & Development

Community Facilities Section	Johnstone Town Hall Ludovic Square Johnstone PA5 8EE	Email comfac.els@renfrewshire.gov.uk 0300 300 1210
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Adult Learning Services	Johnstone West Campus Beith Road Johnstone PA5 0BB	Email als.els@renfrewshire.gov.uk Phone: 01505 382863
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Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email youthservices.els@renfrewshire.gov.uk Phone: 0141 889 1110 Fax: 0141 840 5353
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Registration Area Offices

Paisley Area	Paisley Registry Office Renfrewshire House Cotton Street, Paisley PA1 1AN	Email registrar.cs@renfrewshire.gov.uk Phone: 0141 840 3388 Fax: 0141 840 3377
Johnstone Area	Johnstone Registry Office Johnstone Town Hall Johnstone PA5	Email registrar.cs@renfrewshire.gov.uk Phone: 01505 320012 Fax: 01505 331771

Customer Service Centre

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email registrar.cs@renfrewshire.gov.uk Phone: 0300 300 0300 Fax: 0141 840 3377
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Websites

You may find the following websites useful.

- www.johnstonehigh.co.uk
- www.parentszonescotland.gov.uk - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- www.scottishschoolsonline.gov.uk - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- www.renfrewshire.gov.uk - contains information for parents and information on Renfrewshire schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

BGE – Broad General Education

EMA – Education Maintenance Allowance

DDA – Disability Discrimination Act

EHRC – Equality Human Rights Commission

IA – Impact Assessment

SIP – Service Improvement Plan

ASL – Additional Support for Learning

LTS – Learning and Teaching Scotland

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HGIOS/AifL – How Good is our School/Assessment is for Learning

S1 – 1st year of secondary school

HT/PT/GT – Head Teacher/Principal Teacher/Guidance Teacher

CLAD – Community Learning and Development

RLL – Renfrewshire Leisure Ltd

GIRFEL – Getting it Right for Every Learner

Although this information is correct at time of printing in December 2015, there could be changes affecting any of the contents before or during the course, of the school year or in future school years.

Parent feedback

Please take a few minutes to fill in and return the questionnaire on the next page.

Your feedback will help us improve the hand book next year.

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

- | | |
|----------------------------------|--|
| 1. the handbook useful? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2. the information you expected? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3. the handbook easy to use? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Please tell us how we can improve the handbook next year.

Name of school: _____

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to:

Gayle Fitzpatrick

Management Information Officer

Renfrewshire Council

Children's Services

Renfrewshire House

Cotton Street

Paisley

PA1 1LE