



School Handbook
Academic Session 2021/2022

Contents

1. **Introduction**
2. **Delineated Area**
3. **Contact Details**
4. **School Ethos**
5. **Parental Involvement**
6. **Transitions**
7. **The Curriculum**
8. **Assessment & Reporting**
9. **Support for Pupils**
10. **School Improvement**
11. **School Policies and Practical Information**
12. **Name of Child Protection Officer**

1. Introduction

Welcome

Welcome to the Perth Academy School handbook.

The purpose of the handbook is to communicate the ethos of Perth Academy and provide a welcome for parents in preparation for your child attending our school. This document should also act as a reference tool while your child is attending Perth Academy and in doing so, help facilitate parental involvement and develop parental partnership in supporting your children.

History

Perth Academy, possibly the oldest school in Scotland, can trace its origins to the Grammar School established in Perth in the twelfth century by the Benedictine monks of Dunfermline Abbey. Since then it has steadily absorbed other institutions in the city, including amalgamation in 1915 with Sharp's Institution, and in 1932 the school left its famous building in Rose Terrace to move to the present site at Viewlands.

Until 1971 the school was a selective senior secondary school, serving a huge catchment area stretching from Dunkeld to Kinross, and from Errol to Methven, well over five hundred square miles in area.

In 1971 the Academy became a comprehensive school serving all pupils within a smaller catchment area. Since then it has successfully maintained its fine academic and extra-curricular traditions as well as extending considerably the range of courses offered.

Accommodation

Our accommodation is a mixture of old and relatively new. The current building has been on this site for 80 years. The school has recently benefitted from the opening of an all-weather pitch in 2014 and currently has plans for further upgrade and refurbishment of a range of practical areas, most recently a new Drama Suite space in 2015. Our Specialist Provision was refurbished in 2016.

We share our campus with Viewlands Primary School – which aids transition for pupils from that school and Fairview Special School which provides excellent facilities for pupils 3 – 18 years with complex learning needs.

2. Delineated Area

The school's catchment area falls into three parts: -

- The western areas of the city served by Viewlands, Letham and Goodlyburn Primary Schools.
- The areas to the north-east of the city, served by Robert Douglas Memorial School at Scone, and Balbeggie, Collace, Burrelton and Guildtown Schools.

A large number of pupils from other areas also attend, admitted on placing requests.

3. Contact Details

PERTH ACADEMY
Murray Place
Perth
PHI INJ

Tel: (01738) 458000
Fax: (01738) 625275
E-mail: perthacademy@pkc.gov.uk
Website: www.perthacademy.org.uk

RECTOR	Eleanor Paul
DEPUTE HEAD TEACHERS	Diane Morton (School Improvement) Gail Murray (Acting) (School Improvement) Linda Birrell (Staff and Pupil Support) Christine Couser (School Improvement - secondment)
BUSINESS MANAGER	Carole Leishman/Moira Martin
PRINCIPAL TEACHERS SCHOOL IMPROVEMENT	
Biology/Physics	Jennifer Tinning (0.8 FTE)/Ranald Henderson(0.2 FTE)
Business Education	Colin Malcolm
Chemistry	Julie Tarbet
Computer Education	Joan Montgomery
English	Jill Mackintosh
Social Subjects	Shona McKelvie
Home Economics	Rena Mann
Languages	Tanguy Mallet
Additional Support Needs	Alix Brooks
Mathematics	Colin Oliphant
Music	Richard Waghorn
Physical Education	Fiona Davidson
Religious Studies	Kirsty Gillies-Nicol
Art, Design & Technology	Julie Pirie

In September 2020 there were 79 teaching staff in the school.

CHAIR OF PARENT COUNCIL

Declan Gilmore can be contacted via school email – pcperthacademy@gmail.com

Parental Concerns

We consider it to be essential that there is a regular exchange of information between home and school.

If the school becomes aware of problems, parents will be contacted. Likewise, parents are asked to contact the school over any concern. The first point of contact in the school is the Guidance Teacher (or ASN keyworker if one has been allocated), who can take forward any issues arising.

A termly newsletter is published. This will refer to all meetings and activities of which it is useful for parents to be aware. More detailed information will follow as required. Reports are issued regularly around 3 times per year, per student. We welcome feedback on our reporting processes. Should you wish to discuss any aspect of your child's report, this can be done at the respective parent contact evening or by contacting your child's Guidance Teacher. Each year group will have a formal parents' consultation evening when parents can talk to subject teachers about progress. However, if parents/carers have any concern about a young person of an academic nature or a wellbeing issue they should not hesitate to contact the school at any time. This session, in line with COVID-19 regulations, we have conducted these consultation evenings remotely via Microsoft Teams.

The Guidance system is co-ordinated by the Depute Head Teacher (Support), Mrs Birrell, Guidance teams currently (Nov 2019) are as follows:

HOUSE	GUIDANCE TEAM	TELEPHONE
ATHOLL	Mrs K Dow	458011
	Mrs G Johnson	458018
BIRNAM	Mrs C MacGregor	458016
	Mr. D Findlay	458014
CLUNIE	Mrs. G. Murray	458017
	Ms. E. Muldoon	458015

All pupils and parents, of course, also have access to the Rector or Depute Head Teachers on any matter which concerns them.

Depute Head Teachers

Depute Head Teachers have specific remits and responsibilities including Houses for which they have overall pastoral responsibility.

HOUSE	DHT IN CHARGE	TELEPHONE
Atholl	Miss. D. Morton	458045
Birnam	Mrs. L. Birrell	458027
Clunie	Mrs Murray	458053

Attendance and Punctuality

- If your child is not registered during their Homeroom class at the start of the day, we will send out a Groupcall text message to parents.
- In the event of an absence parents are asked to telephone the school's absence line (**458050**) before 9am with information, confirming with a note to the office on return to school, giving the dates of absence, the reason, and the pupil's name. The absence line allows relevant information to be recorded for the school on voicemail.
- If the reason for absence is not given in this way, a request for an explanation will be sent out by post.
- If these arrangements are not effective, the school will contact the home by telephone, text or letter. If the problem cannot be thus resolved action will be taken. For full information on attendance please see the PKC website at the following link <http://www.pkc.gov.uk/article/17427/Attendance>
- For short absences, e.g. doctor's appointments, the appointment card is sufficient. This should be taken to the school office first thing in the morning of the appointment

- Pupils are expected to be punctual in the morning and after lunch.
- If a parent requires to take a pupil away from school during term time in special circumstances, e.g. for a holiday, notification must be made in writing to the Rector. It should be noted that the school does not grant permission for this type of absence and this will be marked on pupil records as 'unauthorised absence'. This practice is strongly discouraged. Details of authority policy are found in Section 2 of this document.

Complaints procedure

As part of Perth & Kinross Council, Perth Academy is committed to providing a high-quality service.

We value complaints and use information from them to help us improve this service.

A leaflet outlining our complaints procedure is on our website and can be found by clicking the link below

<http://www.perthacademy.org.uk/policy-documents>

We aim to resolve complaints quickly. Should you make a formal complaint you will receive our decision at Stage One in five working days or less, unless there are exceptional circumstances.

If we can't resolve your complaint at this stage, we will explain why and tell you what you can do next. We might suggest that you take your complaint to Stage Two. You may choose to do this immediately or sometime after you get our initial decision.

Stage Two of the complaints procedure involves a detailed investigation.

At this stage, Perth & Kinross Council will respond to the complaint as soon as possible and within 20 working days. If our investigation is going to take longer than 20 working days, you will be informed.

Revised time limits will be agreed with you and you will be kept updated on the progress of the complaint.

Admission to the School

Pupils residing within the school's area can be enrolled at any stage without delay provided space is available. Parents of pupils from outwith the catchment area who would like their children to attend Perth Academy should first arrange to visit the school and then send a written request to the Executive Director of Education & Children's Services at the Education Office, Pullar House, 35 Kinnoull Street, Perth, PH1 5GD. Help with this process is available in school.

Any parent is welcome to make an appointment to see the appropriate (Depute Head Teacher) to discuss admission: -

S1-S2	Mrs. L. Birrell
S3-S4	Miss. D. Morton
S5-S6	Mrs Murray

Communication between Home and School

We consider it to be essential that there is a regular and timely exchange of information between home and school.

If the school becomes aware of issues, parents will be contacted; likewise, parents are asked to contact the school over any concern. A telephone call is often all that is needed; the guidance teacher is usually the first point of contact for all parents.

A termly newsletter is sent home. This will refer to all meetings and activities of which it is useful for parents to be aware. More detailed information will follow as required. Reports including teaching reports are issued three times per year.

Meetings for parents will be held as appropriate, to explain subject choice, or to give information about individuals. Each year group will have a consultation evening when parents can talk to subject teachers. The calendar for this is available on the school website. This session, in line with COVID-19 regulations, we have conducted these consultation evenings remotely via Microsoft Teams.

Parents should feel free to communicate with the school at any time. Annually we review the progress of the school and plan improvements. Details of these are, of course, published to parents.

Email Communications

Email is the primary method of communication with parents and carers. This allows us to convey important information such as planned parent information evenings, School and Parent Council events and school newsletters expediently.

For parents/carers who do not wish to receive information via email or who do not have an email address, hard copies of documents emailed will be made available on the school website and when appropriate, will be sent home with your child.

Please note that this method of communication will not replace Groupcall text messaging which is used to notify you of emergency information, for example pupil absences or emergency school closures (see below). In accordance with the Data Protection Act 1998, email addresses will only be used by the school for administrative purposes and will not be shared with any other organisation or agency.

Groupcall – Text messaging service and email

To improve communication between school and parents we use the Groupcall messaging service. This system is of great benefit to the school and allows us to send parents a text message. Parents who do not have a mobile phone will receive an automated voice message on their home phone. The system is used in a number of ways:

- Send messages when seeking information from parents e.g. reasons for pupil absence.
- Send messages to inform parents e.g. forthcoming events, pupil arriving late at school, bad weather closures.
- Send messages when we need to contact a lot of parents quickly.

This system can also be used by groups on trips, so you could hear that all is well and the party has arrived safely as well as informing any urgent situations which may occur.

The school acknowledges there may be occasions when Groupcall texts querying attendance are sent in error when pupils are actually in school. It is understood this can cause worry for parents and ask for understanding from parents on these rare occasions as the system on the whole works very well.

Information Sheet

The school produces a communication called the "Information Sheet" which is published every Monday during term time. This communication has details of all activities that go on in and around school (everything from school trips, discos, events, after school clubs, assemblies, and dress down days). The Information Sheet is read out to all pupils during their Home Room class by the teacher who takes each class. In addition to this, we display a copy of the Information Sheet in the foyer in front entrance to the school and it is updated on our school's website twice a week. At the start of the year we encourage all pupils to ensure that they take it upon themselves to check the information sheet regularly and suggest that they inform their parents/carers about it.

Parents are welcome to access the front page of the website weekly to check the Information Sheet.

Perth Academy News

We have a News Team of students who fortnightly report on current news and issues. These news bulletins are shared in Home Room, posted on the school website and via the News team twitter account. We also have a good new email address. Please send items of interest to perthacademynews@pkc.gov.uk

Website & Twitter

To improve communication with parents and the wider community we have a website www.perthacademy.org.uk . We try to provide details of help to pupils and parents on our website from daily information to that which is longer lasting.

We are constantly striving to update the information there to try to ensure the partnership with parents is developed and maintained. We encourage parental feedback on the range and quality of information contained on this site.

Our twitter feeds are a useful source of information and news. Keep up to date with everything going on at Perth Academy by following our various Twitter accounts.

@perthacademy
The school's official Twitter Account

@PAGeography
Perth Academy Geography Dept

@pacademynews
Twitter of the Perth Academy News Team

@PAMemorial
Twitter of Flowers of the Forest Group

@perthacademype
Account for keeping up with all PE updates

@academy_physics
Perth Academy Physics Department

@PerthAcMusDram
Music and Drama feed

@DETPerth
Design and Technology department

@perthacadhist
History department

@BusEd_PA
Perth Academy Business Dept

@modern_perth
Modern Languages

@PerthAcademyHE
Home Economics Dept

4. School Ethos

The school vision statement is to “improve the life choices of all young people by encouraging and enabling them to exceed their own expectations.”

Our school core purpose is:

1. To be a caring community, offering an inclusive learning environment which meets the needs of and challenges all learners
2. To provide an environment that nurtures inspiring learning. As a learning community everyone is enabled to take responsibility for their learning – children, young people and adults.
3. To provide many opportunities for all members of our community to participate in the evaluative processes, to have their voice heard and actively contribute to improving our school. Contribution and success are celebrated.

Our core values are **fairness**, **ambition** and **respect**.

This statement of purpose and these values underpin the life of the school.

Development of Pupils' Values

Our aims and core purpose convey clearly our school values.

Success in school will be based on the values we try to develop. In 2019 our young people created the following nine statements to illustrate what these values mean to them.

We work hard to respond to our duties to eliminate discrimination in terms of gender, disability or race through promoting equal opportunities and good relations in the school community.

We celebrate diversity and respect differences as part of our efforts to develop responsible citizens.

In order to develop successful learners, we reward achievement in classes and set out to recognise it beyond the classroom. Doing well in school needs us to ensure pupils feel part of the school, make the right choices, set clear goals for themselves and listen to feedback. Importantly this encourages young people to be ambitious for themselves. A positive ethos in School is based on respect.

Perth Academy has a chaplaincy team and an active partnership with Perth Baptist Church and St Mark's in Letham.

5. Parental Involvement

There are opportunities provided for a parent to become involved in the school and to supporting learning at home. We are committed to improving home-school partnerships and parent representation.

<http://www.pkc.gov.uk/parentalinvolvement>

We aim to involve parents in learning. Support and advice is given to learners and parents at key stages, particularly when curriculum choices are being made.

We gather parent opinion in a number of ways. We survey parents regularly, specifically at parent – teacher evenings, with a view to gathering opinion and encouraging the sharing of views. We run a range of information evenings over the year focussed on specific aspects of school activity to ensure parents feel informed and engaged.

Once a year around March we run an in-depth questionnaire with parents to establish opinions on our practice as part of our self-evaluation procedures.

Parent Council

The Parent Council can be contacted via the school office or via email pccperthacademy@gmail.com . The Chair is Declan Gilmour.

Parents, carers and family members are by far the most important influences on children's lives. After all, between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life.

Because parents have such a vital role to play in their children's education, the Scottish Parliament has passed a new law called the Scottish Schools (Parental Involvement) Act 2006 – to encourage and support more parents to become involved.

To help achieve these aims, all parents will automatically be members of the Parent Forum at their child's school and will be entitled to have a say in what happens at the school.

What does being a member of the Parent Forum mean?

As a member 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 your school.

What is a Parent Council?

Your school's new Parent Council is very parent-friendly – it's a great opportunity to become more involved!

The aims of the Parent Council are:

The Advancement of Education, which will be achieved by the following methods:

- a) to promote close co-operation and communication between parents and teachers
- b) to study and discuss matters of mutual interest relating to the education and welfare of pupils
- c) to engage in activities which support and advance the education of pupils attending the school

Our school's new Parent Council was recognised in law from August 2007, so it has a loud voice. The school and the local authority must listen to what your Parent Council says and give it a proper response.

6. Transitions

Pupils Entering School in First Year

The vast majority of our pupils join us in first year and we make every effort to ensure that their transition is as smooth as possible and positive. We have an extensive programme of transition activities to support pupils as they move from Primary 7 to Secondary 1.

Currently, we are not fully aware of the extent of COVID-19 related restrictions we expect to be in place in term 3 and term 4. Our transition programme will take place within these guidelines and we can expect the majority of interaction therefore to be online and remote in nature. Details of these activities will be shared with associated primary schools and prospective P7 parents early in 2021.

Under more normal circumstances a range of activities exist (below) and we will do all we can to replicate these within the guidance under which we find ourselves.

- Guidance staff/Community Link Workers, the Head Teacher along with a small group of S1 pupils visit our associated primary schools to speak with prospective P7 pupils about secondary school the transition experience.
- All P7 pupils undertake a range of transition activities including a full day of fun and activities in May at Bells Sports Centre, after school activities afternoon (run by the PE department and Active Schools staff), visits to the Home Economics department for a baking session and a 2 day visit to follow a typical first year timetable. These events give them a chance to meet their new peer group and to get to know the school environment.
- A number of other departments visit Primary Schools to offer taster sessions and curriculum delivery.
- Pupils and parents are given an opportunity to visit Perth Academy to meet members of staff and pupils at our annual Open Night held in November each year and a P7 Parent Information Evening usually held in June.
- In constructing new S1 classes we attempt to ensure that every pupil has at least one of their former classmates in their new classes, if possible P7 teachers support this process by recommending pairing of young people.
- Pupils receive their timetable when they visit Perth Academy for the two days induction in June. On these days, pupils have the chance to get to know each other and take part in a variety of activities in their new class groups

- At the start of the new session, particular care is taken to help new S1 pupils settle in safely and find their way about. This involves both pupils and staff in supporting our new S1. Senior pupils also help through our Buddy system.

Enhanced Transition

Arrangements to support pupils with additional support needs to make successful transitions are a well-established part of the transition process. Transition meetings, reports from primary schools and attendance at Child's Plan meetings help provide detailed knowledge about individual pupils for the transition to S1. Some pupils require an enhanced transition with extra visits and careful planning. This is done in full consultation with the primary school staff, parents and the Community Link Workers and other agencies as appropriate.

Pupils Entering the School at other times or stages

Parents who wish to visit the school and/or to enroll their child are asked to arrange an interview with the relevant Depute Head Teacher. S1/S2 Mrs Birrell, S3/S4 Miss Morton, S5/S6 Mrs Paul. We wish to meet with both parents and young person at least once before he/she is enrolled at Perth Academy. This meeting will help to decide the classes and courses most suitable for the pupil and provide parents/carers with an opportunity to explore general school procedures and any requirements for additional support. Please contact the school office to arrange an appointment.

Transition beyond school

A range of supports are available to support pupils as they move on from secondary school, whether to further education, vocational training, university, employment or the voluntary sector. Guidance and/or ASN staff work alongside the extensive Careers and Employability team to support pupils in planning the next steps for them as they move on to a positive destination. A Careers Adviser from Skills Development Scotland is available for individual appointments for pupils and is part of the school's Integrated Support Team. Parents are naturally involved in this process and are also welcome to meet with the Careers Adviser in school, with their young person.

7. Curriculum

Curriculum and Organisations of Courses

At Perth Academy, our curriculum aims to provide opportunities to enable our pupils to achieve their full potential, both as learners and individuals. Our overall objective is for our pupils to become:

- confident individuals
- effective contributors
- successful learners
- responsible citizens

Our approach ensures the focus is on the needs of the young person and draws on learning partnerships with parents and other providers.

In this we expect learning and teaching to be characterised by:

- engaging and active lessons
- setting challenging goals
- shared expectations and standards
- timely, accurate feedback
- sharing learning intentions, success criteria, personal learning planning
- collaborative learning
- reflecting the ways different learners progress

All the above requires quality personal support to allow high levels of achievement.

Our curriculum is split into two broad phases: Broad General Education and Senior Phase.

Comprehensive information about Curriculum for Excellence at a national level and information about how to support your child's learning at home, can be found at the Parentzone website: <https://education.gov.scot/parentzone>

Broad General Education S1 – S3

Pupils follow a timetable of study which allows for continuity and progression from Primary 7 and which enables them to have a wide range of experiences and outcomes across the 8 curricular areas shown below:

- Languages & Literacy (English and Modern Languages)
- Expressive Arts (Art, Drama and Music)
- Health & Wellbeing (PE, Personal and Social Education and Home Economics)
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences (Biology, Chemistry and Physics)
- Social Studies (Geography, History and Modern Studies)
- Technologies (Business Education, Computing and Craft, Design and Technology)

Learning is organised around experiences and outcomes (Es and Os). These are divided into different levels that broadly reflect different stages of learning. Most pupils in the Broad General Education (BGE) will be working within 3rd and 4th level Es and Os. Classes are mainly mixed ability with subject specialists providing differentiated materials and support to cater for individual needs and abilities. Support staff assists subject specialists in many classrooms. In S2, some subjects are set by ability. Almost all pupils learn French and Spanish in S1 with a few opting instead for Gaelic. Pupils experience taster courses in Spanish and Gaelic in S2 and can opt to study these languages in greater depth from S3 onwards.

At the end of S2, pupils are given the opportunity to personalise their curriculum by choosing 10 subjects from within the curriculum areas listed above, including English and Maths which are compulsory for all pupils. This allows them to do what they enjoy and what they are good at while still experiencing a broad general education. In S3, pupils review their subject choices and select the 7 subjects (including English and Maths) they wish to study in depth in S4. Students receive curricular guidance through our Personal Social and Educational programme and through targeted interviews as appropriate. Parent Information evenings are held to guide parents through the subject choice process and to explain the different pathways available to pupils. In addition, pupils in S1 and S2 spend two periods per week on a chosen elective when they develop skills for learning, life and work in an area of particular interest to them. Pupils choose from an extensive range of options. In S3, this is reduced to one period.

The Senior Phase S4 to S6

In the Senior Phase, our curriculum aims to offer our pupils, relevant, appropriate and attractive choices to continue their learning. We aim to provide courses and experiences which will give our pupils the best possible chances of securing long term employment or entering further or higher education.

For S4 pupils, there are three different levels of course within the National Qualifications framework – National 3, National 4 and National 5. There are also courses at National 1 and 2 which can be offered in exceptional circumstances. In S5 and S6, we also offer courses at Higher and at Advanced Higher levels. To progress to a course at Higher level, pupils would normally need to have secured a pass in the subject at National 5. Similarly, to progress to Advanced Higher, a pass at Higher is required. Much greater detail on the content of courses as well as the suggested entry requirements can be found in the course choice information on our website. In S5/6 pupils can follow a traditional academic pathway or opt for a more employment ready pathway or follow a clear vocational pathway delivered in partnership with our college partners. All pupils in S5 will have three periods related to study skills and personal study. These cover health and well-being activities and topics pertinent to this age group as well as provide opportunities to engage in activities of personal interest such as oriental cooking, positive thinking and reading for pleasure. As well as studying subjects that will lead to formal qualifications in this phase, S6 pupils have the opportunity to enhance their learning through planned opportunities such as elective classes, work experience, voluntary work, and peer support for example. Some of these opportunities are accredited such as Saltire Awards for volunteering, Duke of Edinburgh Award, Sports Leaders Award, Personal Development Award and Youth Achievement Awards.

National Courses Awarded by the SQA

LEVEL	ASSESSMENT
National 3	No examination – assessed internally in school
National 4	No examination – assessed internally in school
National 5	Most subjects assessed in school and by external examination
New Higher	Assessed in school and by external examination
Advanced Higher	Assessed in school and by external examination

Information about the examination system, past papers and other useful help and advice for students and parents can be found on the SQA website: www.sqa.org.uk/sqa/41292.html

Guidance and support staff assist pupils in gathering information about potential careers and in making the transition to employment or further and higher education. A significant amount of time is spent in PSE in the senior phase on providing guidance on writing effective personal statements to support applications to universities, colleges and the world of work.

Perth City Campus

Together with the three other Perth city schools and Perth College we are part of Perth City Campus. This offers mainly S6 pupils the opportunity to take a wider range of subjects than would normally be available within Perth Academy and also allows courses to run which would not otherwise be viable. Pupils travel between schools (as appropriate) to attend classes in selected subjects and return to their base school once the teaching period is over. Perth College offers an extensive range of courses which help prepare pupils for the workplace as well as for further and higher education. The City Campus also offers pupils the opportunity to meet with a wider cohort of pupils and to share ideas, contacts and experiences.

Literacy, Numeracy, Health and Well-being

All practitioners have responsibilities to develop core skills of literacy, numeracy and health and wellbeing across learning. All teachers at Perth Academy are working together to ensure a consistent approach to the development of literacy, numeracy and health and well-being.

These three areas are of key importance to our pupils' development and underpin all aspects of learning. In Curriculum for Excellence, it is the responsibility of all teachers to contribute to the development of these three areas in their teaching, irrespective of the subject they are delivering.

What is meant by literacy?

In defining literacy for the 21st century we must consider the changing forms of language which our children and young people will experience and use. Accordingly, our definition takes account of factors such as the speed with which information is shared and the ways it is shared. The breadth of our definition is intended to 'future proof' it. Within *Curriculum for Excellence*, therefore, literacy is defined as:

the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.

The literacy experiences and outcomes promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. They reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media. They take account of national and international research and of other skills frameworks. They recognise the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.

In particular, the experiences and outcomes address the important skills of critical literacy. Children and young people not only need to be able to read for information: they also need to be able to work out what trust they should place on the information and to identify when and how people are aiming to persuade or influence them.

What does it mean to be numerate?

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.

We are numerate if we have developed:

The confidence and competence in using number which will allow individuals to solve problems, analyse information and make informed decisions based on calculations.

A numerate person will have acquired and developed fundamental skills and be able to carry out number processes but, beyond this, being numerate also allows us to access and interpret information, identify possibilities, weigh up different options and decide on which option is most appropriate.

Numeracy is a skill for life, learning and work. Having well-developed numeracy skills allows young people to be more confident in social settings and enhances enjoyment in a large number of leisure activities. For these and many other reasons, all teachers have important parts to play in enhancing the numeracy skills of all children and young people.

Numerate people rely on the accumulation of knowledge, concepts and skills they have developed, and continually revisit and add to these. All practitioners, as they make use of the statements of experiences and outcomes to plan learning, will ensure that the numeracy skills developed from early levels and beyond are revisited and refreshed throughout schooling and into lifelong learning.

What are the main purposes of learning in health and wellbeing?

Our curriculum at all levels has a strong focus on health and well-being and promoting healthy lifestyles. This includes developing positive attitudes, encouraging resilience and showing respect and care for oneself as well as others. Within our Personal & Social Education programme, in particular, Guidance staff work hard to ensure that pupils make responsible and healthy choices.

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

Our focus on learning within Health & Wellbeing aims to promote the physical, social and emotional well-being of pupils. Active consideration is accordingly given to all aspects of school life which influence "healthy living".

Health and Wellbeing issues can appear in any school subject, principally in Biology, Religious and Moral Education, Physical Education, Home Economics, Science and Personal Social Education. It is within the last of these that factual knowledge is complemented by activities designed to develop responsible attitudes and to help pupils make correct choices of life-style.

Among key health issues are friendship, alcohol and substance misuse, smoking, traffic education and more particularly in middle and senior school, sexuality, mental health and positive relationships education. These are taught primarily by specialist guidance teachers using carefully prepared teaching materials with the broad aim of preparing pupils for an effective, confident and responsible adult life.

The School Nurse is available by appointment through the Guidance Teacher where pupils can talk privately to the School Nurse about health issues.

Skills for Learning, Life and Work

All departments help learners to develop skills for learning, life and work within the expectations of the Career Education Standard. Our curriculum is being reviewed to incorporate greater opportunities for the development of skills.

Pupil Equity Fund (PEF)

In 2017/18, £120m of Pupil Equity Funding is being allocated directly to schools and targeted at closing the poverty related attainment gap.

Every council area is benefitting from Pupil Equity Funding and 95% of schools in Scotland have been allocated funding for pupils in P1-S3 known to be eligible for free school meals.

This funding is to be spent at the discretion of Headteachers working in partnership with each other and their local authority. Schools will now have their plans in place for using their funding and will be implementing those plans.

Pupil Equity Funding is being provided as part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term to tackle the poverty related attainment gap.

Perth Academy is delivering pupil equity through a wide range of targeted approaches. The major interventions being funded through the Pupil Equity Fund in 2019-20 include improved approaches to targeted inclusion, attendance and family engagement, improved activity and outcomes in literacy and numeracy, improved targeted employability & skills development, improved wellbeing through targeted peer mentoring, breakfast club and family learning activities in Home Economics.

School Costs, Out of School and extra-curricular activities

School Costs

It is very important that we work in partnership with parents/carers to communicate in advance, expected costs for young people participating in curriculum and extra curriculum opportunities.

We hope the following information will be useful in helping you plan for your child's educational experience at Perth Academy this session.

At Perth Academy we provide a range of universal experiences where additional costs are incurred for the school in providing materials (Technology and Home Economics for example). We also provide additional educational experiences such as excursions many of which carry a cost. We approach this provision in the spirit of inclusion and access for all and have processes in place to support access where financial barriers are a reality.

While there is a range of ways in which parents can make payments to the school, all payments can be made through parent pay, which gives parents the opportunity to deposit money into their own parent pay account in advance of and in anticipation of costs on the horizon.

I stress that we aim to work with parents in a positive and supportive way. Should you have any challenges in making payments for any of the universal offer or require additional time to make payments I ask that you make contact with the school to speak to myself or your child's Guidance Teacher. Grants are available in some cases.

Curriculum Costs

S1&S2 Practical materials payment £35

S1&S2 Practical materials payment £35

Extra-Curricular Costs

Perth Academy Extra (Sports Clubs) £10 per annum

Some examples of trip costs

Battlefields Trip £550 approximately

S1 French Trip £645 approximately

Extra-Curricular Activities

Learning at school is not just about subjects in classrooms. The school benefits from a well-appointed outdoor classroom which is used creatively by almost all curricular areas. At various times throughout the school year, pupils take part in a variety of excursions, field trips and study visits; sometimes a small charge is made to cover the cost of transport and/or admission. This provides opportunities for pupils to apply their learning to real life contexts. Annual parental consent will be sought for local trips. Specific parental consent will be sought for trips outwith the immediate area or involving an overnight stay.

In addition to this, a range of educational, residential and foreign trips are available to all year groups:

Examples of these are listed below:

S1 Day trip to Willowgate Activity Centre

S1 French trip to the Calais area

S2 trip to Dynamic Earth, Edinburgh

S2/3 Battlefields trip

S3/4 Hockey Tour

S3/4 London trip (organised by the English Department)

Ski trip

Vine Trust trip to Peru

World Challenge trip to India

Please note that all trips are currently suspended due to COVID-19 guidance.

The school offers a very wide range of extra-curricular clubs and activities, sporting, recreational and cultural, which we see as an important element in educational provision.

Our fifteen acres of playing fields are used on Saturday mornings by rugby and hockey teams of all ages, and the games hall makes possible a wide variety of indoor sporting activities. More than 75 pupils this year took part in Duke of Edinburgh's Award programmes at bronze, silver and gold levels.

Music is an essential educational experience, both in performance and appreciation, and in addition to class teaching and instrumental instruction, many musical interests are catered for at lunchtime and after school. As well as a large and accomplished school orchestra, there are a string orchestra, wind band, brass band, a ceilidh band, and smaller instrumental groups. The school plays an active part in the musical life of Perth, being prominent in the central musical groups, and we participate fully in the Perth Festival of the Arts, the Competitive Festival, and on numerous occasions in the local community. There is a large-scale Carol Concert every Christmas as well as seasonal musical productions for both senior and junior pupils.

Full details of the extra-curricular programme of the school can be found on the school website.

Please note that due to COVID-19 restrictions, there are currently some restrictions of extra-curricular activities.

Careers Guidance

All pupils discuss their career plans with Guidance staff at course choice times in S2, S3, S4 and S5. In PSE, classes look at the skills and qualities required for employment and Further/Higher Education, writing personal statements, UCAS and College applications, etc. A Careers Fair is held every two years when representatives from businesses, trades and professions and further education establishments provide information and advice to pupils at all stages, this is centrally organised by PKC. Any pupil who may have difficulty in accessing a positive 16+ destination will receive additional support from their Guidance teacher and the careers adviser. In some cases, transition programmes may be put in place.

The careers adviser is in school several times per week and individual appointments can be made with her. Parents/Carers are welcome to attend with their child. Increasingly, we are working in conjunction with other agencies to give financial advice to all our young people. This is also done by the mathematics department and as part of our PSE programme.

For further information regarding careers you can contact Skills Development Scotland, Highland House, St Catherine's Road, Perth PH1 5R or go on to the website at : www.skillsdevelopmentscotland.co.uk

Religious/Moral Education

Religious and Moral Education endeavours to:

- Allow pupils to investigate questions concerning the nature and the meaning of life and to investigate some of the answers offered by the six major religions of the world.
- Help pupils to develop their own beliefs, attitudes, moral values and practices through the process of personal search, discovery and critical evaluation.

Parents have the legal right to withdraw their children from Religious and Moral Education. Parents wishing to exercise this right should make an appointment with the Rector to discuss their decision.

Our staff includes two teachers of Religious Education, and each pupil has a period of this subject each week. Religious Education has been reintroduced into the Senior School as part of our core provision. The school is non-denominational, and the purpose of Religious Education is not to advocate a religious viewpoint, but rather to stimulate an informed understanding of a variety of religions. We live in a multi-cultural world and so a wide

understanding of religious perceptions helps prepare pupils for the world of today. Religious Studies courses are also available as options, leading to National Qualifications and Higher.

Assemblies are planned to include time for reflection and opportunities for spiritual development. These are conducted in partnership with the School Chaplains, the Rev J Stewart, and Rev G Mackay, our Chaplaincy Team.

Homework

Homework is an important aspect of secondary education, though the amount necessarily varies according to the subject and level of study. It will be issued to pupils at all stages in the school.

In the early years we would not wish to discourage pupils with too much homework, nor to issue it as a mechanical routine. However, responsible habits of private study must be encouraged, as homework plays an increasingly important part later in the school when pupils gradually assume personal responsibility for organising private study and completing extended essay and project work.

Homework can be issued for many purposes, such as

1. To reinforce work already tackled in class by giving extra practice.
2. To provide extended, more demanding challenges for abler pupils.
3. To prepare the ground for study to be undertaken later.
4. To ensure that work not finished in class time can be completed.
5. Carrying out reading learning tasks for which there is not time in school.
6. To assist the teacher in building up an overall picture of a pupil's skills and knowledge so that appropriate assistance can be given with specific difficulties.
7. In the later stages, practical exercises, projects, dissertations, etc. must be completed at home and will be used in assessments for Standard Grade.
8. Constant revision of previous work.
9. To establish good personal study habits.

Microsoft Teams for homework

The vast majority of homework activities are set and accessed via Microsoft Teams.

A full statement of school homework policy is contained in the booklet issued to first year parents at the beginning of the first term, giving details of homework which can be expected from each subject, and its frequency. If specific work is not set, then pupils are expected to revise and read further; they should not neglect reading and learning homework just because nothing written has been demanded.

Parents will make a very valuable contribution to their children's progress if they give all the help and encouragement, they can to seeing that homework is done thoroughly and regularly. Any parent whose child appears to have no homework night after night should contact the appropriate Guidance Teacher.

Presentation Arrangements for SQA Examinations

All pupils in S5 are required to maintain a full timetable throughout S5. Subject choices should be made from the options available. S5 pupils are not permitted to drop subjects in the course of the session.

Pupils in S6 are not allowed to have more than one free column unless special arrangements for this are made with the Guidance Team for example if a pupil is sitting 3 Advanced Highers. S6 students are encouraged to access wider opportunities from within their free column e.g. to engage in volunteering or supervised study.

Presentation levels for SQA examinations are decided by teaching staff based on prior learning and progress and may be subject to change to suit the needs and abilities of pupils. Parents will receive up to date information about presentation levels and can expect communication regarding any changes.

Pupils who are entitled to it are granted study leave from school during the SQA examinations themselves. This is in order to give them the best possible opportunity to plan and carry through an individualised programme of study. Guidance will be given on the best use of this time. There will also be provision of study facilities in school at these times if desired, and teachers will be available for consultation. Pupils may be asked by teachers to attend for extra classes in some subjects during examination leave.

8. Assessment & Reporting

Pupils' academic performance and progress is tracked electronically. Tracking and Action Plan Reports are completed by staff on the Tracking and Monitoring module within the electronic information system, SEEMIS.

Within the BGE (S1-S3) each year group receives 3 reports per session. There are two Tracking Reports and one Action Plan Report. The reports contain the following information:

Tracking Report – Ratings for Behaviour/Effort/Homework and current 'Stage' in their progression across a Level

Action Plan – Same information as the Tracking Report plus short Action Plan Comments

In the Senior Phase (S4-S6), pupils again receive 3 reports per session giving updates on Behaviour/Effort/Homework and also detailing pupil Target Grades and current Working Grades based on progress. Two of these reports are Tracking Reports and one is an Action Plan Report.

All year groups receive one parent contact per session with Senior Phase pupils having an additional 'Targeted' Parent Contact Evening post prelim in February.

9. Support for Pupils

All pupils need support to help them learn and develop. The needs of the pupils are central to the identification, planning and provision of support at Perth Academy. We aim to ensure that support provided is appropriate, proportionate and timely.

Mrs. Linda Birrell (Depute, Support) maintains an overview of all pupil support issues and also chairs the Integrated (Pupil Support) Team Meetings, which directly focus the combined energies of school-based and external colleagues to support pupils who are experiencing particular difficulties. The Integrated (Pupil Support) Team Meeting takes place monthly and manages the extent of external involvement from Educational Psychologists, Mental Health NHS workers, Social Workers, Community Link Workers, Youth Workers, School Nurse, Careers Adviser, Community Police and others.

There are many ways in which a child can receive additional support. This can be provided universally by the class teacher within the classroom or at times children with particular needs may also be supported by a member of support staff, for example a Pupil Support Assistant, Additional Support Needs Teacher or senior peer helper. Some pupils require specialist support to assist them in overcoming their additional needs.

Universal Support

All staff at Perth Academy take a child-centred approach which promotes and supports well-being, inclusion, equality and fairness. All pupils are given planning opportunities to provide them with the right support to allow them to realise their potential for achievement. This support occurs within each classroom and is enhanced through the work undertaken as part of the home room structure.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe	Healthy	Achieving	Nurtured	Active	Respected
Responsible	Included				

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help. advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Home Room

A Curriculum for Excellence documentation details an entitlement for all pupils to regular discussions about their learning with a key adult in school who knows them well.

All pupils in Perth Academy are part of a mixed Home Room class (either S1-3 or S4-6) who are taught for the period of the day by their Home Room tutor. These Home Room periods

allow opportunity to work on our values, ensure effective communication and provide a home base for each pupil in the school community. Under the principles of our School Vision Home Room allows time to care, time to reflect and inspire and time to collect information about successes and ensure these are acknowledged.

How does Home Room benefit pupils?

- A caring environment, a 'check in' with a key adult and focus on the purposes of their time in school
- Learning conversations – time for discussion to help raise attainment and ensure needs are being addressed and met
- A consistent interaction with an adult who knows them and who they know well
- Peer interaction – cohesion between stages, opportunities for peer mentoring, buddying and leadership
- If things change for the young person and they need additional, targeted support there is a very good chance that this will be spotted early by their tutor
- Supports the house system giving a sense of belonging and identity

How does it benefit staff and the wider school community?

- Creates order, settles pupils at the start of the day and gives them a 'base' in the school
- Provides a clear avenue for communication with staff and pupils
- Provides opportunity for a wider whole school community involvement
- Staff are supporting each other in the raising of attainment in subjects through learning conversations, target setting and tutor support
- Time for Support Faculty staff to see pupils and support them more effectively without disrupting learning and teaching.

Targeted Support

Targeted support is any additional focused support which pupils may require for short or longer periods of time to help them overcome barriers to their learning.

For example, a pupil who;

- Has a specific learning need e.g. Dyslexia, Autism Spectrum Disorder
- Is bereaved
- Is experiencing mental health difficulties
- Is being bullied
- Has behavioural, or social communication difficulties
- Has a hearing, visual or physical impairment
- Is a looked after child
- Does not attend school regularly

Very often, the necessary support will be provided by the subject teacher in the class, mentors and guidance teachers. The Principal Teacher of Additional Support Needs works with all three house groups and class teachers and is responsible for the deployment of support teachers and pupil support assistants. Pupil support assistants support staff and pupils to meet learner's needs within mainstream classes or through various targeted support strategies.

Perth Academy offers enhanced support for pupils experiencing significant barriers to their learning. These pupils will be allocated to a member of the Additional Support Needs department who is given the title of Key Contact. The Key Contact co-ordinates the required support and liaises with teaching staff and other professionals whilst maintaining close home-school links. The decision to provide a key contact will be identified as an action either through liaison with Primary Schools at the point of transition, as an identified action of a Child's Plan or House Team meetings. Parents are involved/informed.

Support is tailored to the individual needs of each young person and varies from one to one support, small group work and specialist teaching, customised literacy and numeracy programmes, nurture and life-skills programmes. Additional Support Needs staff also work with pupils, parents and teachers at the time of assessments to ensure that pupil's assessment needs are met without compromising SQA competence standards.

At all times, the capabilities of the young person are kept foremost while catering for needs, and teaching resources are utilised to encourage the greatest degree of independence in learning, personal management and social activity.

Additional Support Needs staff liaise closely with colleagues in all departments of the school and with agencies out with school in attempting to meet the needs of pupils. Members of the department have acquired considerable experience of specific learning difficulties and place great value on working with parents to support young people at school and in planning the transition to college or university, and the world of independent living and work.

The emphasis throughout the department is in ensuring that all young people receive a broad, holistic, education that helps them to become more resilient learners, and more active and involved citizens in their respective communities. Progress can be measured in many ways, by improvements in self-esteem, confidence, and the capacity of young people to establish, build and repair relationships as well as increased skill levels in core areas of the curriculum and academic attainment.

Parents will be informed before support staff undertakes any specific assessment or if there is a consideration of extraction from subject class to work on alternative programmes.

The programmes that are offered to some pupils include support with reading through the Paired Reading Scheme with S6 pupil volunteers, or through more specific literacy/numeracy support, computer-based support programmes, and a range of activity-based groups. In some instances this type of work can lead to awards including Youth Achievement or Personal Development Awards.

The Additional Support Needs department consists of 7 teachers and a number of Pupil Support Assistants. They work closely with the pupil's Guidance Teacher to monitor and co-ordinate specifically planned programmes, including Children & Young Person Plans and Co-ordinated Support Programmes, as detailed in The Education (Additional, Support Needs) (Scotland) Act 2004, amended 2017.

Mrs Alix Brooks (ph. 472496) is the Principal Teacher of Additional Support Needs and is happy to discuss any issues of concern or support needs with parents.

Inclusion Provision

Perth Academy's Inclusion programme operates from an area known as 'The Zone'. It provides targeted support to those pupils experiencing social, emotional and behavioural difficulties. As part of our wider staff support faculty, our Inclusion Project Officer is an experienced professional who works with pupils on a one-to-one or small group basis, supporting young people to explore their understanding of and develop strategies for managing a number of issues. These may include; risk taking behaviour, self-esteem and self-concept, conflict resolution, anger management, self-confidence, social skills, mental well-being etc. These interventions are part of wider plan for each young person involved, often alongside other agency partners, with their support being overseen by their guidance teacher or keyworker.

The Zone is also open at lunch and break times for a 'drop in'. This is supported by a number of staff who volunteer their time to help out. There is a dedicated time slot for our LGBT+ group. The Inclusion programme also offers an enterprise opportunity for many young people, developing life skills through the ordering, preparation, purchasing, cooking/baking for staff lunches and special events such as parent engagement evenings.

Resolve

We recognise that on rare occasions some pupil behaviour can become so significant that it warrants considering removal, to allow time for a plan to be in place to support the youngster avoid future poor decisions. Exclusion is used as last resort.

It is clear that when any young person is excluded from school there are many negative outcomes; they become further isolated from the school community, often do not complete much class work and in some case may put themselves at risk. Perth Academy's Resolve programme seeks to interrupt the process of exclusion through an alternative programme, where a young person is removed from classes and the playground and is well supported through a programme of reflection, restoration and agreed return aims. Parents play a significant role in this process. Our Resolve initiative has been recognised nationally as an example of best practice, with staff and young people making presentations at various events and in 2018 being awarded a Perth and Kinross Securing the Future Silver award.

Alternative Targeted Programmes

Perth Academy works with a range of partners to support the provision of targeted support.

The Bield at Blackruthven offers horticulture and enterprise facilities where a number of pupils spend time developing a range of life skills- preparing, planting, maintaining and harvesting fruit and vegetables, and helping with animal husbandry and care. Produce is then sold and money reinvested into the project. Aply led by two members of the support staff, this programme helps develop life skills, build self-confidence, teamwork, mentoring, social skills development and leadership skills. We are very proud of this support intervention which has recently added an additional group. For some pupils their efforts may be recognised in the achievement of an SQA Rural Skills qualification.

Intensive Support Provision

Perth Academy is proud to host an intensive support provision which is an integral part of the school and provides full-time places for pupils with a range of complex additional support needs. Pupils are placed from across Perth and Kinross by a central ASN placement panel. Pupils accessing the intensive support provision receive an individualised, pupil-centred educational programme, as outlined in their Individual Education Programme or Coordinated Support Plan. Pupils are full participants in the life of the school and are provided with opportunities for a rich learning and social experience appropriate to their needs. The intensive support provision is staffed by a number of experienced and specially trained teachers and assistants under the supervision of the PT- Additional Support Needs. Any enquiries regarding this provision can be made directly to the Rector or Depute (Support), who will direct parents to the relevant officer at Perth and Kinross Council.

English as an Additional Language (EAL)

For those pupils for whom English is an additional (not their first) language, the support department is involved in providing some pupils with additional help. The support department can also call upon assistance from colleagues (from outside the school) with various language specialisms.

Student Support Hub

Perth Academy provides targeted support for identified pupils requiring support with development of their learning or social, emotional and behavioural skills. Support may consist of targeted short term interventions in small groups or individually. Staff are trained in a range of additional support needs and work with subject teachers. For some pupils accessing the 'Hub' provides time and space to simply reinforce their class work in a welcoming, quiet and supportive environment. A range of agencies provide a full and rich enhancement to existing curricular offerings.

Identification of support needs

A thorough transition process occurs for pupils with identified needs before they start at Perth Academy (see above section under heading 'Transitions')

Should parents have concerns about their child facing any barrier to learning they are encouraged to contact their guidance teacher, key contact or principal teacher of Additional Support Needs to highlight and discuss these concerns. Parents can contact the relevant person by telephone, email or speaking to a member of the Additional Support Needs department during parents' evenings.

Perth Academy has a robust internal process which communicates pupil needs and strategies and allows any staff to raise concerns about a pupil. Parents will be contacted by guidance or principal teacher of Support for Learning to discuss and share any specific concern that may require targeted support. Pupil progress is continually tracked and monitored and reported to parents. Where required, pupils will have an Individual Education Plan or Co-ordinated Support Plan and these will be reviewed at a Child's & Young Person's Plan meeting.

Further information

Scottish Ministers advise that further information and support to parents of children and young people with ASN is available from various organisations. These organisations are identified under the Additional Support Needs (Sources of Information) (Scotland) Amendment Order 2011 as;

(a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527.

Enquire offers independent, confidential advice and information on additional Additional Support Needs.

Telephone Helpline: 0845 123 2303

Email Enquiry Service: info@enquire.org.uk

Advice and information is also available at: www.enquire.org.uk

Enquire provides a range of clear and easy to read guides and factsheets including The Parents' Guide to Additional Support Needs.

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576.

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

Further information on Additional Support Needs is available on PKC website <http://www.pkc.gov.uk/article/17278/Schools-additional-support->

10. School Improvement

Standards and Quality report 2020

A copy of the Perth Academy Standards & Quality Report can be found on our website using the link below

www.perthacademy.org.uk >Information>Standards & Quality

<https://manage.appscentral.co.uk/uploads/client/documents/5074/2020%20Standards%20&%20Quality%20Report.pdf>

School Improvement: Attainment

Perth Academy has a well-established, highly positive reputation for success in academic performance. Covering a wide and varied catchment area pupil perform consistently well academically in line with or above local and national performance measures.

Perth Academy has enjoyed a four year, whole school positive trend in attainment, improving steadily in all Key Performance Indicators. Despite the national transformational change brought about by the implementation of Curriculum for Excellence and the new National Qualifications, Perth Academy has maintained consistently high standards of performance.

Performance data about the school can be found online by searching for Perth Academy at the following location:

<https://education.gov.scot/parentzone>

SCQF Scottish Qualifications Framework

Almost all qualifications such as National Qualifications such as National 5 and Higher completed in school hold an SCQF points tariff value. These points can be totalled. It is on this points system that university entry and total attainment at school is calculated. Please see further explanation about SCQF nomenclature and points allocation in the following locations:

http://www.sqa.org.uk/files_ccc/readyreckoner.html

<https://scqf.org.uk/faqs/>

School Improvement Plan

This session our school is following a recovery plan focusing on wellbeing, assessment and moderation and digital learning, all within the context of recovery post lockdown.

11. School Policies & Practical Information

We follow a range of school and authority policies. A number of these are outlined below while others, including our emergency closure procedures, can be accessed through the school website at perthacademy.org.uk

Perth Academy School Uniform

Please note that we have adjusted our uniform policy temporarily in response to COVID-19 guidelines. We expect that our substantive uniform policy will be in place for the start of session 2021-22.

Academy Uniforms are our partners for online retail of Perth Academy uniform.

https://www.academyuniformsltd.co.uk/index.php?route=product/category&path=62_174

Stevenson's situated in Perth Street Street also stock Perth Academy blazers and ties.

In Perth Academy, we promote and encourage the wearing of full school uniform by all pupils.

- Plain white shirt
- Perth Academy tie
- Plain black jumper or cardigan (optional) with tie visible.
- Plain black trousers or skirt (skirts should be of an appropriate length)
- Plain black shoes
- Perth Academy blazer with school crest

Outerwear (coats, hats, etc.) may be worn in inclement weather. However, all of these should be removed when in the school building. (Lockers are available throughout the school).

The following items are **not** acceptable as school uniform:

- Jeans, skinny jeans, leggings and jeggings
- Combat trousers, tracksuits and jogging bottoms
- Branded clothing
- Shorts or hot pants
- Football colours
- Other items as agreed

School uniform has a number of benefits including:

- Encouraging a sense of belonging and pride in the school
- Enhancing the school image in the community
- Discouraging bullying which may arise from pupils not having certain items of clothing or footwear
- Improving security on school trips through easy identification of Perth Academy pupils
- Improving school security by easy identification of intruders

For Physical Education, boys require: -

Black/Navy shorts

Plain white or plain royal blue t-shirt

Trainers

Rugby/football boots (optional)

Navy/Black tracksuits are permitted in colder weather for outdoor activities.

Rugby Kit for those who play for the school team is available from Campus Sports

For Physical Education, girls require: -

Navy/Black Shorts

Plain white or Navy t shirt

Sports leggings are permitted instead of shorts but must be black or navy and as plain as possible

Trainers

Navy/Black tracksuits are permitted in colder weather for outdoor activities.

OPTION: If you would like Perth Academy t-shirt instead of a plain one, they can purchase from the school shop in the Maths corridor.

All jewellery should be removed for PE for safety reasons and is not encouraged in school. Mouthguards and shin guards are advised for participation in Football, Rugby and Hockey. Pupils must bring a change of shoes for PE in order to protect surfaces within the Physical Education department.

Information on Clothing Grants is contained in Section 2 of this booklet

Effective Learning Climate

There is an expectation that all pupils will behave appropriately encapsulating our Vision and Values.

The school classroom and corridor codes are based on the United Nations Convention on the Rights of the Child (UNCRC).

Expectations and Consequences as follows are displayed in every classroom.

Expectations

- ✓ Mutual Fairness and Respect
- ✓ Wear school uniform
- ✓ Be prepared for learning
- ✓ Listen to others. Be kind and caring
- ✓ Give a fresh start to every class
- ✓ Use mobile devices appropriately
- ✓ Behave responsibly

Consequences

- ✓ Warnings/move of seat
- ✓ A few minutes outside the room
- ✓ Referral
- ✓ Reflective exercise
- ✓ After school detention
- ✓ Restorative conversation or meeting
- ✓ Parents contacted

Other specific points on school behaviour and ethos:

- ✓ **Primary School:** It is easy for small children to be hurt when older children share their grounds. Consequently, Perth Academy pupils must keep away from the Viewlands Primary School areas.
- ✓ **Equipment:** Lessons cannot proceed without the correct books and equipment, or P.E. kit. It is the pupil's responsibility to ensure that the correct materials are brought to school each day.
- ✓ **Litter:** We are all responsible for maintaining a pleasant environment. Litter must not be dropped in school or in the surrounding areas but should be placed in the bins provided.
- ✓ **School Grounds:** The grassy areas around the school, including the playing fields, are pleasant, but must be treated with care, especially in winter. Pupils are asked to keep off muddy pitches at all times. The trees in the grounds are an attractive feature and must be cared for.
- ✓ **Bicycles:** Perth Academy promotes cycling to school. In order to avoid accidents, bicycles must not be ridden in the school grounds or on pavements. Bicycles are brought to school entirely at the owner's risk and can be secured to the cycle shelter.
- ✓ **Movement around school:** On arriving at a classroom, if the teacher is not there students are to line up in a single file so that the corridor is not obstructed. The lift is not to be used by pupils unless with special permission.
- ✓ **Students must obey all safety instructions in practical classes so that accidents are avoided, or they may not be allowed to participate in practical activities.**
- ✓ **Cigarettes and e-cigarettes should not be brought to school under any circumstances. We occupy a public building and smoking is not permitted by law.**
- ✓ **Any substance which can be used to alter mood such as alcohol, illegal drugs, so-called 'legal highs' are not permitted in school and pupils suspected of being under the influence of such substances can expect to be removed from classes their parents contacted.**

Restorative Approaches in Perth Academy

Perth Academy is committed to supporting the school community in situations of conflict.

Restorative Approaches are an approach to managing conflict.

Restorative Approaches are built upon the concept of **unconditional positive regard** which means treating people with basic acceptance and support of a person regardless of what the person says or does.

It also helps us **differentiate between the person and her / his behaviour.**

Restorative approaches are based around the understanding that individuals are **responsible for their actions**, and **when an action has caused harm, those involved have a responsibility to put things right** – This moves us on from the language and culture of crime and punishment.

Restorative approaches are fundamentally **grounded in ‘relationships’ and in ‘putting things right’ and finding a way forward when they have gone wrong.**

Perth and Kinross council have agreed that all schools should use a restorative approach to managing difficult situations and is currently in the process of refreshing the training of council staff to embed restorative approaches.

Each school has a number of ‘Restorative Champions’ who have undertaken specialist training and will support school staff in embedding these approaches within their daily practice. Perth Academy is well along the restorative journey with restorative approaches implicit within our Effective Learning Climate policy and links closely with our school core values of fairness, ambition and respect.

There are different types of restorative approaches –

- **Restorative Conversations** (enquiry/dialogue/chat) – quick chat
- **Restorative face-to-face Meetings** – a longer meeting usually over a serious matter or incident
- **Restorative Circles** – a larger group talks together
- **Restorative Conferences** – each of the people involved brings supporters e.g. a parent/carer, guidance teacher in the case of pupils or a colleague or union rep in the case of staff members. These are facilitated by highly trained staff.

The School Day

<u>Perth Academy School Day 2020-2021</u>					
Tue, Wed, Thu			Mon, Fri		
Period	0855 - 0903	Home Room	Period	0855 - 0919	Home Room
1	0903 - 0949		1	0919 - 1010	
2	0949 - 1035		2	1010 - 1101	
	1035 - 1050	Interval		1101 - 1116	Interval
3	1050 - 1136		3	1116 - 1207	
4	1136 - 1222		4	1207 - 1258	
5	1222 - 1308			1258 - 1348	Lunch
	1308 - 1358	Lunch	5	1348 - 1439	
6	1358 - 1444		6	1439 - 1530	
7	1444 - 1530				

Assemblies take place for year groups on the first day of every new term. House Assemblies take place twice termly during allocated Home Room times. Special Assemblies are arranged as and when required.

Information on activities, groups, clubs and opportunities for pupils to be involved

The school offers a very wide range of extra-curricular clubs and activities, sporting, recreational and cultural, which we see as an important element in educational provision. This was recognised by HMIE when they inspected the school in 2010 and is maintained as a key aspect of our school.

Our fifteen acres of playing fields, including our new all-weather facility are used on Saturday mornings by rugby and hockey teams of all ages, and the games hall makes possible a wide variety of indoor sporting activities. More than 75 pupils this year took part in Duke of Edinburgh's Award programmes at bronze, silver and gold levels.

Music is an essential educational experience, both in performance and appreciation, and in addition to class teaching and instrumental instruction, many musical interests are catered for at lunchtime and after school. As well as a large and accomplished school orchestra, there are a string orchestra, wind band, brass band, swing band, many vocal groups and smaller instrumental groups and rock bands. The school plays an active part in the musical life of Perth, being prominent in the central musical groups, and we participate fully in the Perth Festival of the Arts, the Competitive Festival, and on numerous occasions in the local community. There is a large-scale Carol Concert every Christmas as well as seasonal musical production for both senior and junior pupils.

Annually senior pupils plan, produce and market the Yearbook – a record of the current school year. Public speaking, STEM activities and enterprise activities are also successful areas of activity.

Transport

For pupils living within the school's catchment area, the Council provides free transport or travelling expenses if the pupil would otherwise have to walk more than three miles. In these cases, bus passes are issued where suitable public transport exists, and contract transport is arranged where there is no public transport.

Parents who have made successful placing requests for their children to attend this school rather than another have to make their own transport arrangements. Vacant seats on contract transport may be made available to pupils who are not normally entitled to free transport.

Pupils coming from feeder primary schools will be issued with the application forms in their primary schools in the summer term. Otherwise, forms are available from the school office.

Full details of authority policy are available in Section 2 of this document

Safety

It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.

Movement in the school must be orderly and controlled; prefects and staff are on duty during breaks and lunchtime and their instructions must be observed.

At least one fire practice is held each term. Pupils must behave in a sensible manner during these. The school can be completely evacuated in under three minutes in normal circumstances.

Health and Safety matters in school are co-ordinated by Mrs C Leishman (Business Manager) who convenes a group of staff on this issue.

Illness and Accidents

There is a room equipped for basic first aid. It should be noted that Council Guidelines do not permit medication, including aspirins, to be administered.

Parents are asked not to send children to school when they are unwell.

Pupils who feel ill must not go home without first reporting to a member of staff. If it becomes necessary for a child to be taken home, parents will be telephoned at once, and should be prepared to make arrangements to collect the child from school. For this purpose, it is helpful if the school can be notified promptly of any changes in emergency contacts or of parents' daytime telephone numbers.

In the event of accident, the pupil will be given appropriate first aid, and if necessary, will be taken to the A & E department of Perth Royal Infirmary. Every effort will be made to contact parents so that they can come to the school or go directly to the Infirmary. An adult will always stay with the pupil until the parent arrives.

It is very important that the school should be informed immediately of any special medical conditions which may affect the child in school, e.g. asthma, epilepsy, or any allergies. This includes poor eyesight, deafness etc.

School Meals

Meals cooked in school are provided in the school dining room at lunchtime on a cafeteria basis. Facilities are also provided for pupils who bring a packed lunch.

The marketing of junk food to children can skew their idea of what constitutes a balanced meal – foods high in fat, salt or sugar are increasingly dominating young people's diets. In school, they will be in an environment that takes more responsibility for promoting healthier food & drink choices.

Secondary schools operate a cafeteria style service with a wide choice of food options being made available. Implementation of the Scottish Nutrient Standards have seen a major overhaul of the traditional secondary school menu and there is now an abundance of freshly prepared and tempting food options which are lower in fat, salt & sugar. These include a daily choice of homemade meals including vegetarian option, complimentary salad, vegetables and bread with main meals, healthy meal deals, nutritionally improved snack items, healthier drinks options including waters, smoothies & fruit juices plus a great deli selection. The cost varies according to the individual choice from the menu.

Cashless Catering operates in all secondary schools, where monetary value is held in a pupil account. This account is accessed via the pupil's National Entitlement Card* (NEC). These cards provide secure access to a pupil's account where value is retained on the system and

not the card. Value can be added to a pupils account through coin or note – however, we do encourage cheque payments to any value (payable to Perth & Kinross Council) as this negates the need for pupils to carry cash or to have to queue at revaluation machines. Cheques are handed in to the Cook in Charge at the school.

All payments & expenditure can be fully tracked by the pupil on request. Balances can be accessed at the revaluation machines at any time and itemised transactions are on display through customer readers at all till points. Free school meals pupils have value added automatically each day which can be added to by the pupil if desired.

ParentPay

If you have not yet activated your ParentPay account, please could we encourage you to log in. This will help to remove cash and cheques from the school. If you have misplaced your activation letter, please contact the school for a replacement.

We also offer a healthy break time service and a pre-order facility. New developments are continually being assessed and introduced to enable the pupils to have access to a safe and welcoming quick service environment.

An example menu and current price list are accessible via Perth & Kinross Council's web pages, following the school's links:

<http://www.pkc.gov.uk/article/17331/Secondary-school-meals>

The school meals service is delivered by our operational partners, Tayside Contracts
<http://www.tayside-contracts.co.uk/>

The Learning Resources Centre

The Learning Resource Centre (Library) occupies the central area of the building. In addition to fiction, graphics, information books to borrow, there is a reference section and access to online resources. The LRC offers good private study facilities for senior pupils and classes. There is an extensive Careers Section. We have 30 computers available in the Centre for class use or for individual pupils at lunchtimes and after school.

We have a full-time qualified Librarian and an Assistant, who work together with a team of volunteer pupils to ensure that a good service is provided. Every pupil in the school is equipped with essential skills as soon as possible, so that private study can be purposeful and efficient.

The Centre is open to pupils at lunchtime and after school until 4.15pm, or later by arrangement with the Learning Resources Co-ordinator (Librarian). This service is a real strength of the school.

As well as lending books, the LRC has resources and IT that students can borrow and use at home.

Senior Pupil Leadership Team

The model of senior pupil involvement in Perth Academy was praised by the HMIE Inspection Team in 2010. The SPLT is a team of 18 pupils consisting of Head Boy/Girl, Depute Head Boy/Girl 2 House captains and two Vice Captains from Prefects and S5 Captains.

There are approximately sixty prefects from the fifth and sixth years. Pupils can apply, with the recommendation of a member of staff to be a prefect and training is provided. Prefects are expected to fulfil a contract which is validated by a parent/carer. Prefects make a valuable contribution to the school, not only by showing in their attitude and actions the highest standards of responsibility, but also by their contribution to the various social and extra-curricular activities.

Learner Participation Committees (LPCs)

We run Learner Participation Committees. These are a new initiative and replace the old Pupil Council.

We believe that learner participation has to be at the heart of our schools' self-evaluation and improvement.

These Learner Participation Committees will ensure that the views of the learners are considered. They provide an opportunity for young people to discuss issues and participate in decisions and activities which influence policies or services that impact on them or are important to them.

Anti-Bullying

At Perth Academy we strive to create a caring, healthy secure environment in which pupils can develop naturally and reach their full potential in an atmosphere free from fear and intimidation. However, bullying in its widest sense is a feature of any school and we have a duty to recognise this and do all we can to minimise it within Perth Academy.

We follow Perth & Kinross Council's Anti-bullying Policy.

A copy of this policy can be found on our website or by clicking the link below:

<http://www.pkc.gov.uk/article/17426/Bullying-and-harrassment>

Implementation of this policy helps us in providing a secure, stable environment where all pupils, staff and parents are valued and advises pupils, parents and staff on how to deal effectively with bullying.

We encourage a climate where parents can share, with confidence, concerns they may have regarding the wellbeing of their child. We encourage pupils to tell staff about bullying and not to ignore it.

In resolving conflict, we aim to facilitate intervention in a constructive way in any bullying situation reported.

We promote a general atmosphere where bullying is discouraged.

How we deal with bullying behaviour

- From their first day in Perth Academy pupils are encouraged to speak to their Guidance or Home Room Teacher or any other teacher and tell them if they or any others are being bullied.
- On receiving information, the Guidance Staff discuss the matter in a sensitive, confidential manner with all parties involved. Sources of information will not necessarily be revealed.

- Counselling of the bully and the victim then takes place and ways of dealing with the problem are discussed.
- Consequences and actions around bullying behaviour as appropriate, is implemented by Senior Staff.
- As a 'Restorative School' we aim to resolve difficult situations and relationship break downs through a restorative approach. Pupils (and sometimes staff) are supported to identify positive solutions and plans going forward.
- Guidance Staff monitor the subsequent behaviour/attitude of all parties involved and provide support and encouragement when needed.

War Memorial Bursary

This bursary, of £100 a year for up to four years, is awarded, if funds are available, to a pupil going on to University. Applications should be made in writing to the Rector. Bursaries are awarded on the criteria of academic quality, financial need, and service to the school.

12. Name of Child Protection Officer

Child Protection

The well-being of children and young people is everyone's responsibility. Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if we think any child is at risk of harm. Should you wish to talk further about Child Protection and the safety of children please feel free to contact the school.

Each school now has a Designated Officer appointed to be responsible for Child Protection matters and specially trained for the task. Perth Academy's designated Child Protection Co-ordinator is Mrs Birrell [DHT]. Mrs G Murray [PT Guidance], Mrs A Brooks [PT SfL], Mrs K Dow [PT Guidance], Mrs C MacGregor [PT Guidance] also fulfil the role of Child Protection Officer. As a school we have good contacts with School Medical Officers, Social Workers and Police, any or all of whom may become involved if concerns about risk of harm emerge. In almost all cases we ensure that parents are informed and participate in any action which we may initiate regarding their child.

Full details of authority policy are in Section 2 of this document.