



Elgin Academy
Morriston Road,
Elgin,
IV30 4ND

Phone: 01343 543485
Fax: 013443 540893
Email: admin.elginacad@moray-edunet.gov.uk
Website: www.elginacademy.co.uk



Elgin Academy



Produced and Designed by hdc
Unit 2 Maritime Court, Carisbrooke Avenue, Inchinnan Business Park, Inchinnan, Renfrewshire, PA4 9RX
Tel: 0141 812 0199 Fax: 0141 812 6689
www.thehomeworkdiary.co.uk

HANDBOOK

Leading learning for all our futures

Elgin Academy

School Handbook A-Z

2017-2018

Additional Learning Experiences

A wide and varied programme of educational activities runs throughout the year at Elgin Academy. Students are given the opportunity to participate in a range of exciting, interesting and valuable learning experiences. These activities are an important part of the education which we offer to all of our young people and we value parental support in encouraging participation. Students have the opportunity to take part in activities at lunchtimes, after the school day, and at weekends.

Recent activities include:

| | | |
|-----------------|--------------------------------|-------------------------|
| Active fun club | Dancing | Rugby for boys / girls |
| Badminton | Drama club | Soccer for boys / girls |
| Basketball | Film making club | String group |
| Board games | Games workshop | Surfing |
| Brass group | Golf | Table tennis |
| Chess | Hockey for both boys and girls | Trampolining |
| Choirs | Netball | Volleyball |
| Computing | Orchestra | Woodwind group |
| Concert band | | |

In addition, Elgin Academy has 'activity days' for all S1 – S3 students each May. The normal timetable is suspended and students take part in a wide range of activities, such as camping, windsurfing, mountain biking, trips to Landmark, London and Holland. All S3 pupils are given the opportunity to take part in a residential trip. There is usually at least one trip abroad each year, details of which are made available early in the session.

Anti-Bullying Statement

We want all our students at Elgin Academy to be healthy, achieving, nurtured, active, respected, responsible, included and above all, to be safe. These are the basic requirements for our students to grow, develop and become successful learners, confident individuals, effective contributors and responsible citizens. Health and wellbeing, including the mental, social and emotional wellbeing of students, is the responsibility of all staff within the learning community.

Bullying can be a barrier to fully engaging in the learning process. It can also prevent students from experiencing opportunities for personal development within and beyond school. It should not be dismissed as normal part of growing up, given the potential short-term impact and long-lasting consequences. Bullying is never acceptable.

This area is a significant topic in Personal and Social Education (PSE) and looks at behaviour, positive relationships/friendships and given the impact of social media (facebook, Instagram & snapchat, cyber-bullying and on-line behaviour).

Always take an active role in your child's education. Enquire how their day has gone, who they have spent time with, how lunch time was spent etc. If you feel your child may be a victim of bullying behaviour, inform the school immediately by contacting the Guidance teacher. Your complaint will be taken seriously and appropriate action will follow. A free confidential helpline, ParentLine, is available at 0808 800 2222.

The full version of the anti-bullying policy is available on the school website and on request.

Assessment

S1-S3 – Broad General Education

In order to gather good quality evidence of learners' progress through relevant experiences, staff use a range of approaches that reflect the breadth, challenge, and application of learning and the wide range of skills being developed.

Assessment in the Broad General Education phase (S1-S3) will focus on the application of standards and expectations of each learner's progress and achievement in:

- knowledge and understanding
- skills
- attributes and capabilities

as detailed in the experiences and outcomes within curriculum areas and subjects.

Assessment approaches will help learners to show their progress through the levels, in line with the National Benchmarks, and enable them to demonstrate their achievements.

Teachers will provide learners with opportunities to show that they:

- have achieved a breadth of learning across the experiences and outcomes for an aspect of the curriculum
- can respond to the level of challenge set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- can apply what they have learned in new and unfamiliar situations

In this way, learners can demonstrate that their progress is secure and that they have achieved a level.

Young people demonstrate their knowledge and understanding, skills, attributes and capabilities through a wide range of approaches to assessment in various tasks and activities including dialogue and interactions with peers and teachers, practical investigations, performances, reports, oral presentations and discussions as well as specific assessment tasks, activities, tests and examinations.

Recognising and Celebrating Achievement

Young people are involved in a wide range of activities and have other important achievements that should be recognised. Recognising achievement helps young people to understand the skills they have developed through their activities.

At Elgin Academy, the achievements of young people are recognised and celebrated in a variety of ways including through the use of certificates, notice boards and televised screens, local media, the school website, House and Year Group Assemblies, awards ceremonies.

The Senior Phase – S4-6

The assessments taken by students will match the subject and level of the course the students are studying. Assessments may include a combination of practical work, case studies, question papers/tests and projects. Students studying courses at National 3 and 4 will have internal assessments that are assessed and marked throughout the year by class teachers. There will be no external examination and assessments will be assessed as a pass or a fail. National 5 courses are assessed through external examinations and course assessment which will be externally marked by the Scottish Qualifications Authority. These courses will be graded on an A-D or no award basis. Courses at National 5, Higher and Advanced Higher levels will continue to have unit assessments, assessed within school by teachers and an external examination or course assessment which will be externally marked by the Scottish Qualifications Authority. These courses will be graded on an A-D or no award basis. A student must pass all the internal and external assessments to be awarded the overall course award.

Tracking and Monitoring

Student progress is regularly monitored and tracked. A tracking report is issued to all senior phase students at key points throughout the session. Students will have the opportunity to discuss their progress

with their teacher prior to the completion of the tracking report. This report will detail information relating to student progress, effort, behaviour and homework. It may also lead to the allocation of a staff 'coach' for a short period of time to help students to improve.

Reporting

Reports on student progress and opportunities to meet with teaching staff are an important link in communication between home and school. Parents are invited at any time to contact the relevant Principal Teacher of Guidance, Year Head or Head Teacher should they wish further information on the progress of their son or daughter. Similarly, the school may find it necessary to contact parents/carers regarding student progress outwith normal, formal reporting times. Formal reports are issued annually and will provide information on progress, achievement behaviour, attitude, homework as well as suggestions on 'next steps' for further improvement.

Attendance and Absence

All parents/carers have a legal responsibility for their son or daughter's education. Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their children attend school regularly. Regulation 7 of The Education (School and Placing Information)(Scotland) Amendment etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/carer (truancy) or excluded from school).

Elgin Academy uses a text messaging service called "Groupcall". This system gives the school the ability to send text messages to mobile phones or make automated telephone calls to parents/carers advising parents/carers that their son/daughter is absent from school. Parents/carers are requested by the Groupcall message to contact the school. Any absence notes, sickness notes or prearranged appointments should be handed to their register teacher, clearly marked with student's name and registration class. Please note that it is not a legal right in Scotland for parents/carers to allow students to take time off school for holidays during term.

For absences, parents should contact the **school information line** using the following procedure:

- Dial 0870 054 9999
- Enter the school's PIN number: 031010
- Confirmed by message: "Selected Elgin Academy" and menu system
- Press 2 – to leave a message. Message should include full name of student, class and likely length of absence. This avoids having to contact the school on every day of the absence.

When the student returns to school, the parent should provide a signed absence note to be given to the register teacher. The note should include student's name, date(s) of the absence and reason for the absence.

Behaviour

Behaviour at Elgin Academy is of a very high standard, based around positive relationships built on mutual trust and respect. There is good order in our classrooms enabling our pupils learn in a calm supportive environment. We expect all members of the school community, students, teaching and support staff to treat each other with respect, consideration, honesty, courtesy and good manners.

In Elgin Academy, low level classroom misbehaviour is dealt with using the 'Time Out' procedure. In effect, if a student should repeatedly misbehaves in any class, they will be sent to the Time Out room for the remainder of the period. The procedure has 2 stages:

- In stage 1, if a student misbehaves three times in any single period, the teacher will put the student on a classroom contract for a period of 4 weeks.
- In stage 2, if a student misbehaves three times in any period in a class where they are on a classroom contract, they will be sent to Time Out.

Parents are notified that day if their child has been sent to Time Out by the relevant Year Head. If a student feels that they have been sent to Time Out unfairly, they can appeal providing it is supported by the parent..

In the rare case where a student misbehaves in a seriously disruptive manner, or where the normal discipline procedures of the school have not resulted in acceptable behaviour, exclusion from school may be considered. Before an exclusion we would normally have had prior contact with parents about this behaviour, consulting with them to find a successful way forward short of this serious sanction. However, in certain circumstances the seriousness of a student's misbehaviour may make immediate exclusion necessary.

Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to the Education & Social Care Department and, of course, the Police.

Careers Education

Skills Development Scotland works in partnership with us to support key parts of both our guidance work and related work in Personal and Social Education. Our programme of careers education is enhanced by contributions from Skills Development Scotland. One-to-one careers guidance is also arranged with students at different stages in the school, especially as they approach the more senior years. Parents/carers are also welcome to contact us for careers advice regarding their son or daughter, if that is required. A well-stocked careers library contributes to this provision along with information on work and Further/Higher Education which is available from a computer database. Students are encouraged to investigate career areas independently using the careers library and database provision. Senior Students are encouraged to attend relevant university open days and other careers events as appropriate. Careers talks from various outside agencies are also given each session. Again senior students in particular are encouraged to attend. Students who are considering leaving school at the end of S4 or students in S5 who are Christmas Leavers may have the opportunity to undertake targeted work experience placements to suit their own individual needs. These will be negotiated by the Principal Teacher of Guidance in conjunction with various agencies.

Child Protection

It is everyone's job to ensure that children are kept safe. Schools in Moray follow the [National Guidance for Child Protection \(2014\)](#) and are required to report any suspected child abuse to Police or Social Work. If you have concern for a child, call duty Social Work on 01343 563900 (08457 565 656 out of office hours) and/or the Police on 101. Pass on your concern and all the information you have available to you. This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

The categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

If you are unsure, ask for the Child Protection Co-ordinator in the School (Mr Webster). You can discuss your concern with him. If required, Social Work and/or Police can also be consulted out with School hours.

More information can be found on the Moray Child Protection webpage here :

http://www.moray.gov.uk/moray_standard/page_55497.html

Community Links

We strive to play a pivotal role in the community. Senior students attend the SPICE group (an Elgin action group who aim to improve the image of the town). The purpose of this is to listen to the local community and take action as a school that improves life in the community for all. We work closely with the community warden, the police and local establishments to continually improve the participation of our school as part of the wider community.

Data Protection Act

Information on students and parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information gathered complies with the principles of the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. The Data Protection Act 1998 ensures that information is collected fairly and lawfully, is accurate, up to date and not held for longer than necessary.

Developing the Young Workforce

16+ Learning Choices

It is the intent of the Scottish Government that every young person of school leaving age in Scotland will receive an offer of continuing education or training that is attractive, appropriate and relevant to their needs. It is felt that this is the best way of ensuring young people's long term employability. In partnership with Schools, Colleges, Skills Development Scotland (Careers), the private, voluntary and other public sectors, Moray is developing systems and plans that will translate that vision into reality.

For many young people schools will continue to be the main route for that progression beyond S4; for others college will be the best option or it might be a combination of school and college. For some young people the best offer may lie outside of school and college and this is where alternative provision will be identified and developed. During a young person's final year of statutory schooling, school guidance and Skills Development Scotland (careers) staff will be in discussion with pupils to identify the most appropriate offer.

Skills for Work, Life & Learning

Elgin Academy support all students in developing skills which they will use throughout their life and in their work, including the development of pre-vocational, enterprising and employability skills, personal skills, high levels of cognitive skills and the opportunity to put learning into a practical context.

These skills for life and skills for work are embedded across all curriculum areas and include learning which falls within a broad definition of 'vocational'; that is learning which is generally about the development of pre-vocational and employability skills which will be made use of in future working life.

A strong focus on literacy, numeracy and health and wellbeing are essential; all children and young people require these skills to gain access to learning and to succeed in life. Confidence and competence in literacy and numeracy provide the foundations for lifelong learning.

Education Maintenance Allowance (EMA)

Students who are planning to stay on at school after 16 years of age, and who are willing to participate in an approved learning agreement at school for a minimum of 21 guided learning hours per week may be eligible for an EMA. An EMA consists of a weekly allowance during term time. Further information on full eligibility criteria and application forms can be obtained from the school.

English as an Additional Language

In Elgin Academy we currently have over 95 pupils for whom English is an additional language (27 different languages are spoken). We have in place a pupil focus group which meets to discuss what the school can do to support our EAL pupils and, under the guidance of the PT Autism, Mr N Ramzy, we feel we have taken significant steps forward both in terms of pupils accessing the curriculum and in obtaining feedback at Parents' Evenings.

Getting It Right For Every Child

Getting Right for Every Child is a national policy to help all children and young people grow, develop and reach their full potential. It aims to improve outcomes for children and their families based on a shared understanding of their wellbeing. Most children will receive all the support they need from their own families and community.

As part of the GIRFEC approach each child or young person is allocated a Named Person. In Elgin Academy, a member of the Guidance team is usually the Named Person. Their Named Person will remain

the same throughout their school career and will be the key point of contact for the child/young person, their parents/carers and the professionals who work with the child.

The Guidance Teacher will be involved in many aspects of the your child's education including attendance, absences, report cards, course choices, individual interviews, additional support needs and generally ensuring their wellbeing needs are being met. The role of the Guidance Teacher is to support their pupils as they progress through the various stages. As Guidance Teachers have been allocated the role of Named Person, they should be your first point of contact. The best way to make contact is by phoning 01343 543485 or by leaving a message on the school's answering service 0870 054 9999. Alternatively you can send a letter or e-mail the school on admin.elginacad@moray-edunet.gov.uk marked for the attention of the particular Guidance Teacher.

Guidance

Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.

All teachers at Elgin Academy provide universal support to students. This support starts with the ethos, climate and relationships within every learning environment. Teachers create an environment which is calm, caring, inclusive, fair and focused on delivering learning to meet individual needs. In terms of direct pupil support, all students entering Elgin Academy are assigned to a House Group under the care of a Principal Teacher of Guidance and will normally remain in the same house throughout their education at Elgin Academy.

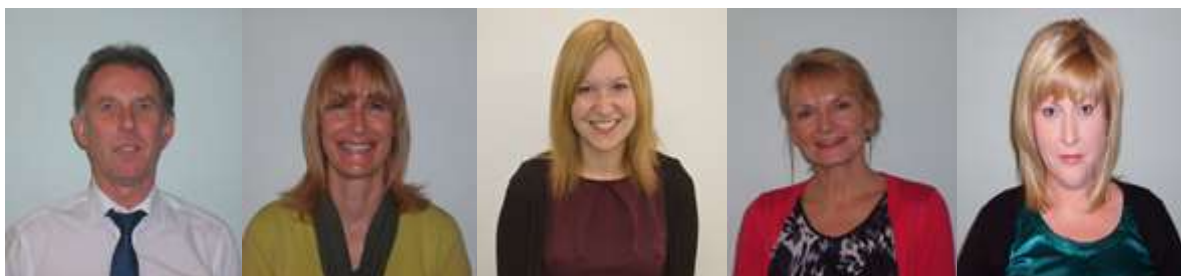
It is the responsibility of each PT Guidance to have a full knowledge of each student in their group. This is achieved through personal contact with students, liaison with registration and subject teachers and through meeting parents as frequently as possible. This way, the Guidance teacher can help each individual gain the greatest advantage from his or her time at school. All our students have regular opportunities to discuss their learning and development with their PT Guidance who has a holistic overview of the young person's learning and personal development.

PTs Guidance, work closely with our PT Additional Support for Learning to support students who require targeted support. All students can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any points of their learning journey or, for some, throughout the journey.

Barriers to learning may arise from, for example, specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues, etc. Additional support may also be required to ensure progress in learning for highly able pupils, looked after & accommodated children (LAAC) as well as young carers, Gypsies and Travellers, asylum seekers and those for whom English is an additional language (EAL).

Targeted support also encompasses children and young people requiring support in achieving positive, sustained post-school destinations. This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise. PTGs work closely with SDS and through discussion at Multi Agency/Pathways meetings to ensure support is in place.

At any time, should the need arise, students and parents alike are welcome to contact the Guidance staff on any matter connected with a student's wellbeing in or out of school. If there is a matter causing real concern, please get in touch. The Head Teacher and other members of the Senior Leadership Team as well as members of the Guidance Team will help in any way possible.



Mr Ian Davidson
Gordon House

Mrs Lynne Bowley
Innes House

Mrs Elaine Macrae
Randolph House

Mrs Susan Taylor
Seafield House

Mrs Christina Fraser
Moray House

Head Student's Welcome

"So we go to the stars"; the motto of Elgin Academy truly represents the range of opportunities they provide. I have been fortunate to have been at the Academy for almost 6 years now, in that time I have seen some major changes. In 2012, the Academy moved into brand new premises, a vast improvement on the last building. The new building is equipped with great new classrooms and laboratories and has also recently opened its Confucius classroom, allowing everyone in the local area access to some great resources as they learn about Chinese language and culture. Additionally the school possesses a fantastic library, complete with an extensive collection of books for both academic and leisurely purposes. The school provides all this whilst retaining all the experience and enthusiasm of the Academy staff.

It's the staff of Elgin Academy that really makes it such a great school. Their dedication and support to pupils' education is shown through the schools incredible attainment statistics. This is through a mixture of rewards and additional activities to ensure the more academically capable students stay focussed during the year, as well as providing those pupils who are struggling with a large support network including class help and after school study classes.

The school's success in these academic areas takes place across a wide range of subjects and this in part is due to curriculum for excellence. This provides students with a wide variety of subjects in 1st year through to 3rd year, where they can find what really interests them and then specialise in 4th and 5th year. 6th year is then another great opportunity as pupils can either specialise further, or try their hand at other subjects they may have previously not tried.

As a keen basketball player, the school's PE department is second to none when it comes to local, modern facilities. So being able to access this every day through the great selection of after school activities the school runs such as basketball, football, rugby and badminton, to name a few, is really a great asset. Musically there are also lots of options including orchestra, choir and 1-to-1 tuition for a variety of instruments.

All the way through school, students can also take part in some fantastic trips which include travelling to places such as France, Holland and even the opportunity to go to Auschwitz in 6th year. These are great opportunities and I encourage everyone to make the most of them.

Already this year I have felt privileged to work more closely with the senior management team and teachers who have helped make my 5 years at the school so enjoyable. Of course another large part of that, is the friendships I have made throughout my time here. I can honestly say I have met people here who I feel I will remain friends with for the rest of my life. I am therefore honoured to be given the position of head student and the opportunity to build on previous head students' accomplishments to try and make the school an even better place.



Matthew Edwards
Head Student 2016-2017

Health Provision

Accident or Illness at School - When students become ill or are injured they report or are taken to the medical room. In the event of the illness or accident being serious, the school will attempt to contact a parent/carer so that the student may be taken home by the parent/carer or to their own doctor. School staff are not allowed to issue paracetamol to students. In cases of emergency, where parents cannot be contacted, a student will be taken to casualty, usually in Elgin, and parents will be informed as soon as possible. If there is real doubt about a student's health at the start of the school day, parents or carers are advised to keep them at home. No student should leave school when ill, without permission to do so from either their Guidance Teacher or a member of the Senior Leadership Team. Students under 16 will not normally be sent home unless we have confirmed that there will be an adult there to receive them.

It is essential that parents keep the school informed of any changes to addresses, telephone numbers, email addresses, work contacts and so on to allow for efficient contact in any emergency. It is also extremely helpful if information regarding emergency contacts is also updated as required.

Medicines in School - Whilst school staff have a general duty regarding health and safety it is NHS Grampian who have the legal responsibility regarding medical treatment of students. Depending on their maturity, it may be appropriate for older children to carry their own medication and be responsible for its use. It is essential nevertheless, that parents ensure the school is informed of this. In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on student request. Any queries on the management of situations previously seen to require paracetamol should be referred to the Child Health Services through the School Nursing Service Co-ordinator.

A copy of the "Supporting Students with Medical Needs in Schools including The Administration of Medicines" guidance document is available at the school.

Homework

"Effective teaching is not enough. Success for young people also relies (along with good teaching) on the homework and self-directed learning that they do out of school hours, and classroom teaching flourishes when good teaching and self-directed learning meet. We know that those who are going to do well in life are marked out by their self esteem, their motivation and their ability to take responsibility for their own learning."

Professor John MacBeath

At Elgin Academy, homework is viewed as being very much for the benefit of each and every pupil. Homework will:

- Foster good study skills
- Develop independent learning skills
- Enhance 'in class' learning by providing support or challenge where appropriate
- Synthesise/consolidate what has been learnt
- Develop higher order thinking skills
- Provide opportunities for enhancement/extension
- Develop a 'love of learning' leading to 'lifelong learning habits'
- Help youngsters to prepare for assessment

Features of homework at Elgin Academy

- All h/w, where at all possible, will be entered in the 'Show my Homework' (SMH) website (cognisance must be given to those who do not have access to PCs at home)
- H/w will be related to class work and related to teachers' curricular objectives
- H/w will be carefully explained and have a clear purpose
- H/w will be varied and manageable in the time given
- H/w will be differentiated and should be appropriately challenging to meet the needs of all learners- with regard to pupils with ASD:
Try not to give anything new for homework
Practice skills taught at school

Consolidate concepts that need embedding
Structure homework precisely and, if possible, provide examples
Do not give open ended tasks, be specific

- Pupils who complete h/w and regularly hand it in on time will be recognised and rewarded via the points system
- H/w will be supported by teachers and parents
- Completion dates will be clear and reasonable

Parental Engagement

Parents can help to encourage good homework habits as follows:

- Regularly check the 'SmH' website or planner to see what homework has been issued
- If possible, homework should be undertaken in a situation where there are few distractions
- It is important to help pupils manage their time and they should be encouraged not to leave major items of homework to the last moment if at all possible.
- There should be encouragement for pupils to keep notes in good order, to store books and jotters carefully and, particularly for younger children, check the following day's to see what books, jotters and equipment are required for the following day.

Failure to hand in homework

We expect homework to be completed and handed in on time. If homework fails to meet the expectations of the class teacher, then the appropriate action is taken:

- The class teacher will have a discussion with the pupil to find out if there reasonable explanation for the failure to hand in the work. An extension may be granted based on their professional judgement. If not, the pupil will be expected to hand it in on a date set by the teacher
- If homework is not completed, the classroom teacher will inform the office who will send a letter home (copied to PTG).
- A homework club is available after school for students to complete homework. The facility is supervised by a member of staff and S6 students who will assist in supporting pupils to complete h/w.

For pupils

- Record h/w in planners or smartphone if access to a pc at home is problematic
- Check the 'SmH' website each evening
- Ensure parents are made aware of h/w being tackled
- Hand in h/w on time
- Where no formal h/w is issued, 'core h/w' should be attempted
- S1 to S2 - 30 to 45 minutes per evening in total
- S3 - Up to an hour per evening in total
- S4 to S6 - It is anticipated that this will vary depending on assessment dates, folio deadlines etc... However, on average, senior phase students are encouraged to study for at least 1 hour most days. There will be periods of time where these students will study for considerably longer.

If you have a concern

We have a clear intention that the welfare and progress of our students remain at the heart of everything we do. From time to time, however, you may have a concern related to your child's progress or welfare. You are strongly encouraged to work with the school by contacting us to make us aware of your concerns. In the first instance, you should contact your child's Guidance Teacher. If you wish to raise a formal complaint, please contact the Head Teacher.

Instrumental Tuition

Lessons are given in strings, woodwind, brass and percussion instruments by instructors who visit the school each week. Tuition is given in groups, although there is some opportunity for individual tuition for more advanced students. These lessons are provided by The Moray Council's Instrumental Music Scheme. The cost of Group Lessons for Strings, Woodwind, Brass and Percussion is £252.00 per annum and Individual Lessons £360.00 per annum. Other costs may be incurred including sheet music, spares such as strings or reeds. After an appropriate level has been reached, students are expected and encouraged to

attend school orchestra rehearsals each week. In addition, they may attend the Moray Music Centre in Elgin on Saturday mornings. Priority for instrumental tuition is given to students who have already been receiving lessons in primary. If places are available, an opportunity may also be given to first year students arriving at the school to apply for lessons. In such situations, a procedure involving testing for aptitude and reference to any primary musical tests to aid in the selection of students for musical tuition is followed.

Guitar and drum kit tuition is also available via a private scheme for students in S1-S6. Although normally in groups, pupils can opt to have individual lessons. Parents of students wishing to be considered for musical tuition for the first time should contact Ms Helen Mackay (PT Music).

Internet and Email – Student Use

Moray School networks are provided for students to do school related work, including research and communication with others. For internet access parental permission is required. This is one of the forms which we ask parents to complete during the process of admission to school.

Leaving Dates

Students who reach the age of 16 years on or before the last day of February are entitled to leave school on the last day of term before the Christmas holiday of the previous year. Students who reach the age of 16 on or before the last day of September may leave school on the last day of May of the same year. Advance written notice of leaving would be appreciated. Any student leaving Elgin Academy at any time, should collect a leaver's form from the school office at the start of their day of leaving and should follow the instructions set out on it. All books and equipment belonging to the school should have been returned.

Library Resource Centre

The Library Resource centre is pivotal to the support of learning and teaching across the school, in particular the development of literacy across the curriculum. Our school librarian, Mrs Shelagh Toonen, leads work in this area very effectively, with the constant promotion of reading as an activity both for fun and as a means of making academic progress. She has the assistance of a team of volunteer students to help ensure an excellent service. Mrs Toonen also assists staff and pupils with the development of literacy skills and study skills eg how to effectively use the internet as a research tool. The Library is a real 'hub' in the school, with many events taking place which help to capture the imagination of our students. Included is an extensive programme of visits from authors, who come into school and work with students at all stages of their learning.

Lockers

Lockers are provided for a small charge to allow students to have a suitable storage space for personal possessions. In order to fund the further purchase of lockers and to maintain the existing ones in good order, an annual fee of £5 payable at the start of the school session in August / September is charged.

Mobile Telephones

Guidance re use of Mobile Phones

To develop an ethos of Digital Citizenship, as a school, we need to embrace new technologies to enhance learning. That said, it is recognised that mobile phones have become an integral part of our lives and with the functionality available, they could, when used appropriately and under the direction of the class teacher, make a valuable contribution to learning. This may include:

- The recording of homework
- Use of the calculator (although pupils are advised to purchase a calculator as standard equipment)
- Dictionary/thesaurus
- Elgin Academy App
- Time functions
- Reminders
- Maps/Google Earth
- Using the Calendar function to plan learning/homework
- Taking photographs/videos- townscapes, garage band in Music, PE monitor heart rates, still life groupings, in Art & Design, video in Drama/English...

However, whilst encouraging their use, where appropriate, we also need to ensure the safety of staff and our pupils from harmful misuse. There are undoubtedly risks associated with taking personal mobiles into the classroom and therefore, it is essential that pupils discuss and are made aware of the impact of serious misuse (such as harassment/ bullying) as part of the PSE programme in the promotion of positive relationships.

Mobile Phone Etiquette:

- The use of mobile phones is at the teacher's discretion at all times
- The taking of photographs and/ or video footage is strictly forbidden unless the prior agreement of the subject has been obtained. Incidents of this nature will be dealt with severely and could include legal action
- In line with SQA guidelines, pupils are not permitted to take a mobile phone into any SQA examination, even when the phone is switched off. In the event of a pupil taking the phone into an exam, even accidentally, he/she will be automatically disqualified from the examination and SQA may consider disqualification from all exams
- The responsibility for the security of the telephone and appropriate insurance cover will rest with the parent and/or pupil
- Where pupils fail to comply with the instructions, the mobile phone will be confiscated by the class teacher and sent to the office where it can be collected at the end of the day. Where appropriate, parents will be contacted
- Mobile phones may be used at morning interval/lunchtime

Named Person

As part of the national Getting right for every child (GIRFEC) approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a Named Person to help them get the support they need. In secondary schools the Named Person will usually be a Principal Guidance Teacher and will remain throughout their time at school. The Named Person will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

The GIRFEC approach (which includes the Named Person Service) aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed the GIRFEC approach aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person's overall wellbeing to establish how *safe, healthy, achieving, nurtured, active, respected, responsible and included* (SHANARRI – wellbeing indicators) they are, to ensure that each and every child gets the right support, at the right time, from the right people.

The Named Person Service supports this approach, offering a single point of contact for children and their families at a time when support may be needed. It also serves as a way to coordinate multi-agency support (eg from health, social work, police etc) if required.

Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your Named Person either by phone, email or alternatively a letter marked for the attention of your Named Person.

Parent Council

We believe that an effective partnership between home and school is a very powerful support for our young people and their learning. Some of the ways in which parents can be involved have been set out elsewhere in this prospectus.

There are however several ways in which parents are linked with the school in a more direct way and it is to be hoped that these links continue to develop over the coming years through our very supportive Parent Council.

The Parent Council is open to any member of the parent community and meetings are published via the website. The current chair is Anne-Marie Sword who can be contacted via the school.

Parent Helpers

The school invites all parents to make known to us any special interests or talents that may be used from time to time. We welcome the assistance of parents in appropriate ways and are grateful to those who already assist in a variety of ways in enriching school life. There is a particular need for readers and scribes during prelim and SQA times. A PVG (Protecting Vulnerable Groups) check is required for all parents involved in working with young people.

Parents' Evenings

Parents' Evenings (held for each year group annually, are now booked via the website elginacademy.parentseveningsystem.co.uk. The exception to this is S3 (in preparation for S4) where two evenings (organised alphabetically) are arranged to allow more time to discuss progress with class teachers and to meet Guidance staff with regard to possible course choices.

Where appropriate, information evenings are arranged immediately prior to the appointments to provide updates and information on various aspects such as curricular changes, assessment etc. If at any stage parents would like more information on any aspect of their child's progress, please do not hesitate to contact the school.

Photography & Filming

Parents/Carers will be asked whether or not they give permission for filming, photography and recording of students in school by the media on the enrolment form.

Planning for Improvement

Every year, the school produces an annual Strategic Improvement Plan (S.I.P) which guides the work of the school for the following year. A copy of the current plan is available on the school website www.elginacademy.co.uk. If you would like a paper copy, please contact the school reception. Much of the current plan focuses on delivering and developing Curriculum for Excellence. It is our aim to involve parents as much as possible in the drawing up of the S.I.P., and we build on evidence gathered from, for example, parent surveys and questionnaires.

Policies

School policies are detailed throughout this handbook. For local authority policies and information, please visit the Moray Council website www.moray.gov.uk. Click on "Learning and Education" and then "Schools".

Practical Subject Costs

As a result of the work undertaken in a number of subjects in the school, students take a finished product home. This is particularly true in Home Economics, Design and Technology, and in Art and Design. With new Drama courses in the senior school requiring additional disposable materials, there will be a small charge there too. The materials required for these subjects are purchased centrally by the departments in the interests of both economy and efficiency. The costs associated with these subjects are higher than other school subjects. We hope that the finished product will also be tasty, useful or decorative. It is for these reasons that each student is asked to pay a modest contribution towards the course.

Religious Observance and Education

Religious and Moral Education as a subject forms a part of the core curriculum for all students in first to fourth years. The aim of the Religious and Moral Education of each student is to instil in our young people an understanding and tolerance of the beliefs of other people in Scotland and the wider world. We hope to help young people to develop their own spiritual and moral values by providing opportunities for them to seek answers to some of life's ultimate questions. We feel that such courses are essential to a broad, general education. Parents have a statutory right to withdraw their child from the subject. Students withdrawn will be provided with study facilities. We would very much prefer that any request for withdrawal is intimated to us before the start of the session. A withdrawal in mid-session can be disruptive for both the student concerned and for others, and for that reason we would normally want to discuss such a request with you before proceeding with the withdrawal. Religious observance takes place as part of our school assemblies and involves our inter-denominational chaplaincy team. Again, parents have a statutory right to

withdraw their child from religious observance.

Safety and Security Guidelines

- All clothes and possessions should carry name tags. Expensive or valuable items should be left at home.
- Money should not be left in coats or bags. As little money as possible should be brought into school.
- Sums of money being brought as payment for something connected with school, can be brought in as a cheque made payable to Elgin Academy (or The Moray Council where applicable).
- Students are expected to follow all instructions given by staff in the event of an emergency evacuation of the building. A practice evacuation is carried out each term.
- Students must not leave the school premises without the permission of a teacher during the timetabled day. This also applies during morning interval.
- In the event of a known appointment e.g. medical or dental, Students are asked to bring a parental/carer note advising of the details. This should be handed in to the office for processing.
- Students should not behave in any way which might put themselves or others at risk because of their actions.

School Cafeteria

We are fortunate that the catering facilities in the school are first class. The cafeteria serves full meals at lunchtimes along with a wide range of snacks. At intervals, the cafeteria is also open for business and sells an excellent range of items many of which are freshly made in the kitchen area that morning. Healthy options are available at all times. Prices are competitive and represent very good value. Free school meals are provided to children whose parents/carers receive the following benefits:

- Income Support
- Income Based Jobseeker's Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not Working Tax Credit, and who have an annual income (as assessed by the Inland Revenue) of below £16,105
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6,420
- Guaranteed Pension Credit

Students between 16 and 18 years old who receive any of these benefits in their own right, can claim free school meals for themselves. Students may also be eligible if they are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999. Application forms are available from the school office.

It is ample testimony to the quality of the catering that the cafeteria is a very popular area at intervals and lunchtimes. For further information on catering in the school please contact Mrs Fiona Dunbar (Catering Supervisor). The cafeteria operates on a 'cashless catering' system. This means that students pay for their food by use of a National Entitlement Card. Students put money on their card by using any of the machines located within the canteen area or by cheque made payable to Moray Council and handed to Mrs Fiona Dunbar, Catering Supervisor. On enrolment, students will be issued with a pin number until their personal card (with photograph) has been processed. There is also the facility for parents to top up pupil accounts online.

School Dress Code

Students are encouraged to wear school uniform as a sign of identification with, and pride in, Elgin Academy and its activities. While wearing the uniform, students carry Elgin Academy's reputation wherever they go.

All students should wear uniform as follows:

- Black trousers or skirt of any suitable style (optional school tartan skirt)
- White shirt or blouse of choice
- School tie (red for S1-S4; striped for S5/6)
- Black EA zip top or plain black jersey or cardigan of choice
- Black EA waterproof jacket or suitable outer jacket of choice

- Black footwear

A School Blazer was introduced in 2012-2013 as an optional item for S6 students and following a widespread consultation all students in the Senior Phase (S4-S6) have this option.

Jeans, coloured tops or trainers are not acceptable dress.

Physical Education Kit

Students should have the following kit for PE:

| Indoors | Outdoors |
|--|--|
| A change of trainers and socks Black or white T-shirt Black or white shorts or tracksuit | Football/rugby/hockey boots for team games Black or white T-shirt & black sweatshirt Black or white shorts or tracksuit Rain jacket |

This 'PE Kit' must be a complete change of clothes and should be carried to school in a bag.

Orders for school dress can be phoned into school or an order form collected from reception. Cheques should be made payable to the Elgin Academy School Fund.

Financial help for school wear may be available to children who are under 16 whose parent/carer is in receipt of the following benefits:

- Income Support (or to children who receive it themselves)
- Income Based Jobseeker's Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not Working Tax Credit, and who have an annual income (as assessed by the Inland Revenue) of below £16,105
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6,420
- Guaranteed Pension Credit

Students between 16 and 18 years old and who receive any of these benefits in their own right, can apply for a clothing grant themselves. Students may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999. Application forms are available from the school office. Queries concerning clothing grant payments is The Moray Council Payments Helpdesk in Elgin (01343 563144).

School Information Line

In the event of inclement weather or other incidents, the School Information Line number is

0870 054 9999

The PIN you need to enter to receive information about Elgin Academy is **031010**

Then press option **1** for details on details re any possible school closure.

Information on school closures is also available on Moray Council's website: www.moray.gov.uk

School Roll

Elgin Academy is the largest school in Moray – the official school roll in September 2016 was 1005.

Senior Leadership Team

Head Teacher - Mr David Barnett



Overall responsibility for formulation and monitoring of school policies and for all aspects of leadership and management of the school. He has responsibility for curricular policy and for developing the school's vision, values and aims. Mr Barnett links with the SLT, the PT School Improvement, the School Librarian, the Supervisory Technician, the Administrative Officer, and the General Assistants.

Acting Depute Head Teacher – Mrs Natalie Munro



Responsibility for learning & teaching, S1-S3 curriculum, developing leadership in the senior phase including induction, staff absence arrangements, extra-curricular activities including school trips, assessment and reporting arrangements. She links with the Geography, History, Modern Studies, RME, HE & PE departments. In 2017-18, Mrs Munro will be year head for S2 and S5..

Depute Head Teacher - Mrs Karen Grant



Responsibility for S4-S6 curriculum, timetabling, literacy co-ordinator, enterprise co-ordinator, tracking and monitoring, school transport arrangements, emergency arrangements. Mrs Grant also acts as a link for local businesses. She links with the English, Modern Languages, Design and Technology and Business & Digital Learning departments. In 2017-18, Mrs Grant will be year head for S1 and S6.

Depute Head Teacher - Mr Kyle Scott



SQA co-ordinator, exam arrangements, Health & Wellbeing, overview of the responsibilities of all (Literacy, Numeracy and Health & Wellbeing), interdisciplinary learning, celebrating achievement, Continuing Professional Development, Professional Review and Development, student teachers and Newly Qualified Teachers. Mr Scott links with the Biology, Chemistry, Mathematics and Physics departments. In 2017-18, Mr Scott will be year head for S4.

Depute Head Teacher - Mr Alex Webster



Responsibility for Pupil Support, Child Protection, health and safety, ICT, school building and accommodation, school documentation, parents' evenings arrangements, college links. Mr Webster also has responsibility for drug, alcohol and racial incidents. He links with the Additional Support for Learning, Guidance, Art, Music and Drama departments. In 2017-18, Mr Webster will be year head for S3.

SQA Presentations

S4

In May, students move from a Broad General Education (S1-3) to the Senior Phase where they will have an opportunity to study and be presented for six new qualifications at the following levels - National 3, 4 or 5.

Courses at National 3 and National 4 will not be graded but assessed overall as pass or fail. There will be no requirement to sit an external exam. All courses at National 5, Higher and Advanced Higher will be graded A to D or 'No Award'

Each course will continue to contain work that is assessed and marked throughout the year by teachers. These units are assessed as pass or fail in all the national qualifications. If a student fails a course assessment, they will receive credit for the units they have achieved.

S5/6

Students will study five courses in S5 at National 4 or 5 or Higher level and four courses in S6 or three Advanced higher courses.

Each course – National 4, 5, Higher, Advanced Higher - is made up of units, plus an external examination. To gain the course award a student must pass all the units plus the external exam. This form of assessment is rigorous and sustained and requires the student to be on task in the chosen subject areas throughout the session in order to achieve success in course awards. All courses at National 5, Higher or

Advanced Higher are graded A to D or 'no award'. National 4 is assessed as a pass or fail.

The S6 Experience

All S6 students are invited to sign a contract to become part of the S6 leadership team. This involves leading or taking part in committees and supervision. There is also the opportunity to gain an additional qualification to Higher level in Leadership as part of this programme. S6 also undertake responsibility for S1 students and assist the Pupil Support staff in ensuring progression when settling into school. S6 is a year for giving back to the school and as such S6 take a prominent role in organising parents' evenings, social events for fellow students, fundraising for charity, community involvement, publicity and improving the economy & environment.

Staff List 2017-2018

Head Teacher

Mr David Barnett

Depute Head Teachers

Mrs Karen Grant
Mr Kyle Scott
Mr Alex Webster
Mrs Natalie Munro (Acting)

Art & Design

Mrs Karen Templeton (PT)
Mrs Victoria Lee
Miss Mandy Tullis
Mrs Christina Young

Biology

Mrs Rosalyn Gordon (PT)
Miss Rachael Heptonstall
Mrs Jennifer Kerr
Mrs Laura Miller
Mrs Tracey Shaw

Business & Digital Learning

Mr Ian Ord (PT)
Mr Donald Mackay

Chemistry

Mr Sandy Macfarlane
Mr Mark Baker
Mrs Nichola Burpitt
Mr Ross Gray

Design & Technology

Mr James Cruickshanks (PT)
Mr Jan Pellegrom
Mr Tom Stewart

Drama

Mrs Angela Ogg-Lumsden (PT)
Mrs Melissa MacDonald
Mrs Sarah May

English

Mr Iain Valentine (PT)
Mrs Helen Bodiam
Mrs Jane Forster
Mrs Joanne Havinden
Mrs Alison Shand
Mr David Terron
Mrs Fiona Walker

Geography

Mr Andrew Campbell (PT)
Mr Sandy MacWhirter
Miss Sarah Scholes

Guidance

Mr Ian Davidson (PT)
Mrs Lynne Bowley (PT)
Mrs Christina Fraser (PT)
Mrs Elaine Macrae (PT)
Mrs Susan Taylor (PT)

History

Miss Suzanne McNeil (PT)
Mrs Hazel Strachan

Home Economics

Mrs Anne Campbell (PT)
Miss Karen Ainslie
Mrs Jill Stewart

Library Resource Centre

Mrs Shelagh Toonen

Mathematics

Mr Chris Hume (Acting PT)
Mr Alistair Davies
Mrs Anna Gowanlock
Mrs Lesley Lythgoe
Mr Ian MacAndie
Mr Phil Reynolds
Mrs Rachel Thompson

Modern Languages

Mr Jérôme Lestienne (PT)
Mrs Deborah Main
Mrs Clare Reynolds
Mrs Fleur Stewart

Modern Studies

Mrs Emma Hendry (PT Jobshare)
Mr Christopher Robertson (PT Jobshare)
Mrs Julie Pearce

Music

Ms Helen Mackay (PT)
Mrs Aileen Robertson
Miss Shelley McDonald

Physical Education

Mrs Morag MacDonald (PT Jobshare)
Mr Richie Sim (PT Jobshare)
Mrs Fiona Chapman
Miss Alena Gardner

Physics

Mr Pete Kelly (PT)
Mrs Morag McLuckie
Mr Allan Reid
Mrs Rosemary Still

Religious Education

Mr Slumko Tsotsi (PT)
Mr David Mulholland

Support for Learning

Mrs Katie Roy (PT)
Mr Stephen O'Leary (PT)
Mr Stephen Kirkpatrick
Mr Richard McWhirter
Mrs Dawn Phillips
Mr Jamie Steele
Mr Rob Thomas

Pupil Support Assistants

Mrs Stephanie Allsop (Aux)
 Mrs Lisa Blud (Aux)
 Mrs Annette Crombie (Aux)
 Mrs Jackie Grant (Aux)
 Mrs Wendy Greaves (Aux)
 Mrs Tracey Hughes (Aux)
 Mrs Leanne Jess (Aux)
 Mrs Caron Lane (Aux)
 Miss Ilona Logan (Aux)
 Mrs Deborah Logie (Aux)
 Mrs Wendy Macintosh (Aux)
 Mrs Kerrie Martin (Aux)
 Miss Emma Paterson (Aux)
 Mrs Brenda Steele (Aux)
 Mrs Tina Stephens (Aux)

Administration

Miss Wilma Anderson
 Mrs Sharon Murray
 Mrs Elaine Bell
 Mrs June Cox (Reprographics)
 Mrs Joan Main
 Mrs Carol Sim
 Mrs Lesley Urwin

General Assistants

Mrs Ann Meikleham
 Mrs Nancy Paterson
 Mrs Pat Sandilands

Technicians

Mr Keith Stirrat (Supervisory Technician)
 Mr Stephen Perry (Technician)
 Mrs Tonia Fleming (Technician)
 Mrs Kathryn Fraser (Technical Assistant)
 Mr Alan Milne (Technical Assistant)

Janitors (FES)

Mr Paul Binks
 Mr David Mone
 Mr Stuart Shields
 Mr Neil Thompson

Medical Staff

Mrs Jo Fraser (School Nurse)
 Mrs Jill Ross (First Aid / Home School Link)
 Mrs Rehana Ahmed (First Aid) (pm)

Inclusion Project Co-ordinator

Ms Susan Manson

Engagement Team

Mr Mark Doherty

Skillforce

Miss Kirsty Anderson

Canteen

Mrs Fiona Dunbar (Supervisor)

Statutory Information

The Moray Council has produced a "Notes for Parents and Carers" booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Educational Services, or the Moray Council Internet site http://www.moray.gov.uk/moray_standard/page_47236.html. This booklet is also available in other languages.

Student Councils

The year group councils meet on a regular basis with their respective Year Head. They discuss all aspects of life in the school and recommend areas for improvement. The year group councils act as an important 'voice' for our young people. They contribute to the wellbeing of their school and all the people within it.

Support for Learning

In line with Curriculum for Excellence, our aim is to help get it right for all pupils at Elgin Academy by accepting that it is the responsibility of all staff to know and support all pupils, enabling them to achieve their full potential. The inclusion of all pupils with additional support needs is recognised as being the responsibility of all staff and, by providing timely and appropriate support, our aspiration for all pupils is that they become successful learners, confident individuals, responsible citizens and effective contributors.

In Elgin Academy, the Support for Learning department reflects the inclusive policy of the Moray Council. Its aim is to provide equality of access to an appropriate and effective curriculum which is suited to the needs of young people.

The Education [Additional Support For Learning] [Scotland] Act 2004 is underpinned by the theme of equality and moves Authorities from a requirement to make general provision to meet needs to a position where adequate and efficient provision is made for individuals. The Act also broadens the concept of additional support needs, promotes collaborative working between different agencies and expects greater involvement of parents and children in the decision making process. The intention is to further ensure that all children and young people and their parents are included. It requires authorities to make adequate and efficient provision so that children and young people can benefit from school education. The additional

support required is an entitlement with a presumption that mainstream education will be provided as a matter of course. The additional support requires that everyone involved with the child or young person shares responsibility to provide any support required.

The Education [Additional Support For Learning] [Scotland] Act 2009 which came into force in autumn 2010 continues to broaden the definition of additional support needs and provides parents with the right to make placing requests for a child or young person to attend a school in a neighbouring authority. It also further develops the concept of involving the child or young person in decisions and ensuring that communication and information sharing is enhanced.

Additional support needs are identified in many different ways. These include:

- Primary liaison – ASfL staff attend primary 7 classes for a series of visits, working with all students in each primary and talking to their class teachers. Some students will be known to Support for Learning in primary school as a result of their additional needs. ASfL staff may attend transition review meetings in the primary school.
- Parental engagement– ASfL staff will consult with parents who have concerns about their children. Sometimes this support is on a consultation basis only.
- Staff referral process - staff can make the department aware of any concerns they have regarding students within their class who may benefit from support.
- Welfare / Multi Agency Meeting – meetings with a variety of external agencies are held to discuss support for certain students.

Support staff work across the breadth of the entire curriculum providing in-class support and developing curricular materials with class teachers. ASfL staff also work collaboratively with teachers in a planning and consultative role and with Principal Teachers of Guidance in their supportive and pastoral roles.

The SfL department works closely with outside agencies whose expertise can enhance the provision for young people in school. The department works collaboratively with parents and young people taking full account of their views in accordance with their rights and responsibilities.

Some students require to have an IEP drawn up in order to access the curriculum. IEP targets are set in three areas – English, Maths and PSD. Long and short-term targets are set in conjunction with the Additional Support for Learning teacher, appropriate class teacher and Guidance teacher (where possible). Short-term targets are regularly reviewed and new targets set working towards achieving the long-term targets. Students have an IEP in one, two or all three areas.

At any time, should the need arise, students and parents alike are welcome to contact Moira Meisner, Principal Teacher of Additional Support for Learning, on any matter connected with additional support needs in or out of school.

Further information is also available from visiting the following websites:

Centre for Studies in Inclusive Education:

<http://www.csie.org.uk/index.shtml>

Inclusion Scotland

<http://www.inclusionScotland.org/>

Parents for Inclusion

<http://www.parentsforinclusion.org/>

Pupil Inclusion Network Scotland:

www.pinscotland.org

Enable

<http://www.enable.org.uk/>

Enquire

<http://www.enquire.org.uk>

Term Times

| | | |
|-------------|--|---|
| Autumn Term | Tuesday 15 August - Friday 6 October 2017 | |
| Winter Term | Monday 23 October - Friday 22 December 2017 | In-Service Closures: Monday 13 November and Tuesday 14 November 2017 |
| Spring Term | Monday 8 January - Thursday 29 March 2018 | Mid Term Holiday: Thursday 8 February, Friday 9 February and Monday 12 February 2018 |
| Summer Term | Monday 16 April - Friday 29 June 2018 | May Day Holiday: Monday 7 May 2018 In-Service Closures: Thursday 17 May and Friday 18 May 2018 |

Transport

The Public Transport Unit will issue students who are entitled to transport, with a bus pass. Application forms for transport are available from the school office. The current conditions of entitlement are given below. It is important to emphasise that Students' behaviour on school transport should be of the very best to allow suitable, safe travel for all students. In cases where a student persistently misbehaves, consideration will be given regarding withdrawal of a bus pass. In special circumstances, students may ask for permission to travel on a bus other than their normal one, subject to there being a space available. A letter from a parent/carer is normally required for this to be granted.

Entitlement to School Transport - Students who live a distance from the school are entitled to free transport to ensure that they do not have more than two miles to walk. If a student lives more than a mile from an established bus point, parents should contact the school to discuss the matter. This may in turn be referred to the Moray Council Education & Social Care Department. Door-to-door transport is not guaranteed.

Adverse Weather Conditions (bus students) - In stormy weather it may be advisable to send students home early (particularly those who travel by bus). In such circumstances, the school will endeavour to contact parents/carers who live at a distance from the school and whose children may be at risk. Parents/carers of bus students are asked to inform the school of any changes to emergency contacts. In cases where road conditions are bad in the morning, parents/carers who live at a distance from the school are advised to use their discretion in keeping their son or daughter at home. In all that we do in this matter, we will err on the side of caution to ensure safety for students and staff.

Unaccompanied Out of School Activities

From time to time, students will be involved in learning experiences which will take them out of the school buildings. In such circumstances they will not always be under the direct supervision of teaching staff. Parents/Carers will be asked to give consent for such activities.

Work Permits - Employment of Children

The Children and Young Persons (Scotland) Act 1937, Section 28(1) as amended by the Children

(Protection at Work) Regulations 1998 permits the employment of children aged between 14 years and the legal school leaving date i.e. children who attain the age of 16 years on or between 1st March and 30th September cease to be of school age on 31st May and children who attain the age of 16 years on or between 1st October and the last day of February cease to be of school age on the last day of the Christmas term. Section 28(2) permits the employment of children aged 13 years in categories of light work specified in these Bye-Laws. It is illegal to employ a child aged 12 or under in any circumstances. Applications for job licences are available from the school office. Further information in connection with the above may be obtained from the school.

Appendix A – Attainment Figures 2015

At the time of publication, finalised figures using the new benchmarking tool “Insight” for 2015-2016 are not available. To give an indication of how well a school is performing, it is compared to a ‘virtual comparator’ which has very similar characteristics to the school. Figures for 2014-2015 are as follows:

| | Elgin Academy | | | | | Virtual Comparator | | | | |
|--|-----------------------------|-----------------------------|-------------------------------|--------------------------------|--------------------------------|-----------------------------|-----------------------------|-------------------------------|-------------------------------|--------------------------------|
| Percentage of school leavers entering a positive destination | 95% | | | | | 94% | | | | |
| Percentage of school leavers who attained literacy and/or numeracy at SCQF level 4 or better, and SCQF level 5 or better. | Level 4 87% | | Level 5 60% | | | Level 4 86% | | Level 5 56% | | |
| Overall attainment of school leavers – average total tariff score | Lowest 20% 200 | Middle 60% 800 | | Highest 20% 1927 | | Lowest 20% 175 | Middle 60% 760 | | Highest 20% 1802 | |
| | SIMD Quintile 1 - | SIMD Quintile 2 - | SIMD Quintile 3 746 | SIMD Quintile 4 1140 | SIMD Quintile 5 1085 | SIMD Quintile 1 - | SIMD Quintile 2 - | SIMD Quintile 3 743 | SIMD Quintile 4 951 | SIMD Quintile 5 1102 |

*SIMD - This stands for “Scottish Index of Multiple Deprivation”.

Full details and further explanations of these figures are available on the “Parentzone” website - <http://www.educationscotland.gov.uk/parentzone/>

Date of Issue of this Handbook: December 2016

This handbook has been prepared by the Head Teacher, and follows guidelines set out by The Moray Council. The information contained within is believed to be correct at the time of publication.

Appendix B

Contact: The Moray Council, Education and Social Care **Address:** Council Office, High Street, Elgin IV30 1BX **Website:** www.moray.gov.uk

Telephone: 01343 563374 **Fax:** 01343 563990 **Email:** educationandsocialcare@moray.gov.uk
Hours: 8.45am - 5.00pm Monday to Friday

Revised 02/12/2016

| Moray Council A-Z | Telephone: | Web page address: |
|-----------------------------------|--|---|
| Active Schools | 01343 563890 | http://www.moray.gov.uk/moray_standard/page_42597.html |
| Additional Support for Learning | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_42567.html |
| Admission to Primary School | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_52987.html |
| Adverse Weather Procedures | Local school or 01343 563374 | http://www.moray.gov.uk/moray_standard/page_53021.html http://schoolclosures.moray.gov.uk/ http://www.moray.gov.uk/moray_standard/page_40560.html |
| After School Clubs | 01343 563374 | http://www.moray.gov.uk/moray_services/page_44889.html |
| Armed Forces Families Information | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_100164.html |
| Attendance and Absence | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_55580.html |
| Bullying | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_52988.html |
| Childcare | 01343 563374 | https://www.scottishfamilies.gov.uk/ |
| Children and Families Social Work | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_47606.html |
| Child Protection | 01343 563900 03457 565656 (out of hours) 101 (Police Scotland) | http://www.moray.gov.uk/moray_standard/page_55497.html |
| Clothing Grants | 01343 563144 | http://www.moray.gov.uk/moray_standard/page_55486.html |
| Moray Council A-Z | Telephone: | Web page address: |
| Community Care | 01343 563999 | http://www.moray.gov.uk/moray_standard/page_77362.html |
| Community Learning & Development | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_39860.html |
| Curriculum for Excellence | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_76320.html |
| Data Protection | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_75569.html |
| Deferred Entry to Primary School | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_52991.html |
| Disability Discrimination | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_43019.html |
| Early Entry to Primary School | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_56925.html |

| | | |
|---|--|---|
| Early Learning & Childcare | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_42682.html |
| Education and Social Care | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_43612.html http://www.moray.gov.uk/moray_standard/page_2069.html |
| Education Maintenance Allowance | 01343 563338 | http://www.moray.gov.uk/moray_standard/page_40540.html |
| Exclusion from School | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_53001.html |
| Free School Meals | Local school | http://www.moray.gov.uk/moray_standard/page_55486.html |
| Grants and Bursaries | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_43903.html |
| Home Education | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_76320.html |
| Information for Parents and Carers Leaflets | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_42708.html http://www.moray.gov.uk/moray_standard/page_47236.html |
| Instrumental Instruction | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_53005.html |
| Notes for Parents and Carers booklet | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_42708.html http://www.moray.gov.uk/moray_standard/page_47236.html |
| Moray Council A-Z | Telephone: | Web page address: |
| Learning and Education | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_44028.html http://www.moray.gov.uk/moray_standard/page_76320.html |
| Libraries & Information Services | 01343 562600 | http://www.moray.gov.uk/moray_standard/page_1472.html |
| Museums Service | 01309 673701 | http://www.moray.gov.uk/moray_standard/page_572.html |
| Parental Involvement & Parent Councils | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_55068.html |
| Placing Requests | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_49601.html |
| Pre-School Education | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_42682.html |
| Racial Equality | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_43019.html |
| School Catchment Areas | 01343 563374 | http://findmynearest.moray.gov.uk/my_moray.php?pcode |
| School Contact Details | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_55590.html |
| School Information Line | 0870 054 9999 Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge | http://www.moray.gov.uk/moray_standard/page_40560.html |
| School Meals | 01343 557086 | http://www.moray.gov.uk/moray_standard/page_55540.html |
| School Term and Holiday Dates | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_55829.html |
| Sports Facilities | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_2237.html |
| Swimming Pools | 01542 882222 | http://www.moray.gov.uk/moray_standard/page_74674.html |
| Transport (Pupils) | 0300 123 4565 | http://www.moray.gov.uk/moray_standard/page_1680.html http://www.moray.gov.uk/moray_standard/page_47797.html http://www.moray.gov.uk/moray_standard/page_56922.html |
| Travelling People | 0300 123 4566 | http://www.moray.gov.uk/moray_services/page_40313.html |

