

SCHOOL HANDBOOK



STROMNESS ACADEMY



Welcome to Our School
2014 - 15

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I am pleased to introduce the School Handbook for session 2014/15 and hope that it will provide you with all the relevant information you may need concerning your child's school.

In Orkney we have a wide range of schools, different types and sizes; each one provides a learning experience which is very much linked to the community the school serves. The School Handbook offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in both supporting your child and getting involved in your child's education.

If you have any queries please contact the Head Teacher of your child's school in the first instance and they will be happy to offer any clarification you may need.

Peter Diamond
Head of Schools

Service pledges

<p>Orkney Islands Council's Vision, Values & Aims</p>

<p>This is our community. We want the very best for everyone.</p>

<p>Our core values are:</p> <ul style="list-style-type: none"> Respect Responsibility Enjoyment Being Safe Being Healthy Being Active Being all we can be
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<p>Our vision embraces many aspirational and achievable ambitions. We believe that by working together we will support everyone to develop as active, healthy individuals who take responsibility for their own learning and enjoy learning together for a sustainable future in our diverse community. We aim to ensure everyone feels accepted, respected and safe by providing a tolerant, understanding and caring environment. We want everyone to do their very best in all that they do and we celebrate their successes individually and collectively.</p>
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<p>The key aim of the Service is:-</p>
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<p>We aim to improve achievement and attainment, health and wellbeing for all pupils, students, service users and members of the community.</p>

<p>In particular we aspire to help people become:</p>

<ul style="list-style-type: none"> Successful learners Confident individuals Responsible citizens Effective contributors
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Footnote: If you want a printed copy of this handbook, please ask the school.

It may be possible to offer some assistance in helping to translate all or part of this brochure to parents whose first language is not English. Enquiries should be directed in to the Education, Leisure & Housing. Telephone 01856 873535 or email education.leisure@orkney.gov.uk

Welcome Message

We are proud of our community school, Stromness Academy. We are favoured with good facilities, resources, and committed staff. All of these contribute to ensuring that our school is a purposeful, high achieving and successful one.

In addition, we are supported and strengthened by well informed parents and carers, friends and members of the community.

It is the product of many years' hard work and enthusiasm which has created a community school where pupils are given structure and opportunities. Pupils and parents/carers work with staff to encourage broad achievement – preparation for young lives now and in the future.

We welcome you to our school, expecting that you will soon take a full part in its activities; that you will make new friends; find key supporters in your broad education and you will enjoy your experiences here.

STROMNESS ACADEMY VISION, VALUES and AIMS

In Stromness Academy we all co-operate to create a supportive learning environment to enable all learners to achieve their best through a wide range of opportunities. We strive to help everyone, pupils and staff, through mutual respect and positive relationships to participate in a healthy, active community in which everyone is valued.

The vision is based on the following values:

- Being respected and giving respect
- Being valued and being tolerant
- Participating in a supportive and challenging learning environment
- Creating a mutually tolerant and caring school community
- Contributing to the wider life of the community, both as individuals and as a school

The school as a community is inclusive of pupils, staff, parents and others, who worked together to help everyone to become

- Successful learners
- Responsible citizens
- Confident individuals
- Effective contributors

These statements were the result of consultation and discussion with pupils, parents and staff.

This School Handbook – How it is Arranged

Section One – Practical Information about the School

This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill. This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals
- financial assistance with school clothing, transport and school meals
- school closing in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school and parents communicate with each other
- how to make a complaint or give a compliment to the school
- how to give positive feedback

As with any organisation, to ensure smooth running and appropriate maintenance of standards, a range of procedures and policies have to be implemented within our school.

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me. Most of these policies are available on the school website - www.stromnessacademy.org.uk

Section Two – Parental Involvement

Parental involvement is very important as we know it helps children do better in school. This section contains information about how parents and carers can be involved in supporting learning at home as part of a home-school partnership.

It also includes information about members of Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Section Three – School Ethos

Ethos is a key aspect of how we see ourselves as a school in partnership with our parents and the wider community. This section highlights the ethos of the school, what our values are and our aspirations for our pupils. It includes how we celebrate pupil success, links we have with partner organisations and the wider local, national and international community.

Section Four – Curriculum

This section describes how the curriculum is planned and delivered in the school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details of broader activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance. We also explain arrangements for parents who wish to exercise their right to withdraw their child.

This handbook also tells you how we assess children's learning and how we will report on your child's progress.

Section Five – Transitions

This section gives information about transition – from pre-school to primary and primary to secondary and beyond school at 16+. There are also details about making a placing request to another school. There are other transitions which are also important, which we plan for.

Section Six - Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school. This handbook also explains who to contact for more information if you think your child has additional support needs.

Section Seven – School Improvement

The section gives you an overview of the main achievements of the school over the last twelve months and performance information relating to literacy, numeracy and health and wellbeing.

Whilst Orkney Islands Council is happy to provide this information we do have some reservations that the publication of raw statistics, without any kind of informed qualification, can be misleading to the reader. In particular, they should not be construed as offering an indication of the quality of education provided in any of our schools. We have also shown where you can get further information about our plans for the next three years to improve our performance and how the school will involve parents in that improvement.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Head Teacher
Stromness Academy

The information in this school handbook is as correct as possible at the time of publication (December 2013), However, it is possible that there may be some changes by the start of the school term in August 2014.

Section One – Practical Information

School Contact Details

Stromness Academy
Stromness, Orkney KW16 3JS

Telephone: 01856 850660

Email: admin.sa@glow.orkneyschools.org.uk

Fax : 01856 850171

School Website: www.stromnessacademy.orkney.sch.uk

About the School

We provide for stages Secondary 1 to Secondary 6.

Present Roll – 367 pupils

Denominational Status of the School - Non Denominational

Community Education

Many people reading this handbook will have reason to visit Stromness Academy in their own right - not just as parents/carers. The essence of a Community School is to provide a service to all ages. Some of these services are educational, some recreational. On the education side a variety of courses are available for adults, principally in the evening: details can be obtained from the school (850660); or from Education, Leisure and Housing (873535) who have an overview of adult classes available throughout Orkney.

In some subjects it is possible to join classes running during the day-time for school pupils. This does depend on space being available in the class and anyone wishing to do this should consult the school during the Summer Term: please note that Higher courses normally start at the beginning of June.

As well as offering courses, the school makes almost all its facilities available for let - either by organised groups or by individuals. This includes the games hall, the synthetic grass pitch, gymnasium, all-weather court, theatre, dining hall, kitchen, fitness suite, dark-room, music rooms, and so forth. Details of the charges can be found out by phoning 850660 at any time between 8.30am and 4.15pm during week days. Mrs Pat Kirkpatrick has all the information and also handles the bookings.

The School Building

Stromness Academy is a six-year comprehensive school serving the West Mainland of Orkney. We currently have about 367 pupils, which means that the school is large enough to provide all the main academic subjects, but small enough for it to be friendly and welcoming. The school began life in the 1870s in the centre of Stromness, and many generations of former pupils in all walks of life remember their days there with great affection. Over 20 years ago, the school was rebuilt on the outskirts of the town. The school was officially opened on 11th September 1990. The buildings and facilities were purpose-built.

During 2008-09, building work took place at the school with a new building for the Music Department being added. In the following year, new Administration, Guidance

and PE facilities were built. The Extension was opened in October 2010.

We also benefit from being designated a Community School, which ensures that extensive sporting and social facilities are included. In 2011, a new synthetic pitch (a shared facility with Stromness Primary School) was completed. The school has become a focus for all sorts of activity - every day of the week. It is rather more than just a school and we hope that Stromness Academy will continue to occupy a strong place in the affections of future generations of people who attend it.

Shape of the School Week

On certain days the arrangements are slightly different; sometimes you will be let out for lunch at 12.25 but go back into class at 1.05 to finish the second part of period 4. You will normally get an early lunch like this on the days when your period 4 class is English, History, Geography, Maths or Modern Languages. While you are at lunch, half the school will still be working and the corridors in these areas are out of bounds.

Organisation of the School Day

Monday to Thursday								
Period 1 50 mins	Period 2 50 mins	Interval 15 mins	Period 3 50 mins	Period 4 50 mins	Lunch	Period 5 50 mins	Period 6 50 mins	Period 7 50 mins
0850 to 0940	0940 to 1030	1030 to 1045	1045 to 1135	1135 to 1225	Practical classes 12.25 – 1.05. Non- practical classes 12.50 – 1.30 (who will then complete Period 5)	1.05 – 1.55	1.55 to 2.45	2.45 to 3.35
Friday								
Period 1 50 mins	Period 2 50 mins	Interval 15 mins	Period 3 50 mins	Period 4 50 mins	Lunch	Period 5 50 mins		
0850 to 0940	0940 to 1030	1030 to 1045	1045 to 1135	1135 to 1225	Practical classes 12.25 – 1.05. Non- practical classes 12.00 – 12.40 (who will then complete Period 5)	1.05 – 1.55 Activities		

Agreed Term Dates for Session 2014-2015

TERM 1	Tuesday 19 August – Friday 10 October	39 days
October holidays	Monday 14 October – Friday 25 October	
TERM 2	Monday 27 October - Friday 19 December	40
Christmas holidays	Monday 22 December 2014 – Friday 2 January 2015	
TERM 3	Monday 5 January - Friday 27 March	57
Schools closed	Wednesday 11 – Friday 13 February (In-service)	
Spring holidays	Monday 30 March – Friday 10 April	
TERM 4	Monday 13 April – Friday 26 July	54
Schools closed	Monday 21 April (Easter Monday)	
Schools closed	Monday 5 May (May Day holiday)	
190 days		
Staff Only: In-service days are:		
Monday 18 August		
Thursday 23 & Friday 24 October		
Wednesday 11 & Thursday 12 February		

Attendance and absence

It is the responsibility of parents of a young person of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is monitored throughout the day, and is recorded twice a day, morning and afternoon.

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a parent, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts 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 headteacher does not give permission before the holiday, it will be recorded as unauthorised absence. The headteacher may 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 absence.

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 headteacher 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 prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

National guidance on the management of attendance and absence in Scottish schools can be found at the following link:

www.scotland.gov.uk/Publications/2007/12/05100056/0

Registration and Attendance

All pupils register Period 1 every morning.

During period one the Daily Bulletin will be read out to pupils. It contains information about daily occurrences in the school and it also gives pupils notification of forthcoming events.

The first task of the day is to monitor attendance. Teachers record pupil absences on SEEMIS and office staff then update information as appropriate. Thereafter, throughout the day, subject teachers keep their own record of attendance, using SEEMIS. Teaching staff regularly liaise with members of the Guidance Team to

ensure that attendance is carefully monitored and any unexplained absence acted upon quickly, by contacting home.

If a pupil has an appointment within the school day, we ask that parents/carers let the school know. This can be done by writing a note to the period one teacher or by telephoning the School Office. This ensures that all staff are aware that this is an authorised appointment.

If a pupil is absent, we ask that parents telephone the school before 9.30am wherever possible. Office staff will then take a note of the reason for the absence this absence will then be noted as authorised and a follow up note is not necessary.

If a call is not made to the school to make us aware of the situation, then a text message will go out to all the parents of absent children as a reminder to get in touch with the school. If it not possible to find out why a young person is absent, the school may consider using child welfare procedures. This is a rare occurrence.

If a planned absence is unavoidable, then we ask that parents write to the pupil's Year Head, who will then reply as appropriate.

Child Protection

Staff follow the Guidelines for Child Protection in their work with pupils. Parents are reminded that any concerns they may have should be conveyed to the Child Protection Coordinator in the school. Currently, this person is Mrs Firth, Guidance Manager.

Pupil Records

We are obliged to keep on record some information about our pupils - both in record folders passed to us from the previous school and on computer file. The information we hold follows national and local guidelines. If you have a query about this please contact Mr Crawford, Business Manager.

We will ask you to complete forms to allow us to update our records. We ask that you complete these and return them to the school as requested. You will also see that any confidential information that you think we need to know - regarding health problems or personal circumstances - may be returned in a sealed envelope and any restrictions you place on the circulation of this information will be strictly observed.

The kind of health matters worth reporting range from hearing and eyesight problems - where something as simple as choice of seat in class may be important; to more complex issues such as asthma, diabetes and epilepsy - where we will need to know how to respond to a crisis. In some cases it may be appropriate to write a note specifically for the benefit of PE staff. Pupils unable to do PE are expected to bring a note in any case, but you may wish to give more information if your child is able to do PE but only with due care to an illness or injury. Also, as a general point, we encourage you to let us know if your circumstances change in the course of the year - whether it is a simple matter of address and phone number or more sensitive

issues such as bereavement or separation. Information of this kind should be addressed to the Guidance Teacher and handed in at Registration.

Long-term absences

We know that a few families may consider taking their holidays during term time. Please note that permission for this is not given, except in very exceptional cases. Absences for holidays are unauthorised. Some pupils can end up missing a lot of school just by being off for a day now and again with minor complaints. This is not always easy to spot, yet it can have as damaging an effect on a child's education as a month in hospital. We would like parents to be alert to this, particularly if your child tends to be off on the same day of the week. It may be that anxiety about something is causing this, and the sooner a dialogue is established between parent and guidance teacher the better.

Going to hospital or suffering from a serious illness can also result in missing a lot of school: again, please contact the school as soon as possible so that the Guidance Teacher concerned can arrange for school work to be sent to and from home, if this is appropriate.

Illness and Injury at School

We have limited facilities for looking after pupils who fall ill at school. Since we believe that parents and expert advice should be involved as quickly as possible. We are fortunate in being quite close to Stromness Health Centre and the local doctors have always been most helpful in their prompt attention to any medical emergencies at the school. They will treat any of our pupils, regardless of which doctor they are registered with. The sequence of events when a pupil is hurt or ill is, therefore, as follows:

1. The teacher on the spot contacts reception and a member of Senior Management will decide what to do next. This will usually involve our qualified First Aid staff.
2. If urgent treatment is needed, transport to the Health Centre will be arranged and parents contacted.
3. In less urgent cases, attempts will be made to get the child home, either by asking their parent/carers to come to the school or by phoning a taxi. However, no child will ever be sent home to an empty house nor given medicines such as pain-killers, without permission of parents and within guidelines relating to the Administration of Medicines.
4. Pupils should not contact parents, directly, in order to make arrangements. Office staff will do this.

School Dress Code

Parents are asked to support the school's guidance on dress code.

The appropriate clothing and footwear for PE is a T-shirt, shorts or tracksuit and trainers (or similar) with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings.

Young people in Stromness Academy are expected to wear sensible clothing to school. They should not wear revealing tops or clothes which cause offence, including aggressive or foul language. They should ensure that tops do not display incitement or illegal or demeaning behaviour. Young people are urged to ensure that clothing is adequately warm for Orkney weather.

Pupils are not permitted to wear hats or other head coverings in the school, as a general rule.

If you have any queries regarding the school's dress code, please contact the Headteacher, whose discretion will be used.

School Catering

Stromness Academy provides subsidised meals, prepared in-house. Our school meals service aims to provide children with a high quality and varied diet and copies of the menus are available from the school. For more information on catering provision please contact the school directly.

The School Meals Service run a cafeteria service in the Dining Hall. It is normally possible to have a conventional, hot, two-course school dinner for £2.00, but there is also a wide range of choice beyond that.

Often there is a choice of main course and always there is a vegetarian option. In addition, there is a salad bar and a variety of snacks - salad rolls, bacon rolls, etc. The quality of the meals available at this school is very good and varied. We encourage healthy options. Pupil Council members meet with Mrs Hutchison to discuss improvements in the canteen.

Snacks, fruit and drinks are also available at morning interval. Breakfast is served every morning from 8.15 a.m. Pupils soon learn how much money it is appropriate to bring with them each day.

Free School Meals & Clothing Allowance

Applications for Free School Meals and Clothing Allowance are made on the same form and should be submitted to Orkney Islands Council for each school year.

The eligibility criteria are outlined on the following webpage, where application forms are also available: www.orkney.gov.uk/Service-Directory/S/School-Meals-and-Clothing-Allowances.htm

Application forms can also be obtained from the School and Orkney Islands Council (OIC) Customer Services. Applications must be submitted along with supporting documentation as detailed on the form. A new application is required for every school session. For help with filling out the form or more information on school meals and clothing grants please telephone Education, Housing & Leisure on (01856) 873535, email education.grants@orkney.gov.uk or visit in person at OIC Customer Services.

Travel to and from school

Children should be reminded by parents to follow a safe route to school and that, wherever available, they should cross with the assistance of a school crossing patrol.

Parents are requested, when dropping off/collecting children from school that they observe the yellow lines in the car park as no parking. This is where pupils enter and leave buses.

School Transport

Orkney Islands Council provides school transport for pupils who live out with walking distance as outlined in the [School Transport Policy](#).

Full details of School Transport including entitlement, catchment areas, collection/drop off points, code of conduct and provision for pupils with additional support needs is available on the following webpage: www.orkney.gov.uk/Service-Directory/S/School-Transport.htm

Parents should remind their child(ren) that, in the interests of safety, good behaviour is expected from all pupils travelling on school transport and the code of conduct for bus users must be followed.

Almost 80% of our pupils travel to school by bus, the service currently being operated by Stagecoach and other conveyors. Parents normally apply for free transport when their child first starts at the school and then do not need to apply each year after that. Application forms are issued by us or by your primary school. In the winter months (October break until Easter) slightly more pupils are entitled to buses, the qualifying distance being 1.5 miles in winter and 2 miles in summer. These same distances also apply to pupils living up side-roads who may therefore have to cycle or walk to their nearest bus route. In general, pupils are picked up and set down as near as possible to their homes, on the 'safe' side of the road. The bus routes are organised by a rota of duty officers in the Education and Leisure and Housing Services Team (Tel: 873535) and any enquiries about pick-up times and places should be made to Stephen Crawford, Stromness Academy Business

Manager (Tel: 850660). They also coordinate events during snowy weather and put announcements on Radio Orkney if any of the buses are not running; during severe weather they are constantly in touch with the schools. Orkney Islands Council also place a recorded message on their main number (Tel: 873535) which provides information on school closures. In addition to this, Orkney Islands Council use Twitter to post information about school closures. Parents may choose to sign up to this service, details of which can be found on the Orkney Islands Council Website in the OIC Twitter Guide. Parents/carers who are concerned about disruption to transport should, therefore, phone us (Tel: 850660).

Discipline on School Buses is a joint responsibility involving the school, the Education, Leisure and Housing Team, the parents and the bus operators: serious misconduct can result in a pupil being denied the right to travel on the bus. For the most part we rely on all concerned to understand that school rules apply on the bus just as they do during the school day; smoking, rowdiness and fighting remain strictly forbidden and instances of these should be reported to the school.

General Supervision

Before school begins, supervision is limited, therefore pupils should not arrive at school until near to the school opening time, which is 8.15 a.m.

During intervals, senior staff supervise our young people. In addition the Headteacher and Janitor are on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this.

School security

Orkney Islands 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. Anyone calling at a school for any reason, will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit. Community Schools will have their own specific arrangements for public access to the school facilities.

Wet Weather Arrangements

The school remains open for our young people over interval and lunchtime.

Parental Consultation

Stromness Academy offers opportunities for parents to discuss their child's progress with teachers through arranged meetings at least once per session. All parents will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

Communication with Home

From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child's schoolbag for these communications. GroupCall (telephone/text messaging) is used to highlight

important messages home. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

Unexpected / Severe Weather Closures & Transport Disruption

As you will be aware, there can a number of winter days where the weather causes disruption to schools and school transport. It is important to ensure that the school has your up-to-date contact details in order to inform you of any during the day closures. Information on school closures and transport disruption can be obtained as follows:

Early morning:

- A new OIC School Transport Facebook page is available from this year. This will be your first stop for information on school closures and transport changes.
- The Facebook page and Twitter feed are both updated as soon as information is available. This can be as early as 6.30am to assist isles daily travellers in planning their travel. Information and links to these sites are available at: www.orkney.gov.uk/Council/O/OIC-Updates.htm
- School closure information is passed to [BBC Radio Orkney](#) and broadcast on the programme at 7.30 am (93.7 FM). Radio Orkney will be notified if there is disruption to transport and / or school closures. However detailed information on specific routes will not be provided.
- Information on school closures and transport disruption is also provided on the OIC answer phone (01856 873535).

Note: In bad weather conditions it is very difficult to obtain individual route information to advise parents whether the school bus on their route is running that morning, as this will depend on the local weather and road conditions. We therefore are only able to advise whether there will be disruptions to school transport in general. Parents are best placed to know the road conditions in their area and this will guide their decision whether to put their child out for school transport and how long they wait.

Throughout the school day:

Schools will contact parents if the school is closing or transport is running early. Local media (Radio Orkney, The Orcadian) will also be notified of any disruption during the day.

Use of Electronic Devices (e.g. mobile phones)

Children and parents are asked to follow the School's guidance on use of electronic devices. The Local Authority is currently in the process of updating its guidelines on the use of electronic devices in schools.

(Note to head teachers: schools will be issued with this in due course)

Equality

Orkney Islands Council is committed to promoting equal opportunities, challenging discrimination and fostering good relations, both in employment and in carrying out its work and delivering services.

The Council is a member of Orkney Community Planning Partnership. The Partnership has developed an Equality and Diversity Strategy which determines how the community planning partners promote equality and diversity in the work they do. It also sets out how the public agencies and organisations within the Partnership are meeting their duties in terms of equality and diversity legislation, the needs of the local community and the aspirations contained in the Orkney Community Plan.

The Equality Act 2010 introduced a single equality duty covering the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The equality duty requires the Council to have due regard to the need to eliminate unlawful discrimination, victimisation and harassment, advance equality of opportunity and foster good relations across the protected characteristics. The message of the Act is that everyone has the right to be treated fairly, whether at work or when using services.

Education, Leisure & Housing has policies and statements to address equalities issues specific to education to enable us to fulfil these legal duties. All schools have copies of these policies.

English as an Additional Language

The Authority provides a support service of teachers who offer information and advice to address the needs of pupils learning in their second language.

Comments, Suggestions and Complaints Procedure

Orkney Islands Council Education Service is keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. 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, emailing, 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:

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- 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 the matter further using the Orkney Islands Council complaints procedure. 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: Complaints Officer, Education, Leisure & Housing, Council Offices, School Place, Kirkwall KW15 1NY or email education.leisure@orkney.gov.uk
- 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.

School Policies

Reference and links to relevant school, local authority and national policies will be made throughout this document.

A summary of these policy links is provided at the end of the handbook.

School Health Service

Orkney Health and Care provides an Orkney wide school health service to all school-age children and young people to promote their health and well being and to provide them with information to make informed decisions on lifestyle choices. Our aim is that children and young people are as healthy as possible so they can gain the most benefit from their education and that they will make healthy choices and therefore reduce the incidence of ill health in the future.

We undertake routine screening and are involved with child protection, health surveillance, health promotion and education, Human Papilloma Virus (HPV) vaccination and 1:1 support and advice. We can help parents with parenting delivering the Triple P Positive Parenting Programme.

We also provide advice and support to education staff and deliver training on many health conditions that impact on childhood e.g. asthma, epilepsy and allergies. We support and coordinate Paediatric clinics and act as a link between consultants and parents / carers and children.

The School Nurse Team offers health screening and delivers the school based HPV immunisation programme to S2 girls at Stromness Academy.

The team covers all schools in Orkney and comprises of a Public Health Nurse (Specialist Practitioner), Registered Nurse and Healthcare Support Worker who are based in the School Health Department at the Kirkwall Health Centre Annex.

Pupils, parents / carers can request information and advice at any time. Other health professionals and teaching staff can also request advice and input from the school nurse for the child or young person with parental and/or the young person's consent.

- Health screening – All children in primary one and at seven will be seen in order to have their growth and vision checked
- Immunisations – Secondary school girls are offered HPV immunisations. At the appropriate time information booklets and consent forms will be issued.
- Health Education and Promotion– The School Health Team has an important role in encouraging healthy lifestyles, working closely with teaching staff, pupils, parents / carers and the community.

The School Health Service can be contacted on 01856 888 262.

Infectious Diseases

Colds, flu and gastroenteritis are the most common infections affecting children of school age. It is important that you keep your child off school if they are unwell and for 48 hours after they stop vomiting or diarrhoea.

It is also important that your child understands how to prevent picking up and spreading such infections. Good, effective hand washing is the one easy solution to preventing the spread of germs.

You will be able to get further advice about good health from staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps, please consult your GP or Nurse.

Head Lice

Head lice are spread through head to head contact at home, while playing or in school.

Wet combing of your child's hair using a head lice detection comb is the best way to detect and treat at an early stage and prevent the spread of head lice to family members and to other children and adults. Checking for head lice by wet combing should become a normal weekly routine.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor or pharmacist.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem, as you would tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it quickly.

Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres. If you would like to discuss your particular concerns, you could speak to your GP.

Clinics & Appointments

From time to time some children are asked to attend clinics (eye clinics, dentist, doctor, etc). Please inform the school of these visits and arrange for your child to be collected if he/she must leave school to attend the clinic.

No child will be allowed away from school during school hours unless accompanied by a responsible adult or unless written permission to do so has been given by the parent.

School Dentists

Although the School Dental Service in Orkney surveys the teeth of secondary pupils, it does not normally provide treatment. Therefore, it is necessary for pupils to be registered with a dental practitioner.

All S1-4 pupils are surveyed annually by NHS Orkney (Garson Dental Clinic).

The Library

The library is purpose built and centrally located within the school. It was opened in 1987 and is managed by a full-time chartered Librarian, Mrs Frances Sinclair. The library has a welcoming atmosphere which provides a large area conducive to study, research or leisure reading.

The Library provides an important school wide resource for pupils and staff alike. It aims to support the curriculum fully by providing a wide and up-to-date range of resources. Supplementary resources and support come from The Orkney Library. The library is also able to support leisure use at lunchtimes, or after school when pupils can relax, play games, read, or use the computers. Pupils are also encouraged to help in the running of the library by joining the team of voluntary pupil librarians providing them with valuable practical experience.

It holds approximately 7000 book and non-book resources. Most of the stock is located in the Lower Library in four distinct sections - Reference, Non-fiction, Fiction and Senior Fiction.

The Upper Library houses the Careers collection and is a silent study area for 5th and 6th year pupils. Younger pupils may also use the Upper Library on request. Pupils and staff have access to computers, the internet and a colour printer which are always in demand for word processing and research.

The library is used throughout the school day - before school begins, class time, lunchtime and after school.

Most departments will send pupils as necessary with them coming individually, in groups or as a whole class.

The Librarian facilitates information literacy lessons, promotes reading for pleasure and information and supports pupils and staff on a day-to-day basis.

For more information see:

Library Blog pages: <http://salibblog.wordpress.com/>

Library Website: Available through the school site:
www.stromnessacademy.orkney.org.uk

Instrumental Instruction

The school is visited every week by four instrumental instructors.

<i>Mr Jones</i>	<i>Brass</i>
<i>Mr Griffith</i>	<i>Woodwind</i>
<i>Ms Dunsmuir</i>	<i>Strings</i>
<i>Dr Hamilton</i>	<i>Cello</i>

Lessons last half an hour and pupils are extracted from the first or second half of the period on a rotational basis. Normally, all pupils who have been receiving instruction at their previous school will be encouraged to continue. The lessons are free of charge, although parents/carers are expected to cover the costs of exams and exam books.

As well as making progress with their solo playing, instrumental pupils are encouraged, and to a degree expected, to participate in the school's musical activities. There are usually three or four concerts throughout the year where instrumental pupils can perform.

Any queries about music instruction should be addressed to Mr Brown, Principal Teacher of Music.

Youth Counselling Service

We are pleased to have working with us, a trained Youth Counsellor who is part of our support team for pupils. June Anderson is in school one day a week and pupils are able to make appointments to see her through their Guidance Teacher or through the School Office.

Educational Maintenance Allowance (EMA)

Pupils who stay on at school beyond the school-leaving age of 16 may also be entitled to some additional financial support from the local authority, if their parents are on a low income.

Information about procedures and application forms are available from the Year Head, Ms Hegarty.

Insurance Cover for School Children

Details to follow from OIC.

Section Two – Parental Involvement

Parents Welcome

All Orkney Islands Council schools welcome parental involvement, as research has shown that when parents and carers are involved children do better in school.

We welcome contact with parents. The partnership between you and the school is a vital one if your children are to get the most from their education.

There will be formal contact from the school at several points in the year. All pupils receive two reports each year, the dates of which are on the calendar; and associated with one of these is a Parents' Evening for each year group, which is run on an appointments basis. At key stages in the year, there will be letters home explaining about meetings, examination arrangements and so forth. There will also be Newsletters during the session. Increasingly, the School Website is being used to hold details about whole school and subject information which is of interest to parents.

Even at times when there is no formal contact, there are ways in which you can be involved. Every pupil has a school planner which we would encourage you to look at regularly. If you feel your child is having difficulties with their work, please feel free to contact the Guidance Teacher. The same goes for social, personal or medical problems which you think we should know about: the Guidance Teacher is the person to speak to. In cases of serious indiscipline, such as bullying or trouble on the buses, please telephone the school. In more routine matters, please contact your child's Guidance Teacher. Notes about prolonged absence and change of address, can be sent to the Register Teacher.

For our part, we shall be quick to contact you when we identify problems in school. This will include early information when your child is involved in misconduct or inappropriate behaviour or appears to be under-achieving.

We find that cooperation between parents/carers and the school is the surest way of sorting things out.

Parent Council

We have a fully constituted **Parent Council**, with elections taking place every year. The Council is made up of two parents of children in each of the six year groups. The maximum number on the Council is therefore twelve parents.

Parent Council meetings are held five times a year in the evening in the school. The meetings are open to the public - anyone interested can attend. The Minutes of each meeting are available at the School Office and on the School Website.

The Parent Council is an important link between school and parents. We hope that you will not hesitate to contact the school or a Parent Council member if you wish any matter to be raised at a Parent Council Meeting and on the School Website.

Parent Council members are available during Parents' Evenings as a point of contact

and information.

Parent Council take part, alongside the school, in consulting with the wider Parent Forum (all parents) about changes or decisions which affect families. For example, when holiday calendars are decided; where there is a major change in courses being offered; or where health and safety of young people is on the agenda.

Parent Council members and other parents take a full part in staff recruitment, at all levels, in Stromness Academy. They also contribute to key groups in the school.

- STEM (Science, Technology, Engineering and Maths). This is a group of parents, staff and members of the local and business community. It meets three times a year to progress and support learning and teaching in the school.
- Curriculum for Excellence / Learning and Teaching. This group is currently helping to be a sounding board for Parental Involvement, through discussion on Health and Wellbeing and E-safety.
- Eco Schools Committee. Parent members are part of this school group which also includes staff and pupils. At the moment we are working towards our Green Flag.

Course Choice Evenings are held to help inform parents about transitions. Another key meeting is the Primary Seven Parents' Evening. These meetings provide opportunities for dialogue with parents, which is as important as the information which is available.

Over the last three years, we have increased opportunities for parents to hear directly about UCAS and Higher Education pathways. Parents are invited to meet with representatives from these agencies, when they visit the school.

Parent Council is the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to:

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

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents 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 possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates, within Guidelines. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff
- To raise funds for the school for the benefit of pupils (in some schools the PTA / PA fulfils this role).

S1	Rachael King	0771 502 7706	S4	Rachel Rudge	841 772
	Linda Hall			Ann Clark	pobclark@sky.com
S2	Fiona Towrie	850 466	S5	Vacancy	
	Kate Carmichael	katecarmichael@yahoo.com		Vacancy	
S3	Ingrid Taylor	851 968	S6	James Stead	07947 056 283
	Joe Horrocks	07867 908 320		Vacancy	

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Information on parental involvement is also available on Orkney Islands Council's website through the following link: www.orkney.gov.uk/Service-Directory/P/Parental-Involvement.htm

The National Parent Forum of Scotland is the national organisation for Parent Councils and each local authority has a representative on the Forum. For further information about this please contact Education, Leisure & Housing by telephoning (01856) 873535 or emailing education.leisure@orkney.gov.uk More details can be found on the following web pages:

blogs.glowscotland.org.uk/glowblogs/NPF/
www.educationscotland.gov.uk/parentzone/getinvolved/forumscotland/index.asp

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, 53 George Street, Edinburgh, EH2 2HT.

Pupil Council

We believe that pupils should have a say in the running of the school and their

contribution is made through the Pupils' Councils in Stromness Academy. Each register class elects two representatives to attend meetings of the Council which is also attended by teachers. Senior pupils take on a key role in the running of the Council. Pupil opinions on a variety of issues are conveyed to pupils by class representatives in Personal and Social Education and through the publication of minutes.

Section Three - School Ethos

The schools vision and values are provided in full on page 4.

Partnerships with Denominational Bodies

We have a programme of Themed Assemblies throughout the schooling of our young people. This involves at least six opportunities for spiritual self-reflection and religious observance. We have links with local ministers, who contribute to this programme. Periodically, we invite The Gideons to speak to younger classes.

Pupil Conduct

A partnership between the school and parents is required in order to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

In Stromness Academy, we have made good progress in developing Restorative Approaches in Behaviour Management. Significant staff training and then good staff endeavour has resulted in reductions in instances of poor behaviour. Staff have the confidence to engage in purposeful and professional relationships with young people.

Discipline

Stromness Academy fosters respect from pupils because there is a commitment by young people, staff and parents to working together for the best outcomes for all. Young people are encouraged to participate fully in their own learning and to act responsibly with each other.

We cannot afford to be complacent, and acceptable standards of behaviour must be constantly reinforced. Discipline has a part to play in this, but we are also concerned to take steps to promote good behaviour in the first place. Learning can only take place where there is a sense of order and purpose. This depends partly on the teacher and partly on the pupils. For our part we try to provide well-prepared and interesting lessons. From the pupils we expect a positive attitude towards school.

In Stromness Academy, education has always been highly valued and most pupils bring this attitude with them from home: we are grateful for this.

Code of behaviour

It is the day-to-day contacts between teachers and pupils, both in the class-room and in the corridors, which establish a code of behaviour, but it can also be helpful to spell it out to pupils as a list of expectations.

No list can cover everything and we use every classroom, assemblies and the daily

bulletin to highlight particular issues as they arise.

Stromness Academy Code of Conduct

Behaviour Expectations

Whole School/Classroom Code

Be Prepared

- Be ready to start work at the beginning of every lesson (be punctual)
- Display good or improving organisational skills (e.g. being correctly equipped for every lesson with planner out on desk in departments where this is applicable)
- Observe dress code

Work Hard

- Participate in all tasks to the best of abilities
- Complete homework on time and to best of abilities
- Consistently meet own and teacher's targets/expectations
- Show improvement or maintain high standards in class work
- Get involved in discussion or answering questions in class

Be Kind and Respectful

- Be kind, value and show respect to others
- Listen without interruption when someone is speaking
- Speak politely and display good manners at all times
- Follow teachers' instructions without argument
- Be courteous and helpful to visitors

Be Safe

- Behave in a safe way
- Show respect for the school's environment and equipment at all times
- Walk on the left when using corridors and stairs
- Put all litter in bins
- Keep clear of parked cars

Play Fair

- Be helpful to others either spontaneously or when requested
- Maintain a positive attitude
- Make positive contributions to the work of the class.
- Support classmates

- Remain focused on work and do not distract others
- Enjoy yourself; learning is fun!

Dining Room Code

- Form an orderly queue and wait patiently
- Display good manners so that all can enjoy their meals
- Be polite customers
- Eat all food in agreed dining areas
- Tidy up when finished

Library Code

Users of the Library should note that there is a Code of Conduct and Behaviour Expectations on display in the Library containing specific points relating to Library use. These points as well as those in the whole school policy should be observed at all times.

Dress Code

The school expects pupils to come to school wearing appropriate clothing.

The following are not acceptable:

- words or images that cause offence
- low necklines
- bare midriffs
- underwear on display

From a health and safety point of view pupils should have appropriate footwear especially in practical classes to minimise the risk of accidents. Inappropriate head-gear and hats should not be worn inside. The Headteacher reserves the right to decide what is acceptable or unacceptable.

Sanctions

The usual punishment for relatively minor misconduct is additional tasks or a Restorative Meeting / Exercise. More serious offences, such as disrupting the class, will lead to detention at morning interval and / or during Friday afternoon activities.

Increasingly, Principal Teachers and staff work closely together to reduce instances of indiscipline like not completing homework, lateness, inappropriate comments or actions and anti-social behaviour. This involves contact with parents at an early stage, so that there is no delay in finding a positive solution.

Very serious misconduct, such as fighting, will be referred to the Head of Year. These times are very rare. Principal teachers will be involved if a pupil has not responded to advice and direction. Pupils are expected to play an active role in improving their behaviour, with support from staff and other support agencies. The

ultimate sanction in these cases is exclusion from school, but we would hope that other action will have been taken prior to that, in most instances. Very often the most helpful tactic on these occasions is to contact the parents/carers, so that they know about and can support whatever arrangements the school sets in motion; these could include after school detention, or a behaviour timetable to be filled in by the teacher at the end of each lesson.

Restorative Approach to Bullying Behaviour

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation. Exclusions can only be carried out when incidents fall within the legislation criteria.

Orkney Islands Council has a responsibility to protect those being bullied but also to provide an education for all pupils including children who bully or those with behavioural problems. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

Further information is available from the anti-bullying network website: www.antibullying.net/

Anti-bullying

Bullying is always treated very seriously at Stromness Academy. We do recognise that children can sometimes be thoughtless about the impact on others, without always realising how much misery they are causing. No pupil should ever have to go in fear of other pupils and we will always act very speedily when something of this kind is brought to our attention. As part of our approach to bullying, we would give the following advice to parents/carers:

1. Discuss regularly with your child how he / she is getting on at school: Discuss particularly friendships, intervals and dinner break.
2. Be alert to signs of distress such as reluctance to go to school or regular complaints of not feeling well.
3. Encourage your child to speak out if he / she is being bullied.
4. If you think your child is being bullied, contact the school as soon as possible and arrange to speak to his/her Guidance Teacher.
5. Where bullying is confirmed, parents / carers will be invited into school to discuss the situation.

Security of property

A few simple rules will help keep property secure and safer.

1. If at all possible, pupils should not bring large sums of money to school.
2. Any money or valuables they do have should be kept on their person - not left

in coat pockets or school bags.

3. Pupils using the P.E. changing rooms should hand in any valuables to the teacher.
4. If a pupil does need to bring something particularly valuable into school, it should be left in the lower office for safe keeping or in a locker.

Use of Mobile Phones

We recognise that many young people use mobile phones and that parents / carers wish them to have this facility. Pupils are not allowed to use phones in or between classes. Mobile phones must not be taken into exam rooms (if a mobile phone is discovered during SQA exams, the pupil will have his/her exam result affected).

In the situation where parents / carers urgently need to contact pupils, they are expected to contact the school office so that a message can be passed on.

Section Four – School Curriculum

Curriculum for Excellence - Bringing learning to life and life to learning

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for Excellence will be fully implemented by 2016.

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connection in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy from 2013/14. New qualifications at National 3/4 and 5 will be available from 2013/14. Our well-regarded Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching, in the following years.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

Within and across subjects, young people develop skills for learning, life and work. Cross-cutting themes of Numeracy, Literacy and Health and Wellbeing are developed both in and out of the classroom.

Interdisciplinary learning takes place throughout the S1-3 learning journey. These opportunities may change slightly from year to year, but will include a selection from:

- S1 Healthy Me – PE/PSE/HE
- S1 Heritage Skills
- S3 Emotional Resilience/PSE
- S2 Outdoor Education – PSE/PE/Geography/Science
- S3 Technology – Computing/Technical/History/Geography/Library
- S1 Speakersbank – SFL/English/History

Details of the subjects which are available are given in the course choice details at the end of this document.

Parents can find much useful information on national developments through links to:

- Education Scotland
- Scottish Qualifications Authority
- Parentzone
- NAR (National Assessment Resource)
- HMIE
- Skills Development Scotland

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years (pre-school), children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Planning Children's and Young People's Learning

Teachers in primary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms. Pupils confirm with their teachers their aims for the next block of learning. At the end of the block progress against these aims is assessed by the teacher and pupil, and new targets are set for the following block of learning.

In secondary schools, pupils review progress against targets and negotiate new ones with their subject and pastoral teachers.

In order to encourage pupils to take responsibility for their learning, a growing number of schools use Learning Logs in which pupils plan their programme for completing homework assessments. In secondary schools, homework diaries may have similar purpose. These diaries are also used for pupils to record their long-term targets. In Stromness Academy, all S1-6 pupils are involved in Tracking processes from 2013-14. This involves target-setting and self reflection. This links directly to e-portfolio Profiling in S1-3, too.

Further details about courses and choices are provided through Parent Booklets on points of transition.

These include details of alternatives to schooling and the work we do to prepare young people for activities beyond the classroom or beyond school.

Maritime Studies

The school has close links with the Maritime Department situated in a building in the centre of the town, which is a part of Orkney College. Excellent boating facilities exist within the safe waters of the harbour.

The department offers a range of courses to school pupils, FE students and adults.

In second year all pupils have a taster course in safe boat handling, seamanship and navigation as part of their common course. Pupils interested in following a career in Maritime subjects have the opportunity to take NQ certificated courses in S3 and beyond. Information about these courses can be obtained from Orkney College, Kirkwall and from the school.

The principal course offered is the new Maritime Skills for Work course. This has been designed by SQA to provide the best range of skills for moving on to either employment or further training in the Maritime sector.

Pre-Sea Courses

Each year Orkney College, sponsored by Serco Northlink Ferries and Orkney Harbours, arrange for their Nautical Department staff and other local experts to deliver the four Pre-Sea courses which any prospective mariner requires before they can work on board a ship, ferry, fishing boat, etc. Anyone wishing to be employed on a boat has to have the 'Four Basics' as they are called.

Course Information:

Details of other courses and subjects are summarised Course Choice Booklets.

If you go to our website www.stromnessacademy.orkney.sch.uk you will find further information.

Homework

The school has a clearly defined policy on homework, a copy of which can be obtained from the Head Teacher or from the school website. It contains a section on **Departmental Deadlines**. That section is updated early in the session and issued to pupils.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up-to-date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated. The school encourages parents to sign each homework task.

Care of Books / Materials

To enable us to provide the best possible education for your child, every care should be taken to look after the school's resources and facilities. Parents are asked to remind their child(ren) that all school equipment and fittings should be used with care.

Books and learning resources which are lost or destroyed must be paid for, either wholly or in part, depending on the age of the book. Any loss of school or Council property should be reported immediately to the school.

Sensitive Aspects of Learning

Parents receive details of the Sexual Health and Relationships education delivered through Personal and Social Education each year.

Religious Observance

Parents and carers have the right to withdraw their child from Religious Observance. To ensure that this is an open process we send out a text/telephone message to parents prior to assemblies and events with an element of religious observance or worship to help them decide on these matters. Any young person who is withdrawn will be provided with alternative activities.

Partnerships with the local community

- Sport/Cultural
- Business
- Education
- Global/Fairtrade
- Eco

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.

- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Extra Curricular Activities

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable.

There is a range of extra curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. Wherever possible, these visits are linked to pupils' class work.

All activities are supervised by members of staff, and where participation involves children travelling or staying late after school, written permission for children taking part is required from parents. Parent Councils and parent helpers also support extra curricular activities. Parents are encouraged to contact the school if they wish to volunteer to support after school activities.

Friday Activities

School Activities, both curricular or extra curricular have a vital part to play in the personal and social development of pupils and the school tries to provide as many opportunities as possible in a variety of situations.

Each Friday afternoon, as part of the timetable, all pupils take part in an extended period of Activities which can range from Walking, Juggling, Golf, many other sports and crafts to Drama, Model Making, Baby-sitting courses and Film Clubs. Activities such as Young Enterprise, Football, Art, Craft and Design and Active Schools courses are also available. Pupils have the chance to change activities at least four times during the session, and the chance for pupils from different year groups to meet each other and staff in structured yet informal situations is very valuable.

Since the community of Stromness and the West Mainland provides a wide range of clubs and organisations for young people, pupils are not only involved in clubs in school. There are teams in certain sports, notably Hockey and Rugby, where the

school team takes part in the local league and North Schools Cup; and Volleyball where school teams regularly take part in national competitions. Similarly, pupils representing Stromness Academy enter the Highland Badminton District competitions. The school also has boys' and girls' Football teams which compete in fixtures with other secondary schools in Orkney.

In addition, a Drama team regularly takes part in local festivals and the school Orchestra, String Group and Swing Academy play in school concerts. Young people interested in Volleyball, Hockey and Drama all have an opportunity to practise on Tuesday most weeks after school. Several departments offer supported study classes at that time. Transport has been provided to take pupils home at 4.30pm. For part of the session, we also offer these opportunities on Thursdays after school.

Trips outside Orkney are also features of school life. There have been regular Geography Field trips to Switzerland for senior pupils in June. The Paris Trip is undertaken in June, alternating with the Swiss Trip. In June 2014, there will be a trip to Switzerland.

Facilities for Physical Education and Outdoor Activities

The school hall / gym has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the facilities of the local squash court, swimming pool, golf club or sports pitches.

Active Schools

The Active Schools Network in Scotland is a team of people working within the school and the wider community. Their goal is to offer all children and young people the motivation and opportunities to 'get active' ensuring there are more and higher quality opportunities for all children to participate in sport within schools and to increase capacity through the recruitment of a network of volunteers, who in turn deliver activity sessions in schools. Further information is available on the Active Schools webpage of the Council website: www.orkney.gov.uk/Service-Directory/S/active-schools.htm

Outdoor Education

Rich in culture and community, set in a diverse, exciting, even exhilarating environment, Orkney has an outdoor education provision set to reflect its own status. Outdoor Education opportunities, especially those with a residential element, play an important part in promoting the personal and social development of people of all ages and abilities, as well as contributing to their understanding of environmental and developmental education themes.

Sometimes the focus of activities will be on the development of particular skills, at other times on the process by which learning occurs, or by the provision of opportunities for learning through direct experience. The range of Outdoor Education and the development of diverse activities create a need for instructors and teachers to be flexible in their approach. Teaching and instructional styles have clear emphasis on the needs of the individual and the group.

During May, S2 pupils participate in Outdoor Education and Personal and Social Development experiences on Hoy. Over the course of two weeks, each class has opportunities to develop skills, practice group work and team-building and to learn

more about each other.

Stromness Academy Sports Day, featuring a broad range of athletic and team games, takes place towards the end of June with everyone involved.

Music Activities

Our most spectacular event is the Band Competition in which all our S1 and S2 year pupils take part as well as many older pupils. Each class prepares three songs for the day of the competition and performs these to the audience. Winners are selected. Later in the day more experienced bands composed of older pupils entertain. With the entire school assembled in the theatre on the final day, this event is a most fitting finale to the school year.

An opportunity for parents/carers to hear much of the programme is provided at the beginning of the next session, on an evening called 'This is Their Moment'.

Just before the Christmas holidays, there is a Carol Concert. This is usually in Stromness Parish Church and involves the pupil / staff choir, the wind band, the string band and senior pupil speakers. Many parents and others from the community come to share in this school celebration and performance.

An Autumn Concert in October and a Spring Concert is around Easter, give opportunities for music pupils to display their skills and hard work over the session. The programme reflects the broad range of talent and endeavour by our pupils.

Work Experience

An important part of pupil education is the opportunity to have work experience while in full-time education. In fourth year, all pupils who intend to leave at the end of the session and those studying Social and Vocational Skills undertake one week's work experience. This involves them in selecting a workplace from one of the many local employers who assist in the scheme, making an application and going for an interview prior to the placement.

While on the placement, pupils undertake a range of activities related to the work of the business and will be expected to keep a log of the work carried out. Each employer is asked to complete a report on the pupil and this forms part of each pupil's school record.

In fifth and sixth year, pupils have further opportunities to undertake work related activities. Examples include work shadowing in occupations related to college courses e.g. medicine, veterinary science and teaching; undertaking project work for Higher and Advanced Higher subjects which directly involve local businesses; and involvement in the Young Enterprise scheme in which pupils set up and run their own business under the guidance of local business personnel.

Assessment & Reporting your Child's Progress

A baseline assessment is completed for all children on entry to Primary 1, 3, 5 and 7. Baseline assessment allows a snapshot picture of where individual children have reached in their literacy and numeracy development at the beginning of each class. The assessment helps teachers plan for learning at early stages of Primary 1.

Further assessments are completed for all children by the end of their Primary 1, Primary 5 and Primary 7 years. These tests build on information from the previous tests and show the progress that children have achieved in literacy and numeracy at each stage.

As pupils progress through school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

Parents have the opportunity to discuss their child's progress with class teachers on Parents' Evenings. Pupil Summary Reports are sent home to parents and they have an opportunity to comment on these. In addition, of course, parents are welcome to contact the school at any time to ask for information or for an appointment to consult with the Head Teacher or class teacher.

All pupils and parents receive two reports (Interim and Full Report) each session. The timing of these is arranged to link to assessments and Parents' Evenings. These reports will provide details of assessments and targets for improvement. Young people will contribute to these reports and parents are encouraged to provide feedback and comments.

All our S3 pupils will receive a Profile toward the end of that year. This is the product of a profiling process which encourages pupil ownership, celebration of achievement and support for learning. In 2013, an on-line e-portfolio was achieved.

Section Five – Transitions

Primary to Secondary Transfer

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

Secondary School Catchment

Five primary schools send their pupils, as a matter of course, to Stromness Academy, namely Dounby, Evie, Firth, Stenness and Stromness. The catchment area is defined by parish boundaries, with some pupils from Orphir, Rousay and other areas also attending our school. Over the past two years, we have welcomed pupils from North Walls Junior High School, too.

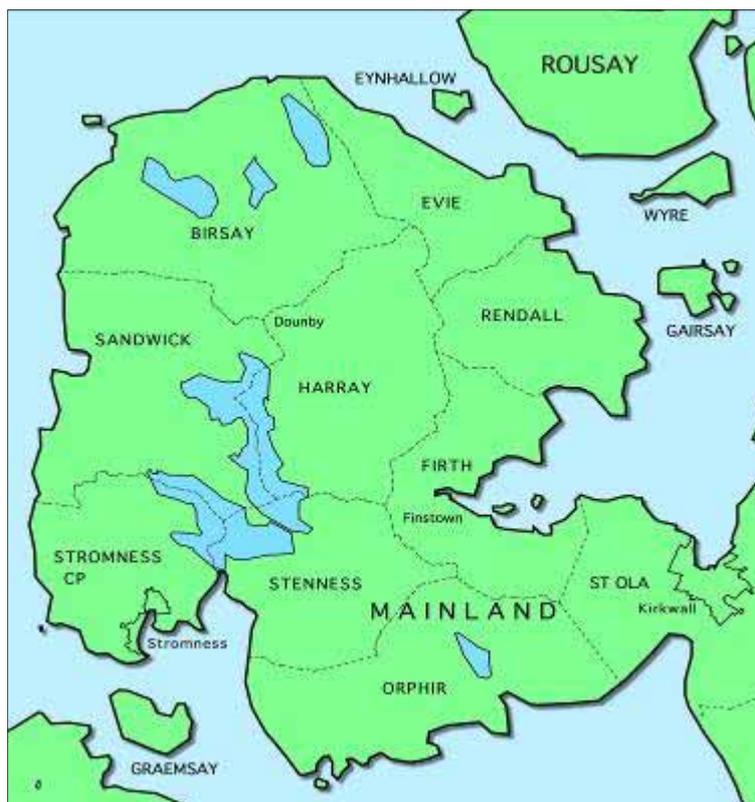
Any parent / carer is entitled to make a *placing request* to the local authority. Such cases are always looked at sympathetically, the principal difficulty being one of providing transport to school. If any prospective pupil is contemplating attending Stromness Academy from outwith the catchment area, we recommend that in the first instance they discuss it with the Headteacher, who will advise the appropriate course of action.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Placing Requests should be submitted in writing to:

Education Resources Officer
Education, Leisure & Housing
Council Offices
School Place
Orkney
KW15 1NY

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment



From as early as Primary 6, staff in Guidance and Support for Learning will have active liaison about pupils. The broad schedule for this is given below.

Mid Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Headteacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Section Six - Support for Pupils

Getting It Right for Every Child (GIRFEC)

Taking care of our children's wellbeing and making sure they are all right - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it Right for Every Child is a programme that aims to improve outcomes for all children and young people.

It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it Right for Every Child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

The Getting it Right approach looks at eight areas of 'wellbeing'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take. The eight wellbeing indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

Under our arrangements for Getting it Right for Every Child, young people who have additional needs will have a named person who ensures that their needs are being acted upon.

Family Support Service

Details to follow from OIC.

Protecting Children and Young People

All children have a right to be protected from harm, abuse and neglect. It is everyone's job to make sure that children in Orkney are safe. Education, Leisure & Housing have an important role in identifying children who have been abused or are at risk of being abused.

Orkney Islands Council has clear procedures for all staff to follow. Head Teachers or designated members of staff are instructed to notify Orkney Islands Council when a member of staff has a suspicion that a child might have been abused or be at risk of abuse. Orkney Health & Care will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other consideration

Additional Support Needs

Since a principal aim of the school is to promote the wellbeing and potential of ALL pupils, we are particularly alert to any barriers to, or difficulties in learning.

All departments are committed to reviewing their course materials to make them as suitable as possible for a wide range of pupils. They consult with Support for Learning Staff where appropriate.

In Stromness Academy we have four Support for Learning teachers – Mrs Stead, Ms Ferguson, Mrs Houston and Ms Barnes – who work cooperatively with classroom teachers. We also have a number of Support for Learning Assistants who support pupils in a variety of ways. Pupils who have specific learning difficulties have usually been identified in the primary school and the Support for Learning staff visit our associated schools to glean this information to make the transition to secondary work as smooth as possible.

Pupils are integrated in mainstream classes at the Academy where that meets their needs. Some pupils will be involved in small, weekly intervention groups, working on literacy and numeracy skills. Parents who feel that their child is experiencing some barrier to learning – however minor – should contact the school about it, by getting in touch initially with Mrs Stead, Principal Teacher of Support for Learning.

Some pupils will have a Co-ordinated Support Plan (CSP) which highlights additional support needs and the multi-agency support involved in meeting them.

Other pupils may have an Individual Educational Plan (IEP) which identifies personal targets and school support. Many pupils will have regular reviews, to ensure that provision is appropriate.

There is a range of other professionals in social work, medical, counselling and training spheres who support the work of staff and pupils in school. Staff have

regular contact when supporting individual young people or families. They also contribute to the planning of learning and teaching to support other activities.

Staged Intervention

Stromness Academy works within Scottish Government guidelines in meeting all learners' needs. All staff are responsible for ensuring that all pupils are enabled to access work in the classroom and that their wellbeing is considered. To assist staff with this, Staged Intervention is used.

Staged Intervention is a process used to identify pupil needs and ensure that the right type of support is given, at the right time and in the right way.

Pupil Support Team

Details to follow from OIC.

Further information on the Pupil Support Team is available on the Council's website: www.orkney.gov.uk/Service-Directory/T/The-Pupil-Support-Team.htm

Educational Psychology Service

The Educational Psychology Service is part of the Pupil Support sector within Education, Leisure & Housing. The central aim is to promote the development and wellbeing of children and young people (birth to 24 years), particularly to help them overcome any barriers to learning and self-efficacy. The service aims to achieve this through working collaboratively with teachers, parents, young people and others.

Further information on the Educational Psychology Service, including contact details, is available on the Council's website: www.orkney.gov.uk/Service-Directory/E/Educational-Psychology-Service.htm

Pastoral Support

The wellbeing of each individual child in Stromness Academy is a priority. When a pupil joins our school, each is assigned a Guidance teacher and as far as possible, that teacher will remain the child's Guidance teacher during their time at Stromness Academy. We try to ensure that brothers and sisters have the same Guidance Teacher.

The Guidance Teacher will play a lead role in your child's pastoral, vocational and curricular guidance. This means that as well as being your first point of contact should you need to let the school know about anything which may affect your child's performance at school, e.g. a change in family circumstances, health issues, bereavement, etc, the guidance teacher will also offer ongoing support to ensure that pupils are well placed to be able to manage the decision making processes necessary for success.

All teachers in the school support Guidance teachers in their work and through comprehensive partnership working, we aim to ensure that every pupil is engaged fully in order to benefit from the opportunities which are on offer in Stromness Academy.

There are three Guidance Teachers at Stromness Academy:-

Mrs Marlyn Firth (Guidance Manager)

Mr Dan Walmsley

Mrs Gill Manson

All members of the Guidance Team welcome contact from parents/carers, and there is an open invitation to get in touch if there are any concerns at all which it is felt may impact on your child's progress at school.

The Role of the Guidance team

Guidance teachers are involved with their pupils in a range of different ways including the following:

- teaching PSE classes
- regularly interviewing pupils to review their progress across the curriculum
- liaising with appropriate partner agencies
- monitoring attendance
- engaging with parents and carers
- offering appropriate support when necessary
- promoting positive relationships
- supporting transitions both in and beyond school

Information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which is important and relevant to the practice in Stromness Academy can be accessed on the Orkney Islands Council website at: www.orkney.gov.uk/

Section Seven – School Improvement

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Education Services.

Information about our examination results included in this document and in the Standards and Quality Report.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

Our Standards and Quality Report gives a detailed account of improvements and achievements over 2012-13. It is available on the school website. It also includes details of SQA results and other achievements by our young people.

School Improvement Plan

Our School Improvement Plan is available on the school website.

Transferring Educational Data about Pupils

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can in the first instance contact Education, Leisure and Housing on 01856 873535 or email education.leisure@orkney.gov.uk. If you further concerns, please email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

School Policies

Websites

You may find the following websites useful.

- www.parentzonescotland.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 hyperlinks 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.
- <http://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.orkney.gov.uk - contains information for parents and information on Orkney schools.
- 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.
- 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
- www.educationscotland.org.uk/ - provides information and advice for parents as well as support and resources for education in Scotland
- www.equalityhumanrights.com/ - contains information for everyone on equality laws within the government and local authorities.
- www.handsonscotland.co.uk/ - information on dealing with troubling behaviour

Glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

EMA – Education Maintenance Allowance

ASL – Additional Support for Learning

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HT/PT – Head Teacher / Principal Teacher

CLD – Community Learning and Development

GIRFEC – Getting it Right for Every Child

Curriculum offered in Stromness Academy

S1 and S2

In first and second year, all pupils follow a series of courses, comprised of the subjects listed below. They make up part of our Broad General Education.

4 periods per week	English, Maths
3 periods per week	Science
2 periods per week	History, Geography, Home Economics, Technical, Art, Music, P.E. either French or German Information and Communication Technology
1 period per week	Religious and Moral Education, Personal and Social Education, Tracking

We offer a Broad General Education, as defined under Curriculum for Excellence.

S3

Pupils choose subjects from within each of the broad curriculum areas and then from four elective columns. This maintains progression and continuity in Broad General Education for personalisation and choice.

Core subjects also continue:

2 periods per week	PE
1 period per week	Religious and Moral Education Personal and Social Education Tracking

Curriculum offered in Stromness Academy
S3 Option Sheet 2013-14

S3 Subject Choice Form 2013 / 2014

Name: Class:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Total
English	4																
Maths		4															
Social Studies			2														
Sciences				2	2	2	2	2	2	2	2	1	2	1	1	1	
Express Arts				2	2	2	2	2	2	2	2	1	2	1	1	1	
Technologies					2	2	2	2	2	2	2	1	2	1	1	1	
Elective 1								2	2	2	2	1	2	1	1	1	
Elective 2									2	2	2	1	2	1	1	1	
Elective 3										2	2	1	2	1	1	1	
Elective 4											2	1	2	1	1	1	
Tracking																	
PE																	
PSE																	
RME																	
Activities																	

The diagram opposite shows how the 33 period week is to be compiled in S3. English, Maths, Tracking, PE, PSE, RME and Activities are compulsory. You must choose one subject from each curricular area (Columns C - G) and from each of the Elective columns (H - K). Do not choose the same subject twice.

C	D	E	F	G	H	I	J	K
Social Studies	Modern Languages	Sciences	Expressive Arts	Technologies	Elective 1	Elective 2	Elective 3	Elective 4
Geography	French	Biology	Art & Design	Computing	History	Art & Design	French	Biology
History	German	Chemistry	Music-perform	Graph Comm	Computing	Hospitality	German	Graph Comm
Business	Maritime (SRW)	Physics		Woodworking	PE	Physics	Chemistry	Geography
	Life Skills Dev			Food Techn	College(SRW)	Woodworking	Music Techn	PE
				Admin & IT				

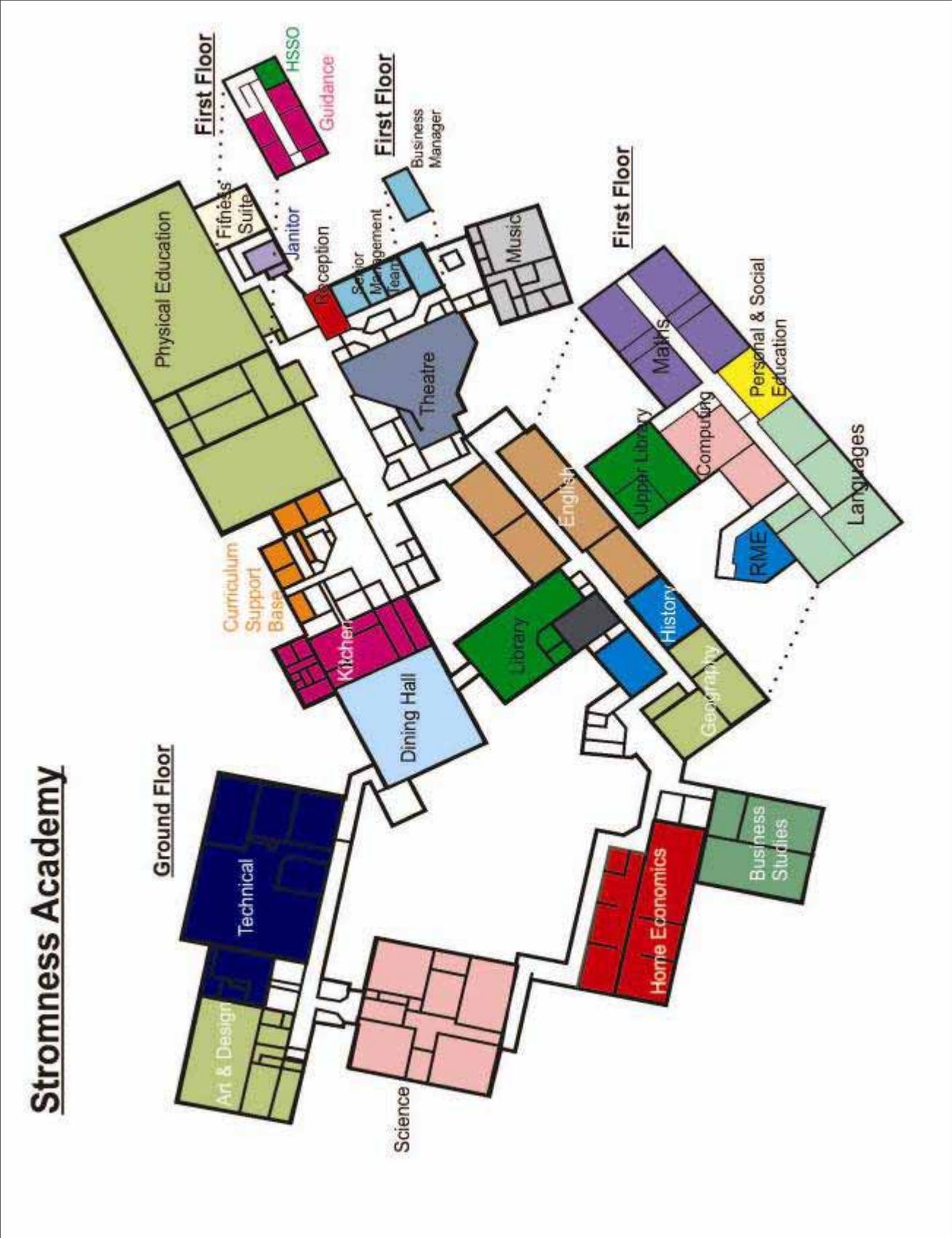
Instructions:-

1. Fill in your name and class.
2. Choose one subject from each of the columns C to K by placing a '1' against your first choice and '2' as a reserve choice. Please note that every effort will be made to give you your number '1' choice. However, due to demand, staffing and other factors, it may be necessary to give you your number '2' choice.
3. If you choose Maritime or Life Skills Development in column D you must also select either French or German in column J unless advised otherwise by your Guidance Teacher
4. Ask your parent or carer to sign the form and return it to your register teacher by 19th April 2013

Parent/Carer signature :- _____ Date :- _____

Curriculum offered in Stromness Academy in S4 for 2014-15 is still under discussion.

MAP OF THE SCHOOL



Stromness Academy 2013 Pre Appeal Results

Appendix C

This information relates to the '10 Indicators'

% of 5 or more awards at SCQF Level 3 or better by end of S4																
		1 5+ Level 3 by end S4					2 5+ Level 4 by end S4					3 5+ Level 5 by end S4				
		2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Stromness Academy		94	99	98	95	100	82	88	88	84	90	46	42	40	47	47
Orkney		94	94	94	95	95	86	85	84	86	85	42	40	41	43	45
National Average		92	92	93	94	95	78	78	78	80	82	35	35	35	37	38

% of relevant S4 gaining level 6 in S5																
		4 1+ Level 6 by end S5					5 3+ Level 6 by end S5					6 5+ Level 6 by end S5				
		2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Stromness Academy		47	54	51	55	53	32	37	32	24	30	13	9	16	9	16
Orkney		44	45	51	47	54	27	30	31	23	32	11	11	13	8	14
National Average		41	43	44	46	48	23	24	26	27	28	10	11	12	13	13

% of relevant S4 gaining level 6 in S6																
		7 1+ Level 6 by end S6					8 3+ Level 6 by end S6					9 5+ Level 6 by end S6				
		2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Stromness Academy		65	52	56	55	60	52	42	44	44	49	35	30	30	27	28
Orkney		51	49	50	54	53	37	37	38	40	37	26	23	25	25	22
National Average		46	43	49	52	53	31	33	35	36	38	20	22	23	25	26

% of relevant S4 gaining Level 7 in S6						
		10 1+ Level 7 by end S6				
		2009	2010	2011	2012	2013
Stromness Academy		20	21	12	22	22
Orkney		18	19	15	19	17
National Average		13	14	15	16	17

Key

- 1 % of S4 pupils who received 5 foundation awards or better
- 2 % of S4 pupils who received 5 general/Int 1 awards or better
- 3 % of S4 pupils who received 5 general awards/Int 2 or better
- 4 % of S4 pupils who received 1 Higher award or better in S5
- 5 % of S4 pupils who received 3 Higher awards or better in S5
- 6 % of S4 pupils who received 5 Higher awards or better in S5
- 7 % of S4 pupils who received 1 Higher award or better in S6
- 8 % of S4 pupils who received 3 Higher awards or better in S6
- 9 % of S4 pupils who received 5 Higher awards or better in S6
- 10 % of S4 pupils who received 1 Advanced Higher or better in S6

HL PH 10 9 13

Parent feedback

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

	Please tick (YES)	Please tick (NO)
The handbook is useful?		
The information is what you expected?		
The handbook is easy to use?		

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

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