



**SCHOOL HANDBOOK
2014/15**

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St Paul's RC Academy

School Prayer

God, our Father, thank you for being with us this day.

Help us to grow and become a community of many
gifts,

in which everyone is valued and supported to achieve
all they can.

May we always act in faith, hope and love and show
the values of St Paul, our patron.

Amen.

Welcome and Introduction

Dear Parent/Carer,

St Paul's R.C. Academy on Gillburn Road opened in January 2009 and has a roll of approximately 820 pupils.

It is now five years since the merger of Lawside R.C. Academy and St Saviour's R.C. High to form St Paul's. during this time St Paul's has continued the tradition of service to the Catholic community in the north of Dundee. We work in close partnership with parents, pupils and parishes and serve the wider community in building a community of excellence where our daily actions are based on Gospel Values.

Our school motto 'One Community Many Gifts' reminds us of our mission to recognise and develop the full potential of all young people. We do this by prioritising a wide range of curricular and extra-curricular opportunities for young people.

Compared to other schools that serve similar catchments we are pleased that St. Paul's pupils are high achievers. St Paul's provides a range of opportunities for young people to learn and achieve including additional awards such as The Religious Believe and Values award and the Pope Benedict XVI Caritas Award with 10 We are proud of the fact that many of our pupils take the regular opportunities given to them to share their gifts with our community, for example, working in primary schools, nurseries and senior citizens' homes.

Our pupils are encouraged to take responsibility and contribute actively to the life of the school and the wider community. For example, they are involved in the City Wide Pupil Council and Music Central Bands. Senior pupils have the opportunity to become prefects. Our school community and our young people in particular are actively involved in raising funds, with the Mangamanuthu global citizenship programme being a major focus.

During our annual India week all departments contribute to the learning experiences of our global citizenship India Village Project. Last year four senior pupils will be visited India as part of this project. Pupils have also raised funds for SCIAF, Macmillan Cancer, Help for Heroes, British Heart Foundation and many more charities.

In St Paul's we believe we have a modern approach to education that is preparing our pupils for life in the 21st century. Our school building provides some of the best resources in the country. We are very proud of the sports and cultural facilities provided too. We have made a significant investment in ICT and it is now evident that our pupils are using modern technology as part of their lessons. St Paul's offers a wide range of trips and experiences in and out of class help young people develop skills in enterprise, citizenship and for the world beyond school.

Over and above the wide academic programme we offer, St. Paul's boasts a growing reputation in Music, Sports, Art and Drama.

Our highly acclaimed Madrigal Group perform in school and a number of high profile charity events annually. We won first and second place in the prestigious McManus Patrick Art Award last year and second place this year. We have won 1st place in the Lord Provost McManus citizenship Award for the past two years. Young people also been successful in many such competitions as part of their learning, our pupils have the opportunity to grow spiritually through our curricular and extra-curricular RE programme.

I look forward to welcoming your child to St Paul's R.C. Academy and to working with you to ensure that our new school meets your expectations and the aspirations of your child. You will always be welcome in the school to discuss any matters relating to the education of your child.

I look forward to working with you in partnership and I know that 'together' we can achieve our vision of excellence.

Yours sincerely,

Mr John L Carroll
Head Teacher

Our Vision of Excellence

St. Paul's RC Academy is a community which supports pupils, parents and staff to 'be ambitious for the higher gifts'.

Our School Aims

1. To be guided by Gospel values where everyone is welcomed, valued and respected.
2. To recognise that everyone is uniquely gifted and made in the image of God.
3. To provide a safe, caring and nurturing environment in which to develop.
4. To encourage all members of the school community to achieve their full potential intellectually, socially, emotionally and spiritually.
5. To work in partnership to achieve all of the above.

School Contact Information

We make every effort to ensure all in our community are able to communicate easily with school and recognise the important role of parents as partners in helping young people learn. Parents can contact us in a variety of ways as indicated below. The first part of contact will often be our office staff who will direct enquiries to the most appropriate person. Parents may find the section on parental involvement in our handbook helpful.

Address: St Paul's R.C. Academy
90 Gillburn Road
Dundee
DD3 0EH

Head Teacher: Mr John Carroll

Telephone No: 01382 307701

Fax No: 01382 307705

E-mail: st-pauls@dundeecity.gov.uk
Website: st.pauls.ea.dundeecity.sch.uk
Twitter: @stpaulsdundee

Parents of pupils transferring from our associated primary schools will have a number of opportunities to visit us when children are in Primary 7. Parents of our prospective pupils are welcome to visit our school. Parents should contact the Head Teacher to make arrangements.

Factual Information

St Paul's R.C. Academy is a Roman Catholic, six year co-educational comprehensive school. There are six associated Primary Schools –

St Andrew's
St Clement's
St Fergus
St Luke's and St Matthew's
St Pius X
St Vincent's

The roll for session 2013-2014 is 819 made up of the following:

S1: 132 **S2:** 152 **S3:** 176 **S4:** 159 **S5:** 108 **S6:** 69

School Day

School day begins each day at 8.50am and ends at 3.25pm. The timings of the school day are as follows: These times may change following Dundee City Council consultation with parents on the school day.

Registration	08.50 – 09.10am
Period 1	09.10 – 10.00am
Period 2	10.00 - 10.50am

Interval	10.50 - 11.05am
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Period 3	11.05 - 11.55am
Period 4	11.55 - 12.45pm

Lunch	12.45 - 13.35pm
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Period 5	13.35 - 14.30pm
Period 6	14.30 - 15.25pm

School Finishes	3.25pm
School Clubs	Some of these run at lunch time and some after school (see school website for details)

School Year 2014-2015

School Terms and Holidays 2014-2015			In Service Days
Autumn Term	Start Staff	Monday 18 August 2014	Day 1
	Start Pupils	Tuesday 19 August 2014	
	End	Friday 10 October 2014	
Autumn Holiday	Start	Monday 13 October 2014	
	End	Friday 24 October 2014	
Winter Term	Start	Monday 27 October 2014	
		Thursday 13 November 2014	Day 2
		Friday 14 November 2014	Day 3
	End	Tuesday 23 December 2014	
Christmas Holiday	Start	Wednesday 24 December 2014	
	End	Tuesday 6 January 2015	
Spring Term	Start	Wednesday 7 January 2015	
		Thursday 12 February 2015	Day 4
		Fri/Mon 13/16 February 2015 (Mid Term)	
	End	Thursday 2 April 2015	
		Friday 3 April 2015 (Good Friday)	
Spring Holiday	Start	Monday 6 April 2015	
	End	Friday 17 April 2015	
Summer Term	Start	Monday 20 April 2015	
		Monday 4 May 2015 (May Day)	
		Friday 22 May 2015	Day 5
		Monday 25 May 2015 (Victoria Day)	
		Friday 3 July 2015	

House Groups

Each pupil will be allocated to one of the five houses where their Register Teacher, Guidance Teacher and House Head will work to form a very close team which will allow these staff to support the young people on a day to day basis. Guidance teachers or House Heads will usually be the main point of contact for parents or pupils if they have any concerns.

The House Groups are as follows:

St Andrews

House Head: Depute Head: Mrs Clare McCready
Guidance Team: Mr Finbarr McCarthy

St Columba

House Head: Depute Head: Mrs Clare McCready
Guidance Team: Mrs Sandra Ansquer

St Margaret

House Head: Depute Head: Mr Michael Stewart
Guidance Team: Ms Anna McFarlane

St Patrick

House Head: Depute Head: Miss Rosaleen Sharkey
Guidance Team: Miss Leigh Selvey

St Ninian

House Head: Depute Head: Mrs Fiona McCarthy
Guidance Team: Mr Tommy Reilly

Staff List

SMT	ENGLISH	PHYSICS
Mr J Carroll HT	Mrs L Rankin PT	Mr R Kenneth PT
Mrs C McCready DHT	Mrs A Christie (Drama)	Mrs F Easton
Mrs McCarthy DHT	Miss C Cuthill	Miss P Gilmour
Miss R Sharkey DHT	Mrs D Henderson	
Mr M Stewart DHT (Temp)	Mr A Hutt	PHYSICAL EDUCATION
Ms F Gilroy BM	Mrs L McGillivray	Ms D Morton PT
	Ms L Murray	Miss J Cunningham
ADMIN	Ms A Webster	Mrs L Harris
Mrs A Fleming (Admin)		Mr P Lavery
Mrs L Kelly (Senior Clerkess)		Mr G Matthews
Mrs N Campbell (Clerkess)	GEOGRAPHY	Mr M Stewart
Mrs I Delaney (Clerkess)	Mrs L Morrison PT	Miss K Thomson (NQT)
Mrs M Elder (Clerkess)	Miss J Henderson	
		RELIGIOUS EDUCATION
ART	HISTORY	Mrs B Bartholemew PT
Miss S McHugh PT	Mrs K Small PT	Mr J Walsh
Miss B Flynn	Mrs G Duffy	
Mrs P Hill	Mr T O'Reilly	SUPPORT FOR LEARNING
Mrs C Nicoll		Mrs M Harte-Carroll PT
Mrs C Valentine	HOME ECONOMICS	Mrs S Bovil
	Miss H Capper PT	Mrs C Dow
	Mrs S Ansquer PT Guidance	Mrs B Duffy
BIOLOGY	Mrs R Lough	Mr S Ivins
Mrs H Gorrie PT	Miss C Maggs	Mrs J Kelly
Miss A MacLean		Mrs L Milne
Mrs M Martin	MATHEMATICS	Mr A McMillan
Mrs C McCready DHT	Mr A McCormick PT	Mrs B Arthur (ASNA)
	Mr M Armstrong (NQT)	Miss C Dewar-Roy (ASNA)
	Mrs K Cosgrove	Mrs L Lindsay (ASNA)
BUSINESS STUDIES	Mr J Kelly	Mrs M Milne (ASNA)
Mr M Johnston PT	Miss S Low	Miss L Paris (ASNA)
Miss M Moncur	Mr F McCarthy PT Guidance	Mrs K Paterson (ASNA)
Mrs L Ventor	Mr J Pogorzelski	Mrs E Worsley (ASNA)
	Ms M Sharkey	Mr T Reilly PT Guidance
	Miss A Smith	
CHEMISTRY		
Mr P Carena PT	MODERN LANGUAGES	ANCILLIARY STAFF
Mrs M Carolan	Mrs C McKeag PT	Mrs L Allan (Pupil Support)
Mr D Kirkland (NQT)	Mr T Boudra	Miss K Pallas (Pupil Support)
	Mr R Cant	Mr S Obzda (School Support)
CDT	Miss G Clark (Acting PT)	Mrs K Stephen (School Support)
Mr R Harrison PT	Mrs A McKay (Acting PT)	Mr J Low (Senior Technician)
Mr C Crosbie		Mr J Gill (Technician)
Mr A Eggo	MODERN STUDIES	Mrs G Burnett (Swim Instructor)
Mr J Stanhope	Mrs J McCallum PT	Mrs J Fleming (General Assistant)
	Mrs S Flynn	Mrs L Robbins (School Auxiliary)
COMPUTING	Miss R Sharkey DHT	Mrs H Steel (School Auxiliary)
Mr F Christie PT		Mrs C Moug (Librarian)
Mr F Feeney	MUSIC	Mr R Laing (AICTO)
Mrs F McCarthy DHT	Mrs G Bromage PT	Miss R Brown (APEX)
Miss L Selvey PT Guidance	Ms A McFarlane PT Guidance	
	Mrs M Paul	SCHOOL CHAPLAIN
DRAMA		Monsignor Ken McCaffrey
Mrs A Christie		
Miss L Kilbride		

School Chaplain

The School Chaplain is Monsignor Ken McCaffrey. Mass and liturgical celebrations will be celebrated at lunchtimes and other opportunities throughout the year. Mass is usually celebrated every Tuesday morning at 08.20am. All pupils, staff and visitors are welcome.

A Charter for Catholic Schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

Religious Observance

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: *"community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community"*.

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.¹

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions - e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in

¹ Curriculum For Excellence - Provision of Religious Observance in Schools, Scottish Government, 17 February 2011

religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

Parental Involvement (St Paul's R.C. Academy Parent Council)

In St. Paul's we are keen that parents are fully involved and supported in helping their children learn. Parents will receive regular information and updates regarding attendance, progress and behaviour in a variety of ways including text messages, twitter, school website as well as traditional reports, letters and newsletters.

As part of our involvement with parents St. Paul's is fortunate to have an active Parent Council. St. Paul's RC Academy Parent Council exists to support the school in its work with pupils and parents. It aims to represent the views of parents and promote contact and communication between the school, parents, pupils and the wider community. When parents are involved in their child's learning and in the life of the school, children do better.

St. Paul's Parent Council has committed itself to working with staff and pupils to review the work of the school and particularly on pathways on out of school learning including homework

The Parent Council meets at least once a term and is keen to involve new parents and guardians/carers and would therefore encourage you to come along to the meetings and support the school and all of our children's education.

The current Office Bearers are:

Chairperson:	Mr Richard White	Vice chairperson:	Martin McGregor
Secretary:	Mandy McKenzie	Treasurer:	Natalie McKaig

Should you wish to raise anything with the Parent Council, please contact the school or email

st-pauls@dundeeparentcouncil.org

Information regarding Dundee City's Parental Involvement Strategy can be found on the Council Website. Parents may also find the following websites useful in providing information as to how they can help their own children and become involved in their learning. 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>

School Improvement

Our current school improvement plan for 2012-2015 continues to take forward the projects and targets that we started last year. The progress with improvements we have made over the past session are detailed in our Standards and Quality report. A copy of this can be made available on request and will be available on both the Dundee City website and our own website.

The four main projects in our improvement plan are

- The Learners' Experiences
- Meeting Learners' Needs to ensure that we Get it Right for Every Child
- Curriculum
- Improvement through Self-Evaluation

HMIE inspected our school in 2011 and carry out a follow up visit in 2014.

In their original report HMIE identified the following key strengths.

- The welcoming atmosphere and caring ethos.
- The commitment of staff to improve the school.
- The support provided for young people entering the school from P7.
- The quality of accommodation and facilities

HMIE discussed with our staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Raise expectations and improve the consistency of young people's learning experiences and achievements.
- Improve arrangements to meet the learning needs of young people, including those requiring additional support.
- Improve the curriculum to meet the needs and entitlements of all young people.
- Develop consistent and rigorous approaches to self-evaluation.

The original report and report of the follow up visit can be accessed at;

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StPaulsRCAcademyDundeeCity.asp>

Behaviour and Relationships

In St. Paul's Academy we strive to create an atmosphere which will enable teachers to teach effectively and young people to learn effectively.

To achieve this all pupils are expected to contribute by:

- Showing respect to all;
- Working to the best of their ability;
- Being well prepared and on time for lessons so they can reach their potential;

All teachers are expected to contribute by:

- Showing respect to all;
- Being well prepared and on time for every lesson;
- Working to encourage young people so that they achieve their full potential;

High expectations of pupils and staff should be evident in the ethos of the school and in the practice throughout St Paul's forging the highest standard of behaviour and relationships.

An acceptable code of conduct is used to clarify expectations and foster a mix of firmness, fairness and common sense.

Disruption which causes interruption to the learning of others will lead to the application of a range of sanctions.

St. Paul's.... Our Rules for effective learning

Below is our school rules for pupils in St. Paul's

- Follow all staff instructions Immediately
- Be on time and bring everything you need to class to be a successful learner
- Respect our school building and equipment
- Treat others with respect (no swearing, verbal abuse or physical contact)

This means that in St. Paul's we expect that pupils will:

- do what a teacher or other adult asks, **the first time they ask**
- be prepared for class including **bringing a PE kit**
- pay attention in class and work to the best of their ability
- not encourage others to misbehave or keep them from working
- not drop litter in or out of school and will put rubbish in a bin
- only use a phone in class if asked to by their teacher
- attend all their classes and arrive on time including registration
- be polite to others at all times
- not swear or use bad language, directly or indirectly
- not bully others or use any form of physical violence
- well behaved when out of school including travelling to and from school
- will be a credit to our community in their behaviour dress and attitude towards others

Pupils who chose not to take a school lunch and bring their own food into school should try to make healthy choices. Hot meals purchased out of school may not be brought into or consumed in the school building. Food must be eaten in the snack bar, canteen or at the outside tables. All rubbish must be disposed of in the bins provided.

Pupils are allowed bring into school;

- drinks in a container up to 750ml
- individual packets of crisps etc.
- sandwiches or other similar items

Staff may challenge pupils where they do not follow these guidelines and ask them to dispose of food where it does not meet these guidelines. This means food or drinks will be put in a bin. Pupils must not bring into school;

- bottles of drinks bigger than 750ml
- family size packets of crisps, “Pringles” or other snack foods
- bargain deals such as “12 doughnuts for £1”

Children Leaving School Premises

In St Paul’s to ensure the welfare of our pupils no pupils are allowed out of school during interval without express permission of a senior member of staff. As indicated in the introduction at lunchtime all pupils are expected to use the school’s cafeteria where there are full meals, snacks, sandwiches etc. on offer.

Children moving from class to class

All pupils are expected to treat the fabric of the building with respect and pride. Pupils should move round the building in a quiet orderly fashion at all times, walking on the left of the corridor.

School Dress Code

The school uniform consists of white shirt, school tie, black school shoes, black school trousers or black school skirt and a v-neck sweatshirt with St Paul’s logo. Uniform and ties can be purchased from The Schoolwear Shop in Commercial Street. Pupils who fail to adhere to the dress code may be challenged. **Pupils must only wear a black jacket/coat to school.** Pupils may be asked to remove items such as jacket or coat which does not comply with the above guidelines. Pupils should avoid wearing any clothing that includes a logo. We also discourage pupils from wearing high fashion items, jewellery or very short skirts. We trust that parents and pupils will use common sense in dressing appropriately for school and will follow this dress code.

Seniors (S5/S6) must wear the St Paul’s School Blazer and senior tie.

For Physical Education the following kit is required:

Boys

Black T-shirt with Green & White piping
Black Shorts
Black Football Socks
Swimming Trunks
Swimming Cap
Towel
Indoor & Outdoor Training Shoes

Girls

Black T-shirt with Green & White piping
Black Shorts
Black Socks
1 piece swimming costume
Swimming Cap
Towel
Indoor & Outdoor Training Shoes

Tracksuits are recommended in cold weather.

At the Parents' meeting for the new First year a display of the uniform worn for normal Schoolwear and Physical Education classes will be given.

Raising Attainment

At St Paul's we set high expectations and realistic targets for all our young students. This is a major priority for all our staff and we will try to provide the conditions which will allow all of our pupils the opportunity to achieve the best they are capable of.

Various strategies aimed at Raising Attainment are in place:

- Use of assessment to set targets including MidYis testing in S1
- Target setting interviews with pupils and teachers;
- Interviews with Guidance Staff;
- Homework Calendars;
- Tracking and Monitoring of pupil performance;
- Study Support after school during key periods;
- Information evenings;
- Team building and away days.

Homework and Home Study

All pupils are expected to do homework appropriate to their age and the courses they are following. We ask the help and support of parents in ensuring that homework is completed satisfactorily.

The real importance of homework is to develop the study habit, so that it becomes natural for pupils to do additional work at home on a regular basis.

In addition, Study Support is available to all of our pupils. Groups meet at lunchtime and after school and specialist staff are on hand to assist pupils with homework and other study. For further information please refer to school website.

Extra-Curricular Activities

School staff offer a wide range of after school activities to pupils.

On the sporting side this provision includes, Football, Hockey, Basketball, Badminton, Swimming, Dance and Drama.

Other clubs available are Science Club, Mathematics Club, Publicity Group, Theatre Club, Charities Club and Dance club. For those interested in music there are choirs, concerts and other musical activities.

Pupils are able to take part in the school's well developed Work Experience Programme involving a great many employers throughout the city in either S3 or S4. This facility is further supported by organised visits to Careers Conventions and University Open Days.

A list of extra-curricular activities can be found on our website at:
<http://st-pauls.ea.dundee.city.sch.uk/parents-and-carers/extra-curricular>

Attendance/Absence

We believe that attendance at school and attainment and achievement are directly linked. Evidence clearly demonstrates that pupils with poor attendance fail to do well in national examinations.

Dundee City Council attendance procedures are aimed at improving and maintaining pupil attendance.

- Parents are expected to contact the school on the first day of absence
- provide a written note when their child returns to school

Failing all of the above you will receive a visit from the School Community Support Worker.

Computerised registration is made on a period by period basis. Group Call will be used to send a text message to alert a parent if their child is not present each morning.

Please encourage your child to attend school at all times even on the last day of each term. Family holidays are discouraged during term time. A printout of your child's attendance will be provided with each school report.

Roles and Responsibilities

Key members of the school staff will contribute to, and make use of, the tracking system in improving attainment:

Pupils

Pupils will be accustomed to sharing learning intentions and success criteria, working towards clearly established goals and receiving feedback appropriate to their level of attainment as part of their classroom experience. It is entirely appropriate, in the wider aspect of their developing a responsibility for their own learning, to involve them in setting targets, to encourage and support them in working to achieve these targets, and to expect them to seek feedback in relation to their progress. An effective tracking system will provide structured support to a pupil's learning and attainment.

Parents

We trust that the tracking system provides quality information for parents on a regular basis. For instance, staff can highlight the achievement of high or improving levels of attainment but can also give early warning reports when performance is falling below expectations. The tracking system can also be used as an effective transition document when a child moves from one educational establishment to another. Parents should expect that we are monitoring their child's progress and will be able to provide them with an accurate and timeous response to any enquiries. We hope that parents will be involved in their child's learning reports and assessment is able to provide them with accurate evaluations of the child's stage in learning, issues or problems which the child is encountering, and clear statements of the school's expectations of the child.

School Staff and Roles

SMT will use the information generated from tracking pupil attainment to set and monitor whole school targets, take an overview in monitoring the progress of groups of pupils, and monitor the progress of subject departments.

Guidance Teacher roles and responsibilities

Guidance Teachers will use the information from pupil tracking to monitor the progress of groups of pupils, discuss targets across the curriculum with individual pupils, and, in the light of these discussions, ensure individual pupils have access to appropriate support and resources. In addition Guidance Teachers will set meaningful long-term targets, and analyse and discuss progress, with individual pupils, share information with parents, and use the information gained to evaluate and review learning and teaching strategies.

Principal Teacher roles and responsibilities

PTs will manage target-setting for pupils within the subject department, monitor pupil progress, and use information from pupil tracking both to group pupils appropriately and evaluate learning and teaching strategies in the department.

Teacher roles and responsibilities

They are expected to carry out the initial target-setting exercise ensuring targets are realistic and ambitious, discuss targets and progress with parents at Parent's Evenings, review targets informally but regularly with pupils.

Curriculum

In line with national and Dundee City policy S1 – S3 pupils follow a Broad General Education (BGE) based on the Experiences and Outcomes of the Curriculum for Excellence. Pupils will build on their learning at Primary school and will study a range of subjects covering the main curriculum areas. More information related to the national guidelines can be found on the internet as detailed below.

Curriculum - 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 literacy, 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/whatcanlearnerexpect/seniorphase.asp>

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

St. Paul's Curriculum

The design of the Curriculum in St. Paul's is underpinned by the Principles of : Breadth, Depth, Challenge and Enjoyment, Coherence, Personalisation and Choice, Progression and Relevance. Within the Broad General Education Phase learning takes place across each of the eight Curriculum Areas: Language and Literacy, Mathematics and Numeracy, Sciences, Social Studies, Expressive Arts, Technologies, Health and Wellbeing and Religious /Moral Education (see S1/2 Curriculum map).

In the Senior Phase our Curriculum is adapting to the challenges and opportunities laid down in Curriculum for Excellence. We in St. Paul's are designing a Curriculum which is :

Coherent

provides opportunities for young people to obtain qualifications as well as continuing to develop the capabilities of the four capacities

provides personal support to help young people move into positive destinations and continue to develop skills for learning, leadership with a continuous focus on literacy, numeracy and health and wellbeing.

In each Curriculum Area the focus for staff in St. Paul's is to continue to improve the quality of learning and teaching. Improving quality feedback to pupils on progress / learning using evidence gathered from a range of assessment data including baseline assessment also remains a priority. At present all S1/3 pupils have received training in the use of e-profiling and are actively encouraged to update their e-profile in PSE and Registration with the help of S6 Mentors.

Collaborative discussion and planning is being actively encouraged in Social Studies, Expressive Arts, Technologies and Sciences. Opportunities for Personalisation and Choice will be developed through interdisciplinary projects in these Curricular Areas.

S1/2

In S1/2 Level 3 Outcomes are delivered through discrete subject teaching. To reduce fragmentation of S1/2 Curriculum we have developed an integrated approach to the delivery of Science and ICT and a Rota in Social Studies. Period allocations are provided in the Curriculum Map and are intended to ensure that by the end of S2 all pupils will have experienced Level 3 Outcomes and Experiences across all curricular areas. Staff will continue to ensure that the learning for S1/2 pupils is relevant, coherent and challenging. Planning more individualised curricular pathways for those pupils whose progress is slower/faster than that of the majority remains a priority for us. Opportunities for pupils with additional support needs are being planned to ensure we are offering motivating opportunities for personalisation and choice. Staff in St. Paul's RC Academy will be trained in the use of 'On Track with Learning' which will provide staff with the facility to profile assessments/achievements and support the Reporting Process.

S3

In S3 pupils will continue with Programmes of Learning in all areas of the Curriculum. In recognition of the need for more subject specialist input into learning, as pupils engage with Level 4 Outcomes and Experiences, pupils have the opportunity to make Subject Choices. All S3 pupils are actively encouraged to study a Modern Language. A number of S3 pupils are currently participating in the Skills force Programme which focuses on generic employability skills needed for success in the workplace.

S4 pupils are given the opportunity for Work Experience. However, the provision of Skills for Work and Life, particularly those aimed at Pre- Vocational and Employability skills, is a priority for Curriculum Development.

Senior Phase

In the senior phase young people are given the opportunity to study a wide range of subjects at Levels appropriate to their needs and abilities. S4 Pupils will study a maximum of 6 subjects. Parents and Carers are invited to attend Subject Choice interviews. S5/6 pupils are currently presented for 5 subjects. The S5/6 Curriculum currently has built in flexibility to allow young people to gain the 'Introduction to Leadership' Award. Pupils are also given the opportunity to apply these skills in a practical context either through discrete subject areas or community involvement etc. Pupils are given opportunities to widen their choice of subjects at Advanced Higher Level at St. Paul's or through the Dundee Campus.

2013/14	PERIODS																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
S1	English (4)				Maths (4)				Mod Lang(3)			Science (3) (integrated)			Social Sub (3) (rotation)			Technologies (4) CDT(1), HE(2), ICT(1)				Expressive(4) Art(2),Music(1), Drama(1)				HWB - PE(2), PSE(1))		RE (2)		
S2	English (4)				Maths (4)				Mod Lang(3)			Science (3) (integrated)			Social Sub (3) (rotation)			Technologies (4) CDT(2), HE(1), ICT(1)				Expressive(4) Art(2),Music(1), Drama(1)				HWB - PE(2), PSE(1))		RE (2)		
S3	English (4)				Maths (4)				French(3)			Science Bio, Chem or Phy (2)		Soc Sub Hist, Geog, Mod Stud(2)		CDT, HE or ICT (2)		Exp Arts Art, Music, Drama P.E.(2)		Choose 1 from Science or SS or Tech or Creative		Choose 1 from Science or SS or Tech or Creative		Choose 1 from Science or SS or Tech or Creative		PSE(1)	PE(2)		RE (2)	
S4	English (4)				Maths (4)				Choice 1 Hist Geog Mod Stud RMPS Art (4)				Choice 2 Biology Chemistry Physics MER French German Personal Development(4)				Choice 3 Admin & IT Business Computing Hospitality Craft Graphics Skillsforce (4)				Choice 4 Art Music Drama Chemistry PE Intro to Leadership(4)				Activities(1)	PE (2), PSE(1)		RE (2)		
S5-S6 2014	Choice 1 Maths History Geography Modern Studies RMPS Art(5)				Choice 2 English Biology Physics MER French German Hospitality (5)				Choice 3 English Admin Business Management Computing ECS Hospitality Product Design Personal Development(5)				Choice 4 Maths Art Music Drama PE Chemistry Intro to Leadership(5)				Choice 5 Admin Graphic Comm Hospitality Computing History PE (5)				PE(2)		PSE(1)		RE (2)					

(Sample Choice forms at back of handbook)

Assessment and Reporting

In common with other schools we are required to record attainment in a systematic and user-friendly way, with the aims of:

- informing and supporting:
 - pupils;
 - parents/carers;
 - teachers;
 - promoted staff;
 - other staff when pupils move school, stage or class; and
 - the authority through its Quality Assurance process
- maximising attainment through the identification of individuals or groups where learning can be supported through the targeted use of resources
- ensuring appropriate but challenging pace of learning for all pupils
- ensuring best practice in learning and teaching which takes account of prior learning, learning styles and the quality of teaching
- promoting effective self-evaluation at individual, class and whole-school level

The purpose of our system

A systematic tracking system enables staff to form a clear picture of the current attainment and future expectations of individual children, groups of children and of the school. Furthermore it provides an overview of progress over a period of time allowing the school to monitor its progress in attainment against local and national benchmarks. It requires teachers to agree next steps in learning with individual pupils and to set targets for future improvement. It acts as a very effective tool in communicating a child's current level of attainment to parents and when s(he) moves between schools.

Key Elements in tracking attainment

- recognising achievement and commending the progress made to pupils and parents
- tracking individual pupil, class and whole school progress in attainment
- monitoring additional Support Plans (ASPs) and Summary of Planned Intervention (SPIs) to ensure appropriate progress towards set targets
- ensuring focused discussion with S1 teachers of baseline and other assessment data regarding individual pupils and whole class attainment
- analysing S1 MidYis data to facilitate pupil course choice and target-setting in S3
- ensuring focused discussion with each class teacher regarding each individual pupil's progress in classwork
- ensuring focused discussion with Principal Teachers regarding overall subject performance against the school's targets
- ensuring discussion of overall school attainment with staff and the Parent Council, comparing school statistics against national and local authority data

Medical Care

The school has a Medical Helper with First Aid qualifications based in a central area. Minor injuries and ailments which occur during the school day can be attended to. Where necessary contact will be made with parents or relatives or the emergency contact for a child to be taken home or to Ninewells Hospital.

Medication of any kind cannot be administered by staff. If a child requires to take prescribed medication it is the responsibility of parents to bring the medication to school and give clear instruction on its use.

Medication will be given by the medicine helper or designated person provided the appropriate form has been completed. Likewise for some young people who self-medicate i.e. inhalers, epi pens etc. there is a medical room for this use.

Health visits are made regularly by our School Nurse. Parents are always given notification of visits and appointments made by the school doctor. Any immunisation programme requires written parental consent.

Travel Arrangements

A significant number of our pupils travel to school by public transport many of whom are entitled to free transport. While information is available on the council website we, at the request of parents have produced a guide providing guidance regarding the entitlement to free transport as to how to claim this. If you have not been given this along with this handbook or require an additional copy please contact our school office. If you are in any doubt as to your entitlement to free transport please contact our school office and we will do our best to advise you.

St Paul's has one dedicated service (the 501) supplied by Stagecoach. Two Travel Dundee buses also transport pupils to and from school (the 10S, and 17S).

High standards of behaviour are expected from all pupils whilst travelling on these buses. Otherwise the safety of those using the bus may be compromised.

Severe Weather

In the event of severe snow affecting the Dundee City Council area, the Chief Executive will assess the situation and decide if the closure of City Council offices should be authorised. Dundee City Council provides a range of essential services to the community and vulnerable groups may be at risk if certain facilities are withdrawn. In addition, it must be remembered that the public may require support from Council services in the event of severe disruption.

In the event of severe or prolonged snow overnight, the Chief Executive will obtain information on the current situation in relation to road clearance, public transport and the weather picture and general. Thereafter, the Chief Executive will consult with appropriate Chief Officers, who will advise on the effect they feel the weather situation will have on their departments' services and whether or not schools, day care establishments and other units should be closed for the day. Once this assessment is complete, the Chief Executive will decide whether or not the Council's administrative offices should open and to what extent any emergency arrangements should apply. Any

decision on the closure of services, workplaces or offices, or the introduction of emergency arrangements will be notified to employees by means of a "cascade" telephone exercise, details of which will be notified to you by your department. Where possible, general advice will also be given to the public via local radio.

Transitions

Our Primary Secondary transition continues to develop in partnership with our associated primary schools. Senior staff and Guidance teachers will Visit P7 pupils in our associated Primary schools to ensure as smooth a transition as possible to secondary. P7 pupils will also visit secondary in the summer term as part of the process of induction. We are starting to focus on further development of curricular transition. This is being built on existing successful pastoral and enhanced transition for those who require this. Our arrangements for gathering transition information including P7 profiles is also being evaluated and improved. As a result there may be a number of changes over the course of this session.

As part of the planning for life beyond school advice and support is provided for this through Personal and Social Education classes. Pupils will be given support in completion of application form for college university or the world of work, they will be given advice on careers taking into account their abilities and interests. In assisting young people in their transition from school we will also give young people the opportunity to visit colleges, university or undertake practical work experience. We work with partners such as Skills Development Scotland and other institutions to help young people find a suitable career or course. In addition our Guidance Team provide individual support to young people. We have been successful in ensuring almost every pupil leaves St Paul's to a positive destination.

Additional Support Needs (ASN)

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. The recommendations of the Children and Young People's Bill (2012), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people. We try to keep all our documents as current as possible. They are in the process of being revised to reflect the changes in legislation and 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: is a charitable body under registration number SC033576. It offers 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).

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 SC012741. It offers advice and support for families in regard of additional support needs.

Other Agencies

St. Paul's works closely with a number of agencies in order to support our young people in various ways where it is deemed to be appropriate.

These agencies include Kick It Kick Off (KIKO), 'Xplore' and Fairbridge. We also work in partnership with Ancrum Outdoor Centre.

Other agencies come into school to provide sporting and creative opportunities for young people including Sports Development Scotland and Showcase the Street.

Child Protection

Dundee City Council has clear Child Protection Policy and Guidelines in place. Staff in schools work with other agencies to keep children safe. All school staff receive training each year and staff must report any concerns they have regarding a young person. In every situation the welfare of the young person overrides other consideration. The designated Child Protection Officers for St Paul's are:

Mrs Sandra Ansquer
Ms Anna McFarlane
Miss Leigh Selvey

The role of designated Child Protection Officer (CPO) is key to the Education Department's strategy for protecting children and assisting staff in responding to and managing concerns.

Designating this role to a member of staff other than the HT enables a 'two heads are better than one' approach to reflection and clear thinking. Having more than one member of staff able to lead on CP issues provides a safeguard during those times when there is staff absence. The designation of the appropriate person/s to act as CPO needs consideration.

Qualities required of a CPO are: (i) accessibility and readiness to listen, (ii) empathy with children and young people, (iii) clear thinking and ability to be objective, (iv) good recordkeeping and report-writing skills, (v) prepared to seek advice and draw on others' experience, (vi) familiar with the roles of other professionals who work with children and young people and who are concerned with child protection, (vii) perseverance, determination and tenacity.

Guidelines on misuse of camera and video phones in schools

All Dundee City Council schools work to city wide guidelines on the misuse of camera and video phones in school.

- Pupils are advised **not to bring mobile phones** with them to school.
- If brought into school, mobile phones **must be switched off** and out of sight during all lessons.
- Our staff and St. Paul's will **not take responsibility** for the security of phones that are brought into school.
- We will **not tolerate** any form of bullying by the use of videoing by a phone or by text message.
- Where it is suspected that a crime has been committed by the use of a phone **Tayside Police will be contacted.**

Particular attention will be given to enforcing the guidelines in areas like toilets, swimming pools and changing rooms. Any misuse in these areas will be considered a particular serious breach.

Breaches of the guidelines may lead to the **confiscation of equipment**, communication with parents and sanctions including **exclusion**.

Parents/carers are asked to support the guidelines by ensuring that their child does not bring a phone to school unless this is genuinely necessary.

Any confiscated equipment will normally be returned at the end of the school day. In certain cases involving repeated misuse, parents may be requested to come to school to collect the phone.

Parental Rights

The Pupils' Educational Records (Scotland) Regulations 2003 give (or at least clarify) the independent right of parents to access their child's educational records.

A request for access to educational records has to be in a permanent form (e.g. writing or a recording) and describe what information is requested.

If a copy is requested it should be provided and the parent can be charged for the cost of supplying the copy up to a maximum of £10.

Parents should contact the Head Teacher should they wish to exercise their right to withdraw their child from religious activity.

Faith Development

All pupils of any faith are welcome in our school. In St Paul's parents can expect their children to receive an education where the influence of the Gospel and Christian Values is to the fore.

All pupils receive two periods of Religious Education per week. The aim of the programme is to challenge pupils, opening them to the Gospels and to what faith has to offer them in their own search for meaning, value and purpose in life.

Pupils also have the opportunity to participate in morning assemblies, retreats, a variety of liturgical celebrations, charity and citizenship activities. (Parents should contact the Head Teacher should they wish to exercise their right to withdraw their child from religious activity).

Our Personal and Social Education Programme (PSE) dovetails with our programme of faith development. Guidance teachers normally are responsible for delivery of PSE. The PSE programme covers relationships, sexual health, parenthood, drug awareness etc. and involves visiting speakers. Where parents wish to discuss sensitive issues including this programme they should contact their child's Guidance teacher.

School Meals and Milk

Nursery - It should be stated that meals are available for full-time pupils only.

Where school snacks are provided in nursery schools and classes, Head Teachers should give details of these including the provision of milk.

Parents must clearly understand that such snacks are provided on self-financing basis and that to cover such costs, a small charge is made to the parent.

Primary/Secondary/Special - Information should be provided with regard to the provision and cost of school meals and the arrangements and facilities for packed lunches.

A statement of the Authority's Policy on free school meals and milk should be included to the effect that free school meals are available to 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 £15,910 or Working Tax Credit and have an annual income of less than £6420.

School Clothing Grants

If 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, Child Tax Credit or Working Tax Credit and an annual income of less than £15,910, the Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their children, up to the age of 16, to attend school.

The school clothing grant payment will be made through BACS transfer into a nominated bank account or paid by cheque.

Application forms may be obtained from your child's school, Main Reception, Dundee House, or download from the Council website. Secondary schools should include information regarding the application by parents for an Education Maintenance Allowance for pupils over the statutory leaving age of 16.

Instrumental Tuition

Information should be included regarding the availability of Instrumental Tuition.

A statement of the cost should be included along with information regarding free instrumental tuition for pupils. Pupils are exempt from instrumental tuition fees if their parents are in receipt of a clothing grant and/or free school meals. Alternatively, pupils are exempt from instrumental tuition 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 £15,910.

Education Maintenance Allowance – 2014-2015

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 in 2014/2015 the student must:

- Have been born between 1 March 1995 and 28 February 1999.
- Have a household income of £22,403 or below (for families with more than one dependent child in the household)* or
- Have a household income of £20,351 or below (for families with a single dependent child in the household)

EMA is a weekly allowance of £30 payable to eligible young people who have achieved 100% attendance per week. It is payable in arrears, generally on a 2 weekly basis.

EMA Application forms will be available in all Dundee Secondary Schools from June 2014.

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils to help improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA 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.

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only.

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 note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This 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 relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

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, Area 2D, 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.

Complaints

We wish to ensure that we always provide a service of the highest standard. If you feel we have fallen short of your expectations please contact the school office in the first instance who will direct your call to the most appropriate person. St.Paul's follows the

council policies on dealing with complaints. The details of these policies can be found on the council website.

Placing Request Forms

If you wish to apply for school, whether you are moving to Dundee, moving between two Dundee schools or applying to begin primary or secondary school, you are required to complete a Placing Request form. These forms are available from Dundee House, from St. Paul's office or from Dundee City Council website.

You should also provide your child(ren)'s full birth certificate which has parent details on. If you do not hold this, current Tax Credit Award Notice with your name and the child(ren)'s name on would be acceptable, as would a child benefit letter stating both names. Please also provide proof of your permanent address dated within 2 months of making the application form. This should be in the form of a utility bill, council tax letter or full tenancy agreement which must have the name of the applying adult shown. If you are living with someone in their property, they should provide the proof of address in their name along with a letter stating that you and your child(ren) are living with them at their address.

If your child(ren) were born outside of the UK but in the EU, we require to see both the applying adult and child's passport or ID card. If your child was born outside the EU, both passports and visa entry cards are required for applying adult and child(ren).

For information on the catchment schools for your area, please refer to the 'My Dundee' section of the council website.

Contact Details:

School Support Admin Team
Email: placingrequests@dundeecity.gov.uk
Tel: 01382 433716
Floor 2
Dundee House
50 North Lindsay Street
Dundee DD1 1NL

The school office will contact parents if a placing request is granted to make arrangements for your child(ren) to start as soon as practicable. Please contact the school office if you wish to visit our school or make enquiries before making a placing request.

INFORMATION FOR PARENTS 2013

SECONDARY SCHOOLS

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

S4 Results Summary

		5+ level 4	
St Paul's	68%	69%	67%
Dundee	70%	72%	75%
		5+ level 5	
St Paul's	23%	20%	18%
Dundee	28%	27%	27%

S5 Results Summary

	2011	2012	2013
1+ level 6			
St Paul's	39%	36%	32%
Dundee	38%	40%	41%
3+ level 6			
St Paul's	15%	17%	13%
Dundee	19%	21%	21%
5+ level 6			
St Paul's	6%	4%	4%
Dundee	9%	9%	9%

S6 Results Summary

	2011	2012	2013
1+ level 6			
St Paul's	33%	47%	48%
Dundee	45%	46%	48%
3+ level 6			
St Paul's	21%	27%	27%
Dundee	31%	31%	33%
5+ level 6			
St Paul's	10%	17%	15%
Dundee	20%	20%	22%
1+ level 7			
St Paul's	8%	10%	8%
Dundee	15%	15%	16%