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December 2012

Dear Parent/Carer

Welcome to Menzieshill High School

It gives me great pleasure to welcome you and your child to Menzieshill High. This booklet provides important information about the school for parents **and** young people. I hope that you find it helpful.

Our aim is to make learning enjoyable and interesting for all, with exciting opportunities to try new subjects, join school clubs, make new friends and take on leadership roles. We aim to develop knowledge and skills through these experiences to equip our young people for the 21st century and we try to provide as many opportunities as possible to celebrate their achievements. We believe learning does not stop when a young person leaves school and we will do our best to ensure that all Menzieshill High students experience success within and beyond the curriculum.

Our Guidance staff and teachers will provide as much support as possible and will keep an eye on progress throughout your child's career at Menzieshill High. This includes encouraging them to take responsibility for themselves in behaviour, motivation and to respect others. Please encourage your child to take full advantage of all of these opportunities.

You are always welcome to contact the school to discuss your child's progress with the guidance staff and do not hesitate to contact me if you have any concerns about your child or about anything happening in the school. If you wish any further information, I will be very happy to speak to you or to meet you in person to show you the facilities available and the way that we work to support our pupils.

Our partnership with parents is vital and we have a supportive Parent Council. You would be welcome to attend meetings at any time, even before your child has enrolled with us.

I hope you and your child will be happy at Menzieshill High and I look forward to meeting you in person.

Helen Gray
Headteacher.

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School Symbol



The school symbol of Menzieshill High School is derived from the letter M.

The triangle represents the school. It is placed between, and is supported by, two straight-edged shapes representing the two main communities that it originally served, Menzieshill and Charleston. Today, of course, the school serves many other communities.

The triangle also conveys the idea that the school is comprehensive; that it must have the support of, and be involved with, the community; that the school and the education which it provides is of importance to the community and that the school is, in essence, at the heart of the community.

The straightedge figures reflect the distinctive architecture of Menzieshill and the support that the school must have from the community.

- encouraging your child to wear school uniform;
- ensuring that your child arrives at school in good time;
- keeping the school informed of any developments or problems that may affect your child e.g. family bereavements, changes of address etc;
- attending Parent Contact evenings to discuss your child's progress with his/her teachers;
- checking your child's homework diary, monitoring work done at home and helping us to implement our homework policy;
- encouraging your child to take part in the many extra-curricular activities on offer in the school at lunchtime and at 3.30 pm.

Aims of the School

To ensure that all members of the school community:

- contribute to a learning environment, which will enable them to develop their full potential and achieve the highest possible standards in all aspects of their work;
- are actively involved in creating good working relationships within the school;
- are valued as individuals, regardless of their race, sex, religion, colour, creed or disability;
- are provided with opportunities to develop their personal and social skills to enable them to take their place as responsible, caring and confident members of society;
- play their part in maintaining and developing close partnership with parents and the local community.

Values of the School

We are committed to ensuring that our school is a community based on these shared values:

- accepting others, with consideration and tolerance;
- honesty, fairness and openness in our dealings with others;
- accepting responsibility for ourselves, our actions and developing a sense of self worth;
- treating one another with courtesy and respect, caring for each member of our school community and helping others in need;
- working hard, being positive about our life and learning and committed to education in its widest sense.

GENERAL INFORMATION

SECTION 1

1.1 School Achievement

We are always striving to improve our pupils' attainment in National Tests, Standard Grades, National Qualifications, Highers and Advanced Highers. In common with other schools throughout Scotland we have agreed demanding targets for improvement. A tradition of sound academic achievement has been established.

Pupils are also encouraged to participate in charity work and in many other activities organised outside the classroom. These activities are designed to further the social aspects of the school aims.

In addition, Menzieshill High School has gained national recognition in a wide range of extra curricular activities. We have gained a Silver Award for both Health Promoting School and Scotland's Health at Work. In the forthcoming session we plan to work towards Gold for Health Promoting School and also Green Flag status for the Eco Schools Award.

1.2 Links between Home and School

In many areas of school life it is important that parents work in partnership with the staff of Menzieshill High School. It is our policy to actively encourage close links between your home and the school. Your help, support and encouragement are essential to your child's success at secondary school, and vital in helping us to achieve our aims for all our pupils.

The school is firmly committed to keeping parents informed of their child's progress through school. You will have the opportunity to consult teachers at Parent Contact Meetings, which are held regularly throughout the session on a year group basis. In addition, individual progress reports can be obtained at any time if there is a specific concern.

Any concerns or questions should be raised with your child's guidance teacher who has an overview of their progress.

1.3 Visits from Parents

Parents are always welcome to consult the Head Teacher, Senior Management Team or House Guidance teachers on matters concerning the progress or welfare of their children.

If possible, an appointment should be arranged in advance **but in an emergency please contact the school immediately (01382 435677).**

Prospective Parents who wish to visit the school or who require further information regarding their child's needs should call to arrange a meeting with the relevant staff.

1.4 Catchment Area

The catchment area of Menzieshill High School comprises the local Primary Schools: Charleston, Gowriehill, Hillside, Lochee and from August 2013 the new Camperdown Primary. It also includes Inchtute, Longforgan, Auchterhouse, Birkhill and Liff Primary Schools.

1.5 Health Checks

Members of the schools' medical service carry out regular checks and vaccinations when required.

1.6 First Aid in School

The School Auxiliary is available to give first aid and attend to minor emergencies but pupils should not be sent to school if they are unwell before they leave home. A number of staff throughout the school are also trained in First Aid should they be needed to support pupils.

1.7 School Procedures - Absence from School

Attendance and punctuality are undeniably linked to improved attainment. To support this pupils are expected to attend school on time. If your child is late for school this is recorded and a text message will be sent to you for information. This will allow you to follow up any reason for lateness.

As soon as you know your child will be absent for the day, please telephone and let the school know. You can leave a message on the attendance answering machine by dialing (01382) 435644. On your child's return to school please supply a written note of the absence. If you need to speak to someone then contact the school on (01382) 435677.

If the school does not hear from you on the first day of your child's absence, then the school will telephone via *text message* that day. A letter will be sent home on the second day, asking you to supply a reason for the absence if you cannot be contacted by telephone.

When your child's absence remains unexplained, the school will contact the School Community Support Service (SCSS) and a member of SCSS will visit you at home. They will work with you to ensure that absence from school will not disrupt your child's education.

If unexplained absence is frequent or prolonged, the matter will be referred to the Attendance Review Group, in school, in the first instance. If absences continue the group may decide to refer the matter to the Dundee City Council Attendance Sub-Committee or a referral to the Reporter to the Children's Panel. Applications, in writing, for permission to be absent from school for

reasons other than illness or bereavement, should be made by parents to the Head Teacher at least 24 hours in advance of the desired leave.

1.8 School Procedures - Dental and Medical Appointments

These should be arranged out with school hours whenever possible. In urgent cases, appointments should be arranged between 1.00 and 1.50 pm or from 3.30 pm onwards to maximize attendance at school.

Appointment cards must be submitted, in advance, to the appropriate House Guidance teacher or House Head and pupils **must** sign out at the school office when they leave school and sign in at the school office when they return.

In all cases when a pupil leaves school during the school day they must receive an Out of School Pass. This Pass must be handed in at the School Office on return to school.

1.9 School Meals

Meals are served on a cafeteria basis in our Café Discovery. Items are chosen from a wide menu and payment is made by pre-payment Swipe Card. Pupils who bring packed lunches must eat them in the dining hall unless other arrangements have been made e.g. lunchtime clubs.

A high standard of behaviour is expected during meals. Pupils whose behaviour is not satisfactory may be excluded from the dining hall.

There is no free milk provision.

1.10 Free School Meals

Free School Meals are available to all pupils whose parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, or in receipt of Child Tax Credit only and have an annual income of less than £15,860 or Working Tax Credit and have an annual income of less than £6420.

Application forms may be had from the School Office or the Education Department.

1.11 The School Calendar and Hours of Attendance**1. Calendar of Dates 2013****Autumn Term**

| | |
|-------------------------|----------------------------------|
| 14 th August | School opens for pupils |
| 5 th October | School closes for Autumn Holiday |

Winter Term

| | |
|--|---|
| 22 nd October | School opens |
| 8 th & 9 th November | In-service days, school closes for pupils |
| 21 st December | School closes for Christmas Holiday |

2013**Spring Term**

| | |
|--|--|
| 7 th January | School opens |
| 7 th February | In-service day, school closes for pupils |
| 8 ^h , 11 th February | Mid-term holiday |
| 28 th March | School closes for Easter Holiday |

Summer Term

| | |
|------------------------|--|
| 15 th April | School opens |
| 6 th May | May Day Holiday |
| 24 th May | In-service day, school closes for pupils |
| 27 th May | Victoria Day Holiday |
| 28 th June | School closes for Summer Holiday |

2. Hours of Attendance

| | |
|-----------|-------------------|
| Morning: | 8.55 am - 1 pm |
| Afternoon | 1.50 pm - 3.30 pm |

3. Daily Timetable

The school day at Menziesshill High consists of six periods; four in the morning and two in the afternoon, 3 of which are 55 minutes and the other 3 are 50 minutes in duration. There is a morning interval of fifteen minutes and 50 minutes for lunch. School finishes at 3.30 pm.

| | | |
|------------------|-----------------|----------------------|
| Morning | Period 1 | 08:55 – 09:50 |
| | Tutor | 09:50 – 10:05 |
| | Period 2 | 10.05 - 10.55 |
| | <i>Interval</i> | <i>10.55 - 11.10</i> |
| | Period 3 | 11.10 - 12.05 |
| | Period 4 | 12.05 – 1:00 |
| | <i>Lunch</i> | <i>1.00 - 1.50</i> |
| Afternoon | Period 5 | 1.50 - 2.40 |
| | Period 6 | 2.40 - 3.30 |

1.12 Transport

For pupils attending the local school proposed by Dundee City Council, the Council provides transport or pays travelling expenses where a child of secondary school age would have to walk over 3 miles to school.

Where a pupil is, at the parents' request, granted a place at a school other than the school proposed by the Dundee City Council, the parents have to make their own transport arrangements. Application forms for transport may be had from the School Office or the Education Department.

1.13 Valuables and Mobiles

The Education Department has noticed a recent trend where increasingly valuable items are being brought to school by pupils. Recent examples include jewellery and sophisticated mobile phones. The Department would urge parents to ensure that their children do not bring expensive and valuable items to school with them.

To avoid problems involving the misuse of mobile phones, we have introduced the following code of practice. We believe that there can be little real need for any pupil to bring a mobile phone to school. If a pupil chooses to bring a mobile to school, it is entirely at his/her own risk and the school cannot accept any responsibility for any loss or damage to the phone, irrespective of the circumstances. During all lessons, the phone must be switched off and pupils are advised as a matter of safety not to use a phone while walking around the building. Any pupil who chooses to use a phone during a lesson will have it confiscated and returned at the end of the school day.

ADDITIONAL SUPPORT NEEDS**SECTION 2****2.1 Additional Supports Needs Act**

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the school office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. We try to keep all our documents as current as possible. They are in the process of being revised to reflect the amendments brought in by the 2009 Act to ensure the information is as up-to-date as possible.

Information on additional support needs is also available to you from outside Dundee City Council.

Enquire - the Scottish advice service for additional support for learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

The Scottish Independent Advocacy Alliance Ltd

The Scottish Independent Advocacy Alliance Ltd is a free of charge advocacy service which provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS). This service will be operational from 14 November 2010. Advice and information regarding this service can be obtained from their website - www.siaa.org.uk

Scottish Child Law Centre

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO 12741. "It offers advice and support for families in regard of additional support needs."

2.2 The Policy of Menzieshill High School

"Support for Pupils" School Policy - Statement of Principles

- Menzieshill High School operates a policy of inclusion. Within this policy all pupils are seen as a whole-school responsibility. The provision made by the school is determined by the needs of the pupils.
- The school, in partnership with parents, accepts the responsibility for the social, personal and academic development of pupils.
- As part of the continuum of provision offered by Dundee City Council Education Department, the school will provide equal opportunities for all pupils to maximise their personal effectiveness.

2.3 Coordination of Support for Pupils

A Depute Head Teacher, in consultation with the Head Teacher is responsible for the co-ordination of pupil support.

2.4 Support for Learning Department

The aim of the Department is to offer those pupils with Additional Support Needs the widest possible educational opportunities within the structure of the school. Staff are involved in providing direct tuition, co-operative teaching, consultation, specialist services and staff development.

2.5 Links with parents, primary schools and other agencies

Parental agreement and cooperation are a vital part of providing support for pupils. We liaise with associated primary schools and external agencies to ensure continuity of appropriate educational provision.

2.6 Additional curricular support

A multi-agency approach offers additional programmes and curricular enhancement within a whole school setting.

2.7 Designation as a School for Children with Physical Disabilities

To cater for children's needs, the Authority has made adaptations to school buildings and entrances to allow access to children in wheelchairs or whose mobility is restricted.

Menzieshill High School is designated as suitable for children with physical disabilities. Entrances are provided with ramps for wheelchairs, there is a lift serving all floors, and a range of special facilities in classrooms and toilets.

In cases where specialised equipment is identified as being necessary to facilitate a child's progress within the peer group, the school and Education Authority will take action to provide it where possible.

2.8 Supported Study

Supported study is the term used to describe a number of activities where staff support pupils with their learning out of normal school hours. In Menzieshill High this comes in two distinct forms:

S3/4 and S5/6 Supported Study

Supported study is available at lunchtime and also from 3.30 to 4.30pm for pupils in S3/4 and S5/6 on Tuesdays, Wednesdays and Thursdays. These sessions are offered in a range of subjects and subject specialists lead the classes. The S3/4 sessions target mainly certificate course work and the S5/6 sessions target Higher and Intermediate 2 course work.

Easter School

In past years we have operated an Easter school, which has a focus on exam preparation for the National Qualifications exams in May/June. Last session over 100 pupils attended Easter School. The school operates from 9am till 1pm on the first week of the Easter holidays. In a relaxed atmosphere, pupils are offered practical advice, study techniques and revision in a range of subjects, led by subject specialists. This programme has been welcomed by parents and a large number of S4, S5 and S6 pupils have chosen to participate in Easter school since its inception. Our parent council have been instrumental in raising funds for this to continue.

2.9 The Young Mothers' Unit

Our school caters for the needs of pregnant school girls, young mothers who are still at school, and their babies. It consists of a learning base and a nursery which is incorporated within the school. Each young mother has an individual timetable and spends time in mainstream classes and the base. Work in the base is designed to support each pupil's individual learning needs and allow them to keep up to date with their work in subject departments.

Principal Teacher - Mrs Norma Seith 01382 435683

2.10 Useful Links

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence – <http://www.educationscotland.gov.uk/supportinglearners/whatisupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers – <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

CURRICULUM

SECTION 3

3.1 Links with our Associated Primary Schools

We feel it is very important that we know as much as possible about your child and the curriculum he/she has been following in Primary school.

Over the past few years we have been working hard to build up even better links with our associated Primaries so that the transition of your child from Primary to Secondary school is as smooth and trouble free as we can make it.

To this end Guidance, Learning Support and Special Education staff visit each Primary school to find out all about the children who are coming to Menzieshill High School.

All this information is used to place your child in an appropriate register class with, where possible, other children they know. This, we hope, will help to remove any anxiety about the transfer from Primary to Secondary school. Our Transition programme has been highly praised by pupils and staff. We engage prospective pupils from our feeder primaries in morning's learning three times per year. In addition to their two full days of induction. This learning introduces them to secondary school life and connects the learning activities across the schools. Pupil feedback has been extremely positive and the information gathered during these visits has enabled our staff to know our new pupils well from day one.

3.2 The Junior Phase

In First Year pupils will follow a broad general education. All pupils will study a variety of subjects within the Curriculum Areas: Language, Mathematics, Science, Social Subjects, Expressive Arts, Technology, Health & Wellbeing and Religious & Moral Education. In addition all learning & teaching encompasses the development of Literacy, Numeracy and Health & Wellbeing. Pupils will develop skills for life, learning and work.

Specifically in first year pupils will focus on developing Literacy and Enterprise skills with a period devoted to each of these.

In Second Year, pupils will follow a similar Curriculum with the addition, in place of Literacy & Enterprise, of a series of Interdisciplinary Learning Experiences across the Curriculum. The later focuses on the connection and relevance of Learning.

In Third year to prepare pupils for the senior phase and allow increased specialism personalization and choice pupils will select two subjects from each Curricular area to study in more depth

3.3 The Senior Phase

In fourth year (2013/14) pupils will all follow six courses leading to Certification at National 4 or National 5 CfE levels. English and Maths will be compulsory for all and pupils will have a choice of the remaining 4 from their specialized subjects.

This cohort of pupils will be the first to continue CfE courses into their fifth and sixth years, following the new CfE Highers.

3.4 Existing SQA National Qualifications

In fourth year (2012/13) pupils will continue with the existing SQA qualifications following Intermediate 1 / 2, Higher and Advanced Higher courses.

3.5 The Curriculum - enhancing pupils' education and equipping them for the demands of a rapidly changing society

We aim to enhance existing courses, relating knowledge and skills gained in school to the outside world. Developing skills for work, skills for Life and skills for Learning.

The following four main areas are ways in which our curriculum is enhanced:

1. Equal Opportunities

- Learning experiences for all, regardless of gender, race or capability.
- Continuing efforts to attract more girls to courses in Science and Technology.
- Boys and girls being encouraged to consider non-traditional career opportunities.
- Additional support for young people with special learning needs.

2. Enterprise

- Real life examples from the world of work are used in courses.
- A work experience programme for all pupils to relate learning to the world of work.
- Links between schools, Colleges of Further Education, University and employers continued and encouraged.
- Increased opportunity to follow skill for work choices within the school curriculum.
-

3. Personal Development

- Continuing emphasis in social education programmes is placed on study skills, communication and teamwork.
- Pupils are encouraged to record and review their own progress.
- Pupil achievements are summarised in a negotiated Record of Achievement for each pupil.

4. Teaching Methods

- Use of structured learning approaches.
- Staff in-service training on a variety of new teaching methods (Learning Together in Dundee).
- Pupils are encouraged to take increased responsibility for their own learning.

3.6 Useful Links

Information about how the curriculum is structured and curriculum planning – <http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas – <http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing – <http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers – http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase – <http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work – <http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme – <http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services – <http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond – http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and changes provides information about choices made at various stages of learning – <http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning – <http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland – <http://www.parentingacrossscotland.org/>

PARENTS AND THE SCHOOL CURRICULUM

SECTION 4

4.1 Homework

The careful and regular completion of work at home is an essential part of the education we provide for your child. Such work compliments the learning process, develops good study skills and encourages self-discipline.

The good habits established in the Primary school will be continued in First Year to enable your child to make the most of the opportunities offered to him/her.

All departments set work to be done at home and every pupil in First to Sixth Year is given a homework planner.

These will be used to record the work given and the day for handing it in.

Parents are asked to co-operate with the school by:

- checking that homework is completed.
- providing a suitable time and a quiet place to complete such work;
- insisting that work done in the home is neat and legible;
- providing your child with a school bag / holdall / satchel to protect school books which will be needed for other children in future years.

An information leaflet entitled “Homework - a Guide for Parents” will be sent home to you in August.

4.2 Requests for Exemption from Physical Education Classes

Physical Education is **compulsory** for all pupils.

Application for exemption on medical grounds should be made, in writing, to the Head Teacher, and a medical certificate must support this if the disability is likely to continue for more than two weeks.

Any pupil suffering from athlete's foot or verruca will not be allowed in the pool or showers until the complaint has cleared up (unless wearing a 'verruca sock').

All pupils should be properly equipped to take part in all activities on the physical education syllabus (see paragraphs 4.4 and 4.5 for further information).

Pupils will participate in a wide variety of activities e.g. football, hockey, table tennis, fitness, netball, gymnastics, volleyball, swimming, basketball, badminton, athletics, tennis and softball.

4.3 Physical Education Department - Pupils' Code of Dress

It is important that pupils recognise what is appropriate dress for the activities being undertaken. Therefore, parents are asked to ensure that their child complies with the simple code operated by the Physical Education department in the interests of all pupils:

- In the interests of hygiene, no training shoes worn to school can be worn in the gym. Cleanliness in the gym area is vitally important as your son or daughter may be required to sit or lie on the floor during a P.E. lesson. Your co-operation in this matter is greatly appreciated.
- Pupils must bring kit that is suitable for the work they are doing.
- School PE t-shirt can be ordered from the school during prior visits.

4.4 Boys - Physical Education Kit

Outdoor Wear:

Top: plain black Shorts: plain black. Tracksuits may be worn in adverse weather conditions. Football socks. Boots or sturdy trainers: the sole should give a grip in heavy, muddy ground conditions. Shin guards are optional but recommended.

Indoor Wear:

Top: black. Shorts: black. Training shoes: for indoor work only and to be a change from school shoes. Sports socks. School T-shirts can be purchased from the PE department.

Swimming:

Swimming trunks. Leisure shorts are not permitted. Towel. Goggles: optional. Swimming cap: compulsory in the interests of hygiene. Caps can be purchased from the PE Department

4.5 Girls - Physical Education Kit

Outdoor Wear:

Top: plain coloured red, green, grey or white; change from school blouse top. Shorts/athletic briefs: plain coloured red, green, grey or white. Tracksuits may be worn in adverse weather conditions. Plain red, green, grey or white leggings may be worn. Sports socks: white. Training shoes: sturdy with good grip.

Indoor Wear:

Top: plain black(change from school blouse). Short: black. Tracksuits are not permitted. Training shoes: for indoor work only; change from school shoes. T-shirts can be purchased from the PE department.

Swimming:

Swimming costume: one piece. Towel, goggles (optional). Swimming cap: compulsory in the interests of hygiene. Caps can be purchased from the PE Department

4.6 Adults in the Senior School

The school welcomes adults into the Scottish Qualifications Authority certificate classes. Details are published each year in the "Courier". Anyone interested in joining such a class should contact the school office.

4.7 Links with Further Education

We have very good links with Dundee College. Pupils in third, fourth and fifth year have opportunities to be involved in the Apprenticeship Initiative which can lead to guaranteed apprenticeships in construction crafts, motor vehicle maintenance, care and hairdressing. Our fifth and sixth year pupils access Higher level and other National Qualifications through Dundee College in a variety of ways, by attending full and part-time courses, link courses or by Open Learning.

4.8 Links with other Schools and Trips Abroad

Pupils are offered a variety of experiences to visit different countries and cultures throughout their time at Menzieshill. Every year the Modern Languages organises a trip to France or Germany in the Summer Term and a German Market near Christmas. The History department visits the Battlefields in Belgium. The Geography department organise field trips abroad and senior pupils raise money to go out and work in Africa.

4.9 Useful Links

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others – <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils – <http://www.educationscotland.gov.uk/parentzone/index.asp>

ASSESSMENT AND REPORTING TO PARENTS**SECTION 5****5.1 School Policy on Assessment**

Our assessments aim to :

- Assess pupil learning in terms that can be easily understood;
- Provide information on an individual's attainment to teachers, pupils, parents, future employers and those in further education;
- Enable advice to be given on course selection;
- Identify the reasons for any underlying difficulties with learning;
- Provide feedback to teachers and pupils;
- Help motivate pupil to raise attainment through Monitoring and Tracking and the setting of SMART targets (small measurable achievable realistic timed).

5.2 Reports to Parents - General Information

Our school reports provide pupils and their parents with information about the progress that has taken place in learning over the course of the session. This comes in the form of grades or levels, where this is appropriate, graded information on effort, behaviour and homework in each subject. and a class teacher's written comment highlighting pupil strengths and next steps for learning. The information in the report tracks a pupil's progress over the course of the session and class teachers and guidance teachers discuss this with pupils at various points during the course of the session. The report also provides parents with information about attendance and lateness because of the negative impact these can have on pupil progress.

Parents have an opportunity to feedback comments on the report and to discuss pupil progress with class teachers during the parents' consultation evening organised for each year group. Parents can contact their child's guidance teacher at any time to discuss concerns about pupil progress.

5.3 Reports for the Junior Phase of Curriculum for Excellence (S1-S3)

A key priority for S1 parents is to ensure that the move to secondary school has gone smoothly. With this in mind, a brief report is provided early in the session and this is followed by the S1 parents' consultation evening. The full parental report issued at the end of the session reflects the learning that has taken place in S1.

In S2 a tracking report is issued in October to provide parents with a brief summary of progress early in the session. A full parental report is issued later in the session to provide in depth information at the point when S2 pupils choose to specialize their studies in each area of the curriculum. A parents' consultation evening gives parents the opportunity to discuss this information with staff.

The S3 tracking report is issued in the winter term and provides summary information about pupil progress in courses in each curriculum area. The fuller parental report includes teacher comments about progress and recommended levels for future study in S4, when pupils commence the Senior Phase of Curriculum for Excellence. A parents' consultation evening enables parents to discuss pupil progress and course choice with class teachers and guidance staff

5.4 Reports for the Senior Phase of Curriculum for Excellence (S4)

S4 pupils move on to the Senior Phase of Curriculum for Excellence in session 2013-14. The reporting framework will be similar to that of previous years in that it will provide detailed information for parents about pupil progress in learning, and will give consideration to the national assessments and examinations that pupils will be presented for later in the session. The Senior Phase marks the beginning of a new examination system and parents will be kept informed of these developments and the way they affect their child through the reporting process, information about course choice and the S4 parents' consultation evening. The reporting process will also provide recommendations for future study in later stages of the Senior Phase.

5.5 Fifth and Sixth Year Reports

S5 and S6 pupils follow National Qualification courses this session. A tracking report is issued early in the winter term to inform parents about pupil progress. This is followed by a parents' consultation evening where parents can discuss progress with class teachers and guidance staff in greater detail. The full parental report is issued in the spring term following prelim examinations. S5 reports also include recommended levels of study for S6 courses the following session.

5.6 Useful Links

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed – <http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications – http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling – <http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

GUIDANCE - "THE CARING SCHOOL"

SECTION 6

6.1 The Guidance Structure

The people you should contact initially if you wish to raise any matter concerning your child's education at Menzieshill High School are:

| House | Guidance Teams |
|------------|----------------|
| Aberfeldy | Mr. Brown |
| Culdares | Mr. Clark |
| Fortingall | Mr. Thompson |
| Weem | Miss McDonagh |

Whole School responsibilities Mrs Booth

The guidance structure is based on four Houses: Aberfeldy, Culdares, Fortingall and Weem. These names were chosen when the school opened because of their connections with the Clan Menzies.

Each pupil in the school is allocated to one of the above Houses and each House is the responsibility of a promoted member of the guidance staff supported by a Depute Headteacher (Mr. Stewart; Mrs. Smith and, Mr Creamer).

As far as possible, younger brothers/sisters are allocated to the same House as their older brothers/sisters who already attend Menzieshill High School, thus keeping family groups together with the same member of the guidance staff.

Each House also has House Captains and Sports Captains elected by their fellow senior pupils.

Each guidance teacher takes a particular interest in the pupils in their House, and as far as possible, stays with them for as long as they remain in the school. In this way, they get to know their own pupils (and their parents) increasingly well as time goes on, and are in a position to give help of various kinds if it is needed.

All guidance teachers work closely with their subject teachers and outside agencies.

6.2 Social Education and Health Education Programmes

There is a full programme of Social Education running from First to Sixth year.

Every First year class spends some time at the beginning of the session working their way through a Unit which is designed to help them settle in to Menzieshill High School and to inform them about the school and answer any questions which they may have. Thereafter every class receives one period of Social Education each week. Many topics are covered more than once using different resources and strategies suitable to each particular age group.

Bullying is addressed in the Social Education programme for each year group.

| Year | Topics |
|------------|--|
| First Year | Settling in Bullying Friendships and relationships Safety – Personal and Environmental Drugs Education Puberty and Development Careers |

| | |
|-------------|--|
| Second Year | <p>Progress File Relationships Personal health: - smoking - alcohol - solvents - illegal drugs Careers education Choice of course - (for Third / Fourth year)</p> |
| Third Year | <p>Progress file <i>Extends the knowledge and develops the skills begun in First and Second Year in a variety of topics.</i> First Aid Anti-bullying HIV / Aids Safety Police talk Self-esteem Anger Management Equal Opportunities Progress File Drugs Education Consumer Education Study Skills Relationships and Sexuality</p> |
| Fourth Year | <p>No smoking Careers Education - routes at 16+ Education about drugs: legal and illegal Relationships and sexuality <i>The last two topics will be dealt with further, taking into account the increased maturity of the pupils.</i> Work experience Study skills Stress management</p> |
| Fifth Year | <p>Progress file Careers education Interview skills, C.V.s</p> |



Application forms etc.
Aspects of health education
Money management
Progress file

Many visiting experts are invited in to speak to the pupils.

6.3 Curricular Guidance

This is available to all pupils but is particularly important to pupils in Second, Fourth and Fifth year when they are choosing courses for the next stage in their school careers.

Guidance Teachers are involved in advising pupils from their House in the procedures. They have individual interviews, which take place at these crucial stages for each pupil. They have an important role to play in monitoring pupils' progress and attainment.

6.4 Personal Guidance

This is a permanent feature of the guidance programme and it is the responsibility of the appropriate House Guidance Teacher.

The intention is that the House Guidance Teacher will interview each pupil during the course of the session and pupils in their year group may also contact these teachers at any time.

PEER SUPPORT AND CAREERS

6.5 Peer Support

The aim of Peer Support is to help young people cope with the pressures of life in general, whether these pressures come from the home, friends or school.

Sixth Year pupils volunteer to go on a two-day training course to become Peer Supporters. This entails working with First Year pupils in their Social Education classes. This relationship is of great mutual benefit to both First and Sixth Year pupils.

6.6 Careers Guidance

This forms part of the guidance programme for each year in the school. There is close liaison with the Careers Service.

A Careers Advisor also attends Parent Contact evenings on a regular basis and parents can make an appointment to see her at that time.

6.7 Parental Involvement in Guidance

The involvement of parents in all aspects of guidance is welcomed.

Parents wishing to consult guidance staff should telephone the school office to arrange an appointment.

6.8 Anti-Bullying Policy - “Achieving a Happy, Caring School”

Menzieshill High School prides itself on being a happy, caring school. A whole-school policy outlining strategies to prevent, and deal with, bullying in Menzieshill High School can be obtained from the school office and on the School website.

If parents have any concerns about bullying then these should be communicated immediately to the appropriate House Guidance Teacher.

6.9 Child Protection

As one of Dundee City Council's professional services, the Education Department has an important responsibility in keeping the children and young people of Dundee safe from harm. This is an extension of the care and protection which you as a parent provide for your child and so we see our partnership with you as important in meeting that responsibility. Supporting us in this work are inter-agency agreements protecting children with our partners services in Health, Social Work Department and Tayside Police.

If at any time you have child protection concerns about your child or any other child who attends this school, you are encouraged to talk about your concerns with a member of the school staff. It will also be useful for you to know that in every school, there is a specially trained member of staff who is the school's Designated Child Protection Officer. This person takes a co-ordinating role whenever a child protection concern for a child is reported. In your school, the Designated Child Protection Officer is Mr. Thompson/Mrs. Seith.

Alternatively, if you do not want to speak to school staff, you can contact the *Access Team* on 01382 435107 or, if you are telephoning after 5.00pm, the *Out of Hours Team* on 01382 432270.

Where concerns are expressed about a child, those concerns will be considered with our partner agencies in confidence to ensure that the child is kept safe.

6.10 Work Experience and Careers Visits

Pupils in the senior school may be released for Work Experience or Work Shadowing and details of this are available from the Principal Teacher (Guidance). Work experience is also part of pupil profiling in Fourth Year.

The Principal Teacher (Guidance) arranges visits to Careers Seminars and College and University Open days. He/she also invites representatives from the Universities and Colleges to visit the school and discuss careers issues with senior pupils.

6.11 Information about Jobs, Training Opportunities and Courses in Further and Higher Education

Information about jobs, training opportunities and courses in Further and Higher education are readily available to pupils. Such information is displayed on the careers notice board in the corridor leading to the Learning Resources Centre.

6.12 Parental Access to Records

School Pupil Record (Scotland) Regulations 1990.

These regulations make provision for granting access by parents and pupils over the age of sixteen to manually maintained records held on pupils. Parents and pupils wishing to avail themselves of this service must submit their request on an application form obtainable from the school office.

6.13 Christmas Leavers

If a pupil intends to leave school at Christmas 2013 she/he must be sixteen years old by the last day of February of 2012

**SPIRITUAL, MORAL, SOCIAL AND
CULTURAL VALUES**
SECTION 7
7.1 The Development of Pupils' Values

In Menzieshill High School, we are committed both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values.

7.2 Menzieshill High School - Charter for Parents and Pupils

Our commitments to parents, the role of parents in partnership with the school and our aims for all pupils are set out in the 'Charter for Parents and School Aims shown on page 5.

7.3 Dundee City Council Policy for Equal Opportunities

The school implements the Dundee City Council Policy for Equal Opportunities and ensures that all pupils have access to the full range of educational experiences available within our resources. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

7.4 Religious and Moral Education

All pupils study religious and moral education as part of a broad general education and balanced curriculum. The Philosophy Department aims to educate pupils about what religion actually is as well as the effect that religion has on us all. We also study non religious systems of moral and social responsibility.

Pupils are encouraged to examine their own beliefs and values, then the general issues which affect all of us and then the teachings within a tradition or culture which challenge us all to think in a new way. This will help the pupils to grow and develop as people as well as provide a valuable qualification, and the critical thinking skills needed for the workplace or further education.

7.5 Parental Rights

Under the terms of the Education (Scotland) Act 1980,

"any pupil may be withdrawn by his/her parents from any instruction in religious subjects and from religious observance".

Any parent who wishes to exercise this right is requested to contact the Head Teacher in writing. A meeting would normally be arranged to discuss the reasons for withdrawal.

7.6 Religious Observance

Each House has a morning assembly, which as well as furnishing information and news, also fulfils the requirements for religious observance. Morning assemblies provide opportunities for our pupils to reflect on spiritual and moral concerns and shared values. Our school Chaplain liaises with the Depute Head Teacher, Mr. Stewart, responsible for the House groups and takes the assembly himself at least once a term as well as at special times of the year such as Christmas and Easter. In Dundee schools, religious observance provides opportunities for pupils to share together and celebrate as a school community those things which we value.

7.7 Useful Links

Supporting Learners - guidance on the identification, planning and provision of support – <http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos – <http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools – <http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government’s priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service’s resource ‘This is Our Faith’ which supports the teaching and learning of Catholic religious education – <http://www.sces.uk.com/this-is-our-faith.html>

RESOURCES

SECTION 8

8.1 The School Learning Resources Centre (L.R.C.)

The Learning Resources Centre provides facilities to support the curriculum and offers pupils the opportunity to find information for themselves, to develop research and study skills, and to discover the pleasure of recreational reading.

The Learning Resources Centre operates a lending system and pupils are encouraged to borrow books to take home and read. The Learning Resources Centre is open before and after school, as well as during the school day and pupils are encouraged to use it and the facilities provided for homework and investigations.

The wide stock held in the L.R.C. is continually being extended. Resources are purchased to offer a balance between fiction and nonfiction, the reading interests of the pupils and the needs of departments.

The L.R.C. stocks a wide range of media as well as books, including information files, videos and digital and electronic resources to support learning.

The L.R.C. currently has twelve networked PCs with internet access. There are a range of peripherals including scanners and digital cameras. A wide range of CD-ROMs is available, covering all areas of the curriculum. Desktop publishing facilities for word-processing, homework, essays and investigations are also available when required. Pupils and staff are encouraged to develop ICT skills to support their learning. Help and training is also given in the effective use of ICT as an information resource and presentation tool.

The Learning Resources Centre is the base for the very popular and successful Skills Club, part of the school’s supported study programme to raise achievement and is essential to effective learning and teaching within the school.

8.2 The Careers Library

This is an area set aside in the Learning Resources Centre to display up-to-date careers information. A range of careers computer programmes and online databases is available. Use of the careers library is an integral part of the social education programme. The careers library is open to pupils throughout normal opening hours.

The Careers Officer holds a Careers Clinic in the LRC at lunchtime on the days she is in school. These days are notified to pupils throughout the year.

8.3 Facilities for using computers

The Computing Studies Department has two teaching rooms and a Resource Base. The two teaching rooms are networked and fully equipped with multimedia Pentium PCs. Facilities for scanning, taking digital photographs and printing in colour and black and white are available. First to Sixth year pupils are encouraged to make use of a range of Windows software. The most important packages are MS Office Suite, MS Works, Photoshop and Visual Basic. The Department also has the resources for Digital Video Editing and Multimedia Authoring software.

Our Business Studies Department has two computer rooms and is equipped with 21 Multimedia Pentium PCs in each room. There are two laser printers and a scanner in each room. A multimedia data projector is used in each room, one projector used in conjunction with an interactive whiteboard. The two rooms are connected to a Windows XP network allowing pupils to access their work from around the school. Pupils also have access to the internet and their e-mail accounts.

All pupils make use of Microsoft Office, which includes MS Word, Excel, Access, Publisher and PowerPoint programmes.

8.4 Facilities for using Audio and Video Equipment

There are facilities for both audio and video recording in the school including a video-editing suite

8.5 Perimeter Audio Learning System (P.A.L.E.)

All Modern Language classrooms are equipped with this system. There are pupil cassette players around the classroom walls and a teacher console.

The P.A.L.E. system encourages and facilitates many aspects in good, communicative teaching:

- pupil-directed learning;
- differentiated classroom activities, including group work and paired work;
- remediation and extension work on a free-access basis;
- multi-skill activities.

ENCOURAGING HIGH STANDARDS OF BEHAVIOUR**SECTION 9****9.1 Discipline**

Pupils accustomed to self-discipline at home seldom have problems in school. Your help and support as a parent is seen to be central to the school's policy of encouraging high standards of pupil behaviour.

Pupils who misbehave are dealt with by teaching staff. If the matter is serious or if the pupil's behaviour does not improve, the teacher then refers the case to the Principal Teacher (Subject), who may involve the House Head / Guidance Teacher.

Disruptive behaviour which would lead to the breakdown of class teaching results in a pupil being escorted to an alternative class.

Pupils who are extremely disruptive may be excluded from school. In all cases, a record of the incident is kept by the House Head / Guidance Teacher.

It is school policy to call in parents to discuss the situation at an early stage and if possible well before a crisis is reached.

9.2 Behaviour for Learning

The school operates a positive behaviour management programme called "Behaviour for Learning". Pupils are awarded merits by their teachers and there are opportunities to gain Bronze, Silver and Gold Award throughout the course of the year.

9.3 Code of Behaviour**Classroom Rules**

1. Arrive at class on time with everything you need.
2. Take off outdoor jackets and settle quickly.
3. Listen carefully – all mobile phones and MP3 players etc must be switched off.
4. Always be polite and considerate.
5. Always do your best work and let others do their best work.
6. Tidy up at the end of the lesson without fuss and leave the room in an orderly way.

Rules Around The School

1. Move quietly and calmly around the school.
2. Always walk on the left along corridors and on the stairs.
3. Eating or drinking is allowed in the social areas but not in the corridors, on the stairs, or in the classrooms.
4. Line up outside the room and enter in an orderly way when instructed.
5. Look after our school.

SCHOOL UNIFORM

SECTION 10

10.1 School Uniform

Uniform forms a great part of school identity, it contributes to better behaviour, learning and pride in the school. Uniform is checked weekly at assembly and contributes to house points. Your support in ensuring your child adheres to wearing uniform is much appreciated. Parents of pupils not wearing full school uniform will receive a text message and in some cases pupils may be asked to go home and change.

The school uniform, which all pupils are expected to wear, consists of:

- a School tie.
- A black or white shirt/ blouse.
- a black sweatshirt or pullover (self-coloured or with school logo);
- a grey or black skirt (or trousers) for girls;
- grey or black trousers for boys;

School Clothing Grants

Parents who are in receipt of Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Guaranteed Pension Credit, Support under Part IV of the Immigration and Asylum Act 1999, Child Tax Credit with an income of less than £16,040, as assessed by the Inland Revenue, Housing Benefit or Council Tax Benefit you may be entitled to receive a grant towards the cost of buying essential clothing to enable children up to the age of 16 to attend school. Grants are paid directly into the applicant's bank account or paid by cheque where the applicant does not have a bank account.

Application forms are available from:

Customer Contact Centre
50 North Lindsay Street
Dundee DD1 1QE Map
Tel: 433458

10.2 Education Maintenance Allowance

A new EMA application form must be completed at the start of each academic session. Pupils who have previously been in receipt of an EMA or those who will be eligible from August 2012, please apply NOW!

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMAs provide financial support for 16–19 year olds who stay on in full time non advanced education after their statutory school leaving date (i.e. those continuing in post-compulsory education).

To be eligible for an EMA a student must:

- Have been born between 1 March 1993 and 28 February 1997.
- Have a household income (2011/12) of £22,403 or below (for families with more than one dependent child in the household) (Dependent children are all those up to the age of 16 and those over the age of 16 and up to the age of 25 if they are still in full-time education) or
- Have a household income of £20,351 or below (for families with a single dependent child in the household)

Following assessment of the application, weekly payments will be paid at £30.

Students are eligible for an EMA at the beginning of the school term if they are 16 years of age between 1 March 2012 and 30 September 2012 or eligible from January 2013 if they are 16 years of age between 1 October 2012 and 28 February 2013. Eligibility is re-assessed each academic year.

- To be eligible for weekly payments the student must complete a learning agreement with the school.
- Payments are made fortnightly in arrears to the student's bank account depending on attendance and compliance with the requirements of their learning agreement. Please see [Payment Date Sheet](#) and [EMA Pupil Handbook](#) for more information.
- [Application forms](#) are available from all Dundee City Council schools, Dundee House, Discovery Opportunities (Crichton Street) or by following the links on this web page. Please refer to the [EMA Guidance Notes](#) if you have any questions when completing your application.

MUSIC DEPARTMENT

SECTION 11

11.1 Musical Activities

All pupils have opportunities to participate in a variety of musical activities in Menzieshill High School. Pupils from all year groups are given the chance to work on a variety of musical projects – often in collaboration with outside agencies. Past projects have included a cross-curricular animation project; an opera project with Scottish Opera; inventing projects with musicians from the RSNO and the SCO; percussion workshops led by the 'Backbeat' Percussion Ensemble; percussion and singing workshop with musicians from Ghana. In addition to school activities, music staff organize trips to see stage musicals throughout the year at venues such as the Edinburgh Playhouse and the Whitehall Theatre. Recent shows our pupils have been to include, 'Mary Poppins', 'Jesus Christ Superstar', 'We will Rock You' and 'Chitty Chitty Bang Bang'. Pupils also have opportunities to see musicals in London's West End and have, so far, enjoyed shows such as 'The Lion King' and 'Wicked'. Their last trip was to London in September to see 'Wicked' and 'Shrek'.

A number of in-school extra-curricular music groups meet throughout the year, with each having regular opportunities to perform in public. Some of the events which we have taken part in over the years include: entertaining at Roxburghe House, Royal Victoria and Ninewells Hospitals; doing a 'mini-tour' of our feeder primaries as part of transition events; providing music for school ceilidhs; participation in the Dundee Schools' Festival of Music and Drama competitions and evening concerts. Music groups also perform at the annual school Prize-giving in the Caird Hall and our own Christmas and Summer concerts.



11.2 Extra-Curricular Activities

a. String Ensemble (Mrs. Green)

The string ensemble meets on Tuesday at lunchtime. All pupils receiving string tuition are expected to attend, but pupils who have private lessons are also welcome to join us. The ensemble plays an assortment of pieces drawn from the fields of ‘Scottish’, ‘Classical’ and ‘Popular’ music. Among their many public performances, they have taken part in two lunchtime concerts at the University Chaplaincy Centre and provided music for several ceilidhs. School concerts provide a regular performance platform for the ensemble.

b. Choir (Miss O’Neill)

The choir rehearses on Wednesday at 1.20pm The Choir is open to pupils from all years and members of staff. The choir gives pupils an opportunity to meet other pupils and a chance to perform a wide selection of music at concerts and various events within the community. No audition is required.

c. Brass Group (Mr. Evans)

The wind band rehearses on Monday at 1:20pm. All woodwind and brass pupils are expected to attend, once they have reached a certain minimum standard of playing. Pupils who have private lessons are also eligible to join. The band performs music from a wide variety of musical styles.

The wind band is kept very busy, representing the school at a wide variety of events throughout the year, including playing in the school Christmas concerts, providing music for Summer Fetes, representing the school in the “Success Stories” exhibition in the Caird Hall, performing at the school Prizegiving and ‘touring’ our feeder primaries. Wind band members also have the opportunity to attend a weekend residential camp in the summer term.

d. Percussion Ensemble (Mr Carlyle)

The Junior percussion ensemble rehearses on Wednesday lunchtimes. Senior percussion students are expected to attend after school on Wednesday. This ensemble is open to pupils from all years who have an interest in drums and/or percussion. The ensemble performs at school concerts and the annual prize giving ceremony.

e. Woodwind Group (Mr Mains)

The Woodwind group meet on Thursday at lunchtime.

11.3 Musical Competitions

Leng Medal (Silver)

The Leng Medal competition is held once a year, usually in January or February, and is open to all pupils under the age of 16 who have not already won a silver medal in Primary school.

It is awarded for the singing of Scots songs. Details of the songs and dates for rehearsals are posted on the Music Department notice board in advance of the competition each year.

Any Dundee school pupil who wins a Silver Leng Medal is eligible to compete in the Gold Leng Medal competition later on in the session.

Pupils also have the opportunity to take part in the Dundee Schools Festival of Music and Drama competitions and concerts, held every second year.

11.4 Instrumental Tuition

Pupils currently receiving tuition in Primary 7 will be given every opportunity to continue receiving instruction at Menzieshill High School (timetable permitting).

Each year, a number of vacancies arise in the instrumental timetable. Priority is given to First Year pupils who have not already been given a chance to learn an instrument at primary.

When a vacancy arises all interested First Year pupils meet with the appropriate Music instructor in order to assess their suitability for a particular instrument. If selected, a pupil will receive free tuition for a trial period after which time a recommendation will be made as to whether the child should continue with instrumental tuition or discontinue - based on progress made, attendance, attitude, etc.

Details of fees for instrumental tuition for the current school year are available from Reception in the school. A charge is also made for instrumental hire (where applicable).

Exemption from fees

Pupils are exempt from fees if their parents are in receipt of a clothing grant and/or free school meals. Alternatively pupils are exempt from Instrumental fees if their parents are in receipt of Income Support, Income related employment and support allowance, income based job seekers allowance, support under Part VI of the immigration and Asylum Act 1999, Guaranteed Pension Credit, Child Tax Credit or Working Tax Credit and an annual income of less than £15,860.

Attendance at lessons

Pupils attend lessons on a rota basis. This means that they are extracted from a mainstream class to attend their weekly music lesson. This is on the strict understanding that it is the pupil's responsibility to catch up with any work which may be covered during their absence. Each music lesson lasts for half a period i.e. approximately 25 minutes. It is essential that each pupil reads his or her timetable accurately so that no time is wasted getting to and from lessons.

The rota system ensures that no pupil misses the same subject every week and has operated successfully over a number of sessions. It works with the support and co-operation of the other subject departments in the school.

Further information regarding instrumental tuition is available from the Principal Teacher of Music, Miss Leah O'Neill.



ORGANISATIONS FOR PUPILS, PARENTS AND TEACHERS

SECTION 12

12.1 Pupils' Representative council (P.R.C.)

This is a group of interested pupils from years S1-S6 who will represent the interests of all pupils.

Pupils meet regularly with staff to discuss current issues in the school, to advise the Head Teacher on matters affecting pupils, to identify issues in the everyday running of the school and to offer possible solutions.

Recommendations will be submitted to the Head Teacher, who considers whether or not action needs to be taken. The PRC was re-launched in September 2012 and there are annual elections for representatives, of which there are 2 for each year group and meetings are bi-monthly. Meetings are sub divided into S1-3 (Junior Phase) and S4-6 (Senior Phase).

12.2 Prefects

Prefects are selected from senior pupils by application form and interview. Leadership training is provided for all prefects.

They perform a variety of functions in the school and are a great asset in assisting with the running of the school on a day-to-day basis.

12.3 Head Boy, Head Girl and House Captains

These are appointed Prefects who undergo an additional competitive interview for these posts. They assist House Head / Guidance teachers and carry out duties associated with their House.

12.4 Menzieshill High School Parent Council

The Parent Council meets regularly throughout the session to discuss matters related to the School. Parents, Pupils, local business, and staff are represented on the Board. The Head Teacher is Adviser to the Council. Currently the Chairperson is Mrs. Mays.

Parents wishing to contact the Parent Council about any matter within its remit should write to the Chairperson or the Clerk to the Council c/o Menzieshill High School.

Further information on the Parent Council and its functions can be obtained by contacting the Head Teacher.

EXTRA-CURRICULAR ACTIVITIES**SECTION 13****13.1 Weekly Programme**

There are various sports and extra-curricular activities for pupils on the following lunchtimes, 1pm till 1.40pm:

Mondays

S1-6 Table Tennis (G. Dailly and Mr McDonald)

S1-4 Netball (Jill Gilchrist)

Health Drop in (School Health Nurse Anne McLeod)

Scale Model club

Tuesdays

S1-6 Swimming (Jill Gilchrist)

S1-6 Badminton (Mr Thorburn)

S1-2 Girls Footy (Ross Grant)

Wednesdays

S1-6 Zumba (Ms O'Neill)

S3-4 Girls Footy (Ross Grant)

Thursdays

S1-6 Basketball (Sports Dvpt. And J Dorward)

S1-4 Rugby (Mr Clark)

S1-6 Water Polo (Jill, Louise and Emma, Menzieshill Whitehall 1pm – 1.35pm)

Art Group (Ruth Chalmers)

Fridays

S1-6 Rollerama (Bev, Hester and Kerri)

S1-4 Hockey (Andrew Gillespie and Mr Brown)

After School

Tuesday Evenings – Peer Education

Wednesdays – S1-6 Parkour (John Fife Parkour) (7pm-9pm)

Thursday Evenings – S3 Health Buddies (In Partnership with the Peer Education Project)

There is a breakfast club every morning and there are various other football teams who train at certain times of the week, depending on fixtures. Activities change from term to term and are notified to pupils through the school bulletin, registration and assembly.

Athletics and Cross-country club meetings are dependent on when competitions take place. Basketball clubs start just before Christmas. For more information Pupils should check with the PE Department, the Active Schools Co-ordinator and the bulletin for updates.

OTHER EXTRA-CURRICULAR ACTIVITIES

| <u>Club</u> | <u>Time</u> | <u>Year</u> | <u>Teacher</u> |
|-------------------------------|-------------|-------------|----------------------------|
| Duke of Edinburgh Expeditions | Weekends | S3 | Dr Oldershaw |
| Pupil Representative Council | | All pupils | Mr Thompson and Mr Ghafoor |



EXAMINATION AND CERTIFICATE RESULTS

SECTION 14

DUNDEE CITY COUNCIL

EDUCATION DEPARTMENT

14.1 Examination and Certificate Results

The Education Authority wishes parents to be aware that the method of showing examination results and awards does not give any recognition of the very varied communities schools serve. Some children have significant social and economic advantages over others, and this can be reflected in examination performance within a school, and between schools.

In addition, the statistics do not give information on or recognise improvements in pupils' performance from First year to Sixth year.

Scrutiny of the actual information on examinations should be carried out against the background of the following statements.

The information shows Scottish Qualifications Authority results - 'S', 'H' and AH, i.e. Standard Grade, Higher, Advanced Higher.

Many individual pupil/student programmes are made up of a combination of SQA courses and modules which can have equivalent value.

14.2 Notes about the Tables on Pages 43 onwards:

1. Numbers of students achieving National awards include all achievements in the relevant session.
2. National average relates to Scotland. Subject to note 3, regional and national averages include all Education Authority and grant-aided schools but exclude independent schools and special schools.
3. Includes only those schools making provision for pupils in stages S4, S5 or S6.
4. Highest grade attained counts if more than one level attempted for a subject in any year.
5. Asterisks may be inserted where one or more but less than five pupils attain certificates under any particular heading or where the school roll in the relevant stage is between these values.
6. Results and awards may be shown separately for special classes/units within a school.
7. Percentages for S3/S4 pupils based on the aggregate S3 and S4 roll in that school reported in the September school census for the year covered. Percentages for S5/S6 pupil based similarly on the aggregate S5 and S6 roll in that school.
8. Percentages based on S4 stage rolls reported in the relevant September school census. Staying on rates to S5 post-Christmas (S5 September roll less S5 Christmas leavers) as percentage of S4 roll in that school one year earlier.
9. Figures for years other than the most recent include appeals, but appeals are excluded in the figures for 2010.

STAFF SESSION 2012-2013**SECTION 15**

The staff at Menzieshill high School consists of the following:

- A Senior Management Team consisting of the Head Teacher, three Depute Head Teachers and a Business Manager. The Senior Management Team is responsible for forming and monitoring school policies and for supporting staff.
- Each subject has a Principal Teacher responsible for the work of the department.
- Teachers work in a department depending on which subject they teach.
- There are six Principal Teachers of Guidance. Their duties are described in Section 6.1 The Guidance Structure. As well as their Guidance duties, each Guidance Teacher teaches in a subject department.

Our support staff consists of:-

- (a) An Administrative Officer and three clerical staff
- (b) A School Auxiliary
- (c) A General Assistant
- (d) 4 Classroom Assistants (SEN)
- (e) A Facilities Coordinator assisted by Facilities Assistants
- (f) 1 Technician
- (g) A Swimming Pool technician
- (h) 2 Pupil Support Workers
- (i) 2 School Support Workers

INFORMATION FROM DUNDEE CITY COUNCIL**SECTION 16****16.1 The School Pupil Records (Scotland) Regulations 1990**

These regulations make provision for granting access by parents and pupils to manually maintained records held on pupils. Parents and pupils wishing to avail themselves of this service must submit their request in writing to the Head Teacher.

16.2 Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) 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 SEED 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 Executive itself.

16.3 What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SEED. 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 SEED. 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 SEED.

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 our 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, SEED, education authorities and other partners such as the SQA and Careers 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.

16.4 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 uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education 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 SEED, 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 SEED.

16.5 Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, 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.

16.6 Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

16.7 Dundee City Council - Insurance Provision

Dundee City Council Education Department insures against its legal liability for (a) accidental personal injury, or (b) loss or damage to property of third parties. Parents are advised that **NO** insurance cover is maintained for circumstances in which the Council does not have legal liability and parents may wish to consider their own insurance arrangements.

16.8 Basic Information on Benefits Available to School Pupils

This section gives brief details of benefits etc., available to pupils from Dundee City Council Education Department. Further details may be obtained from the school or by contacting the Education Department at the following address:
 Dundee City Council Education Department,
 Floor 8, Tayside House,
 Crichton Street, Dundee, DD1 3RJ
 Tel: Dundee (01382) 434000

16.9 Education Maintenance Allowance

The EMA is an allowance of between £10 and £35 per week, which can be paid to eligible young people who stay on in education after their 16th birthday. It can be paid for a maximum of two years.

The young person has to complete a Learning Agreement, which is a contract between the young person and their education establishment.

EMA can be granted at the discretion of the Authority to any person who:

- Remains in full-time education beyond the statutory leaving age and has completed Fourth Year.
- Is aged between 16 and 19 years (inclusive).
- Is either a resident of Dundee City or attending a Dundee School.
- Is following a recognized full-time course of study.

Application forms may be obtained from the School Office.

16.10 EDUCATION (SCOTLAND) ACT 1980 -THE EDUCATION (SCHOOL AND PLACING INFORMATION)(SCOTLAND) REGULATIONS 1982 TRANSFER TO SECONDARY EDUCATION**a. Information Available to Parents**

Basic information on the provision of school education in Dundee, including the Council's placing arrangements, is available for reference at the Education Department offices, at all the Council's schools and at public libraries. Copies will be supplied on request by the Education Service Managers listed below.

School Information about a particular school is obtainable from the Head Teacher of that school.

Supplementary Information is obtainable on request from the Education Service Managers listed below and such information relating to a particular school is available at that school.

b. Transfer from Primary to Secondary Education

In Dundee, transfer takes place at the beginning of each school session. The next transfer date is 17th August 2011.

Parents of children who are due to transfer on that date will receive during the course of December 2010 a letter stating the transfer arrangements proposed by the Education Authority. In addition these parents will receive a copy of the Handbook for the local secondary school associated with their child's primary school. These Handbooks are available from January 2011. Information about any other secondary school in Dundee is obtainable from that school on request.

c. Placing Requests

In accordance with the provisions of the above mentioned legislation, parents have a right to make a request that their child be placed in a school of their choice other than their designated secondary school. Parents who wish their child to attend a secondary school other than the one that serves the locality are required to complete a Placing Request Form. These forms can be obtained from Floor 8 Reception in Tayside House and on completion should be returned there, along with proof of address (e.g. Benefit Book, Council Tax Book or recent Utility Bill) no later than 4 February 2011. Further information may be obtained from the following personnel:

Dundee Area - West

Mr. Paul Clancy
 Head of Secondary Education
 Dundee City Council Education Department
 Floor 8
 Tayside House
 Crichton Street
 Dundee DD1 3RJ
 Telephone Number 01382 433416

USEFUL CONTACT DETAILS**SECTION 17**

Education Scotland's Communication Toolkit for engaging with parents –

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system –

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process –

<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) – <http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications – <http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland – <http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education – <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

POLICIES Section 18

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 – <http://www.legislation.gov.uk/asp/2000/6/contents>

We have the following School Policies:

- Attendance Policy 2012/13
- Cover Arrangements
- Behaviour for Learning
- Health and Safety Emergency Procedures
- Anti-Bullying Procedures
- ICT Policy
- New Staff Induction
- ICT Policy
- Copywright
- School Trips
- Drug, Alcohol and Smoking Incidents Guidelines for Schools
- Guidelines on misuse of camera and video phones in Schools
- DNCT 16 Leave of Absence and Leave Provisions
- Managing Absence Procedures for Teachers and Associated Professionals
- Managing Absence for Support Staff

INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

Leaver Destinations

National

Number Of Pupils Leaving In School Year 2010/2011 And Percentage With Destination As:

| | |
|---------------------------------|-------|
| Total Number of Leavers (=100%) | 54073 |
| Higher Education | 36 |
| Further Education | 27 |
| Training | 6 |
| Employment | 20 |
| Other Known | 11 |
| Not Known | 0 |

Menzieshill High School

Number Of Pupils Leaving In School Year 2010/2011 And Percentage With Destination As:

| | |
|---------------------------------|-----|
| Total Number of Leavers (=100%) | 156 |
| Higher Education | 28 |
| Further Education | 44 |
| Training | 4 |
| Employment | 10 |
| Other Known | 13 |
| Not Known | 0 |

Dundee City

Number Of Pupils Leaving In School Year 2010/2011 And Percentage With Destination As:

| | |
|---------------------------------|------|
| Total Number of Leavers (=100%) | 1314 |
| Higher Education | 31 |
| Further Education | 35 |
| Training | 7 |

| | |
|-------------|----|
| Employment | 15 |
| Other Known | 12 |
| Not Known | 0 |

Budgeted Running Costs For Financial Year 2011-12**National**

| | |
|--|---------------|
| School Roll at September 2010 | 299,616 |
| Total School Running Costs at April 2011 (£) | 1,702,108,639 |
| Cost per Pupil (£) | 5,681 |

Menzieshill High School

| | |
|--|-----------|
| School Roll at September 2010 | 635 |
| Total School Running Costs at April 2011 (£) | 3,992,784 |
| Cost per Pupil (£) | 6,288 |

Dundee City

| | |
|--|------------|
| School Roll at September 2010 | 7,739 |
| Total School Running Costs at April 2011 (£) | 42,413,354 |
| Cost per Pupil (£) | 5,480 |

Attendance And Absence For School Year 2010/2011**National**

| | Stage | | | | | |
|---|----------|----------|----------|----------|----------|----------|
| | S1 | S2 | S3 | S4 | S5 | S1-5 |
| Total Number of Possible Attendances(Pupil Half Days) | 19561953 | 19996998 | 20211642 | 20145865 | 15556206 | 95472664 |
| Percentage Authorised Absences | 5.3 | 6.2 | 6.8 | 6.3 | 5.9 | 6.1 |
| Percentage Unauthorised Absences | 1.6 | 2.3 | 3.2 | 3.5 | 3.1 | 2.7 |

Menziesshill High School

| | Stage | | | | | |
|--|-------|-------|-------|-------|-------|--------|
| | S1 | S2 | S3 | S4 | S5 | S1-5 |
| Total Number of Possible Attendances(Pupil Half Days) | 37398 | 40591 | 37772 | 48334 | 28429 | 192524 |
| Percentage Authorised Absences | 5.4 | 6.4 | 7.9 | 6.8 | 5.2 | 6.4 |
| Percentage Unauthorised Absences | 2.6 | 3.2 | 5 | 5.4 | 5.4 | 4.3 |

Dundee City

| | Stage | | | | | |
|---|--------|--------|--------|--------|--------|---------|
| | S1 | S2 | S3 | S4 | S5 | S1-5 |
| Total Number of Possible Attendances (Pupil Half Days) | 539920 | 540292 | 553912 | 513788 | 335901 | 2483813 |
| Percentage Authorised Absences | 5.6 | 6.8 | 6.9 | 6.1 | 5.6 | 6.3 |
| Percentage Unauthorised Absences | 2.4 | 3.9 | 5.2 | 5.1 | 3.4 | 4.1 |

***Estimated S5 January Roll As A Percentage Of The S4 Roll
In September Of The Previous Session***

National

| 2009/2010 | 2010/2011 | 2011/2012 |
|------------------|------------------|------------------|
| 72 | 75 | 77 |

Menzieshill

| 2009/2010 | 2010/2011 | 2011/2012 |
|------------------|------------------|------------------|
| 70 | 71 | 67 |

Dundee City

| 2009/2010 | 2010/2011 | 2011/2012 |
|------------------|------------------|------------------|
| 64 | 67 | 71 |

***Examination Results (within Scottish Credit and Qualifications Framework)
(2009/2010 results are pre-appeal)***

*National**(2011/2012 results are pre-appeal)*

| Percentage of the relevant September S4 roll achieving: | | | | | | | | | |
|---|------------------------|---------|---------|------------------------|---------|---------|------------------------|---------|---------|
| By end of S4 | 5+ @ level 3 or better | | | 5+ @ level 4 or better | | | 5+ @ level 5 or better | | |
| | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 |
| | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 |
| 92 | 93 | 94 | 78 | 79 | 80 | 36 | 36 | 37 | |

Menzieshill

| Percentage of the relevant September S4 roll achieving: | | | | | | | | | |
|---|------------------------|---------|---------|------------------------|---------|---------|------------------------|---------|---------|
| By end of S4 | 5+ @ level 3 or better | | | 5+ @ level 4 or better | | | 5+ @ level 5 or better | | |
| | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 |
| | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 |
| 87 | 87 | 89 | 67 | 64 | 70 | 20 | 18 | 28 | |

Dundee City

| Percentage of the relevant September S4 roll achieving: | | | | | | | | | |
|---|------------------------|---------|---------|------------------------|---------|---------|------------------------|---------|---------|
| By end of S4 | 5+ @ level 3 or better | | | 5+ @ level 4 or better | | | 5+ @ level 5 or better | | |
| | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 |
| | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 |
| 88 | 90 | 92 | 69 | 70 | 71 | 27 | 28 | 26 | |

National

| Percentage of the relevant September S4 roll achieving: | | | | | | | | | |
|---|------------------------|---------|---------|------------------------|---------|---------|------------------------|---------|---------|
| By end of S5 | 1+ @ level 6 or better | | | 3+ @ level 6 or better | | | 5+ @ level 6 or better | | |
| | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 |
| | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 |
| 43 | 45 | 46 | 25 | 26 | 27 | 11 | 12 | 13 | |

Menziesshill

| Percentage of the relevant September S4 roll achieving: | | | | | | | | | |
|---|------------------------|---------|---------|------------------------|---------|---------|------------------------|---------|---------|
| By end of S5 | 1+ @ level 6 or better | | | 3+ @ level 6 or better | | | 5+ @ level 6 or better | | |
| | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 |
| | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 |
| 37 | 30 | 26 | 20 | 11 | 13 | 4 | 5 | 4 | |

Dundee City

| Percentage of the relevant September S4 roll achieving: | | | | | | | | | |
|---|------------------------|---------|---------|------------------------|---------|---------|------------------------|---------|---------|
| By end of S5 | 1+ @ level 6 or better | | | 3+ @ level 6 or better | | | 5+ @ level 6 or better | | |
| | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 |
| | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 |
| 37 | 38 | 40 | 21 | 19 | 21 | 9 | 9 | 9 | |

National

| Percentage of the relevant September S4 roll achieving: | | | | | | | | | |
|---|------------------------|---------|---------|------------------------|---------|---------|--------------|---------|---------|
| By end of S6 | 3+ @ level 6 or better | | | 5+ @ level 6 or better | | | 1+ @ level 7 | | |
| | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 |
| | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 |
| 33 | 35 | 36 | 22 | 24 | 25 | 15 | 16 | 16 | |

Menziesshill

| Percentage of the relevant September S4 roll achieving: | | | | | | | | | |
|---|------------------------|---------|---------|------------------------|---------|---------|--------------|---------|---------|
| By end of S6 | 3+ @ level 6 or better | | | 5+ @ level 6 or better | | | 1+ @ level 7 | | |
| | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 |
| | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 |
| 17 | 34 | 24 | 10 | 20 | 13 | 7 | 13 | 11 | |

Dundee City

| Percentage of the relevant September S4 roll achieving: | | | | | | | | | |
|---|------------------------|---------|---------|------------------------|---------|---------|--------------|---------|---------|
| By end of S6 | 3+ @ level 6 or better | | | 5+ @ level 6 or better | | | 1+ @ level 7 | | |
| | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 | 2009/20 | 2010/20 | 2011/20 |
| | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 |
| 25 | 31 | 30 | 16 | 20 | 20 | 13 | 15 | 15 | |

For Information:

| | |
|---|--|
| Scottish Credit and Qualifications Framework (SCQF) levels: | |
| Level 7 | CSYS at A-C; Advanced Higher at A-C |
| Level 6 | Higher at A-C |
| Level 5 | Intermediate 2 at A-C; Standard Grade at 1-2 |
| Level 4 | Intermediate 1 at A-C; Standard Grade at 3-4 |
| Level 3 | Access 3 Cluster; Standard Grade at 5-6 |

Minimising Overall Absence**National**

| | Absence recorded (2009/2010) Average number of half days absence per pupil | Absence recorded (2010/2011) Average number of half days absence per pupil |
|----------------|--|--|
| Absence | 33.9 | 34.1 |

Menziesshill

| | Absence recorded (2009/2010) Average number of half days absence per pupil | Absence recorded (2010/2011) Average number of half days absence per pupil |
|----------------|--|--|
| Absence | 43.2 | 41.5 |

Dundee City

| | Absence recorded (2009/2010) Average number of half days absence per pupil | Absence recorded (2010/2011) Average number of half days absence per pupil |
|----------------|--|--|
| Absence | 40.1 | 40.3 |

