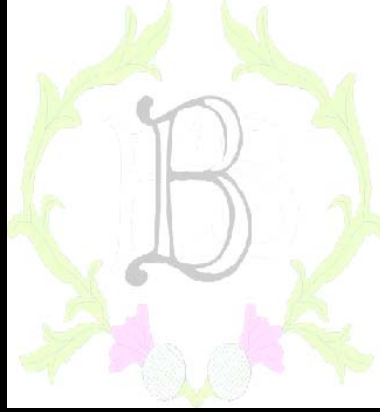
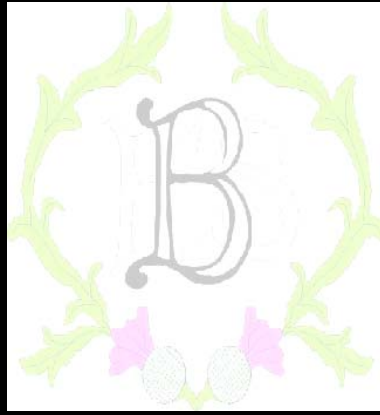
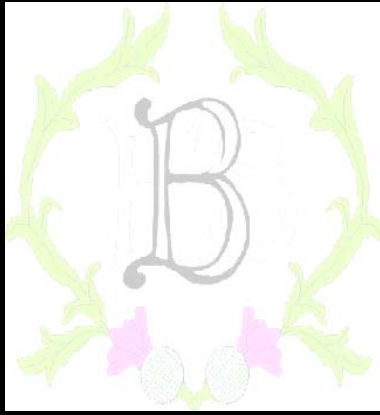
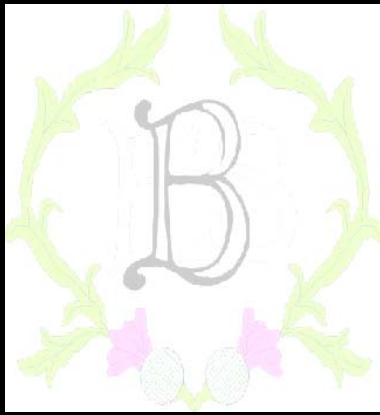


# Balfron High School



School Brochure 2010-2011

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## Stirling Council Education

### Head of Service Foreword

Welcome to Stirling Council and Balfour High School.

Education want all children and young people growing up in Stirling to be happy and safe, to enjoy good health, to be listened to and respected, to engage in a wide range of positive experiences and opportunities and to be ready to succeed. We will work together to realise this ambition by putting children and young people first, promoting inclusion and delivering quality services.

The needs of children and young people cannot be met by any one service or organisation and our schools and nurseries are committed to working together with our partners to achieve the Scottish Government's vision for children and young people who are:

**confident individuals,  
effective contributors,  
successful learners, and  
responsible citizens**

Full implementation of Curriculum for Excellence will ensure that all our schools and nurseries offer the range of experiences for learners that make this a reality.

We want all parents to be involved in their children's learning and welcome you as an active participant in the life of the school. The Parental Involvement Act aims to strengthen and support parental involvement in education and introduces a more flexible system for parental representation.

Stirling Council is keen that all services work in partnership with families in order that we can continue to improve. We depend on your aspirations and expectations to ensure that the highest standards are being achieved.

A handwritten signature in cursive script that reads "Belinda Greer".

**Belinda Greer  
Head of Education  
June 2010**

## Stirling Council Education Services

### Head of Service Foreword

Welcome to Stirling Council and Balfour High School.

Education Services want all children and young people growing up in Stirling to be happy and safe, to enjoy good health, to be listened to and respected, to engage in a wide range of positive experiences and opportunities and to be ready to succeed. We will work together to realise this ambition by putting children and young people first, promoting inclusion and delivering quality services.

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A handwritten signature in black ink that reads "Bob Cook".

**Bob Cook**  
**Interim Head of Education Services**  
**December 2009**

## **WELCOME FROM THE HEADTEACHER**

### **A Message to Pupils and Parents**

I would like to welcome you to Balfron High School. This handbook is intended to give you as much useful information as possible about our school and its community. You will also find a copy of this handbook on the school website [www.balfronhigh.org.uk](http://www.balfronhigh.org.uk) together with other useful information about the school.

### **To pupils**

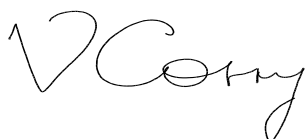
The aims of Balfron High School are shown on page 5. These aims focus on you, our pupils. We want to give you every opportunity to do your best, to gain knowledge, skills and values to equip you for life. The more enthusiasm and effort you put into your school life, the more you will get out of it. Ask questions; take an active part in school life; show, by your dress and attitude that you belong to the school and are proud of it. Above all, enjoy your time in Balfron High School and help to make your school a happy place.

### **To parents**

I would like to emphasise our commitment to working in partnership. Good communication is essential. The school has a very comprehensive website, as mentioned above, which is updated regularly. We will also send out information by 'school bag', post, email, text or phone. An email contact is extremely useful and if you wish us to contact you by email, let us have your email address. There is also a publication, 'Headlines', which is issued twice per term and highlights some key issues and indicates where parents can be involved. This is e-mailed to all parents who have an e-mail address and hard copies are available at school reception. Pupils also produce their own publication once per term: watch out for the 'Balfron Banter'. There is also a weekly bulletin, Balfron High School News, which gives information about clubs, events etc. This is discussed in Form Classes in the mornings and is also available on the front page of the website (highlighted in yellow).

Only by the closest partnership between home and school, can we develop our children to achieve their full potential. The school welcomes contact from parents. Please do not hesitate to contact the school, or the management team, if you need information or advice at any time.

I hope you will find this handbook helpful, and I look forward to building a strong relationship with all of you, parents and pupils, in the years to come.



**Val Corry**  
**Headteacher**  
**Balfron High School**

## AIMS OF BALFRON HIGH SCHOOL

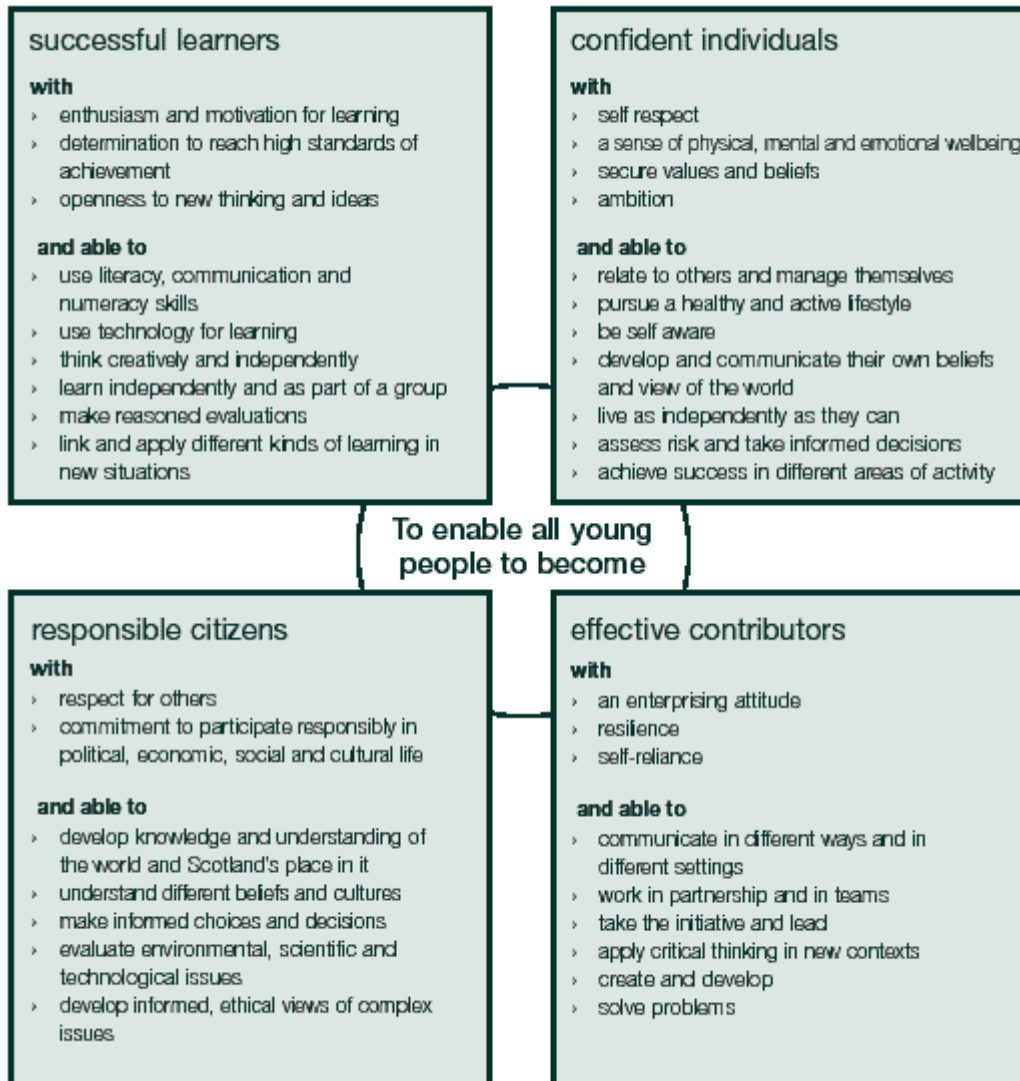
To provide a learning environment that gives all young people the opportunity to become:

**successful learners**

**confident individuals**

**responsible citizens and**

**effective contributors to society**



## EQUAL OPPORTUNITIES POLICY

Our Equal Opportunities Policy is as follows:

1. The staff and pupils of Balfron High School will work together to provide equal opportunities for all.
2. In carrying out this policy, we will do our best to help our pupils to achieve their potential in every aspect of their development and to prepare them to be well-adjusted and open-minded members of society.

3. To achieve these aims, we shall:

- promote the development of an ethos which enhances personal development, and in which the concepts of tolerance, self-worth and respect are central
- challenge and discourage prejudice and discrimination of any kind
- promote in all pupils an understanding of the concepts of justice and human rights.

## **BALFRON HIGH SCHOOL - PAST AND PRESENT**

Balfron High School grew out of the old Parish School of Balfron, which can be traced back to the 17th century. In the early years of the 20th century, there was a strong desire in the local area that there should be a school, which could provide a full secondary education for the whole of West Stirlingshire. In 1919, the school became an intermediate, or "Higher Grade" school, and additional building took place. In 1925, it was upgraded to a full six-year secondary school and the name changed to Balfron High School. For 125 years, the main school buildings were situated on a rather restricted site between Cotton Street and Roman Road. In August 2001, a new building was completed, providing the young people of West Stirlingshire with a school, which has already become a benchmark for school buildings of the future. The Balfron Campus provides much more than a daytime school. It is an outstanding community facility which is open for fourteen hours a day fifty-two weeks of the year (excluding Bank Holidays), offering the whole community unrivalled opportunities for lifelong learning, sports and leisure facilities and arts and cultural activities. Under a private funding initiative (PFI) agreement, Stirling Council leases the school from Jarvis, who manage the facilities. The school will become the property of Stirling Council in 2027.

The school is a fully comprehensive, non-denominational six-year school. Situated at the foot of the Campsie Fells, with glorious views towards the mountains of Perthshire, the school serves the large rural district of West Stirlingshire.

Its catchment area stretches from the River Forth near Aberfoyle in the North, to the Milngavie border of Strathclyde in the South and from Kippen in the East to the shores of Loch Lomond in the West. Although it lies in a rural setting, the school is only 19 miles from both Stirling and Glasgow and the parents of many pupils are employed in these centres.

The mixture of pupils with both rural and urban links serves to underline the comprehensive nature of the school.

### **School Roll Figures**

#### **Roll of the School**

In September 2009, the roll of the school was 980, broken down by year groups as follows:

S1: 163  
S2: 171  
S3: 177  
S4: 173  
S5: 162  
S6: 134

NOTE: S1 means First Year, and so on.

## STAFF

The School is led by a senior management team consisting of the Headteacher and 3 Depute Headteachers. Each member of the management team has responsibility for specific groups, as follows:

- Mrs. A. Short (Depute Headteacher): Lomond House
- Mrs. J. Ebsworth (Depute Headteacher): Endrick House
- Mr. P. Slavin (Depute Headteacher): Campsie House

There is a well-qualified staff of teachers (including part-time teachers and probationer teachers) organised in 9 learning and teaching teams. These teams are grouped as shown below and managed by Principal Teachers of Learning and Teaching / Pastoral Care. These Principal Teachers are also referred to as Principal Teachers (Home Area).

### Learning and Teaching Teams

Social Studies	Geography, History, Modern Studies
Mathematics	Mathematics
Creative Arts	Art, Music
Technology	Business Education, Computing Studies, Technological Education
Modern Languages/RME	Modern Languages, Religious Education
Health	Physical Education, Home Economics
English	English
Science (2 Principal Teachers)	Biology / Chemistry / Physics

There are also teaching staff that have responsibility for providing extra support to pupils. These include three Principal Teachers of Pupil Support and a Principal Teacher of Staged Intervention.

In addition to the teaching staff the support staff includes:

- 2 Librarians (job share)
- 4 Technicians
- 5 Clerical and administrative support staff
- 7 Support for Learning Assistants
- 1 Medical Helper

The up-to-date list of teachers and responsibilities are available on the website under section 'About Us'.

## THE SCHOOL DAY

The school day from 8.55 a.m. to 3.30 p.m. is divided as follows:

8.50am	Warning Bell
8.55am - 9.05am	Registration
9.05am - 10.00am	Period 1
10.00am - 10.50am	Period 2
<b>10.50am - 11.05am</b>	<b>Interval</b>
11.05am - 12.00pm	Period 3
12.00pm - 12.50pm	Period 4
<b>12.50pm - 1.40pm</b>	<b>Lunch</b>
1.40pm - 2.35pm	Period 5
2.35pm - 3.30pm	Period 6

## ASSEMBLIES

Assemblies for year groups or house groups take place in the Theatre approximately once per fortnight, except during examination periods. Most of the assembly themes are concerned with personal, social and moral education and focus on the aims of our school. Christian acts of worship are held at Christmas and at Easter. Parents who wish to withdraw their children from these services should contact the Headteacher.

## LEARNING AND TEACHING

### First and Second Year Curriculum

August 2010 sees the introduction of 'A Curriculum for Excellence' for First Year pupils only. It will then be phased in over the following sessions with the new First Year being the first year group to experience the changes this new curriculum will bring. The curriculum that will be offered in subsequent years is still in the planning stages. INFORMATION ABOUT CURRICULUM FOR EXCELLENCE IS SHOWN IN THE INSERT WHICH ACCOMPANIES THIS PROSPECTUS. THERE IS ALSO INFORMATION ON OUR OWN WEBSITE AND ON <http://www.ltscotland.org.uk/parentzone/curriculumguide/curriculumforexcellence/index.asp>

All pupils in First and Second years for session 2010/2011 will be studying the following subjects:

Subject	Periods per week		Subject	S1	S2
	S1	S2			
Art & Design	2	1	Music	2	2
English	4	4	Personal & Social Education/Enterprise (S1) and with Information Technology (S2)	1	1
French	3	3	Physical Education	3	2
Geography/History/Modern Studies	3	4	Religious Education	1	1
Home Economics	2	0	Science	3	4
Mathematics	4	5	Technical Education	2	3

In First year, pupils are taught in mixed ability sections, in which teachers take account of the differing needs and abilities of their pupils.

Science and Social Subjects are taught as integrated subjects in First year with the class having the same teacher for the whole year. In Second year, Science and Social Subjects are taught as three separate subjects. Science (Biology, Chemistry and Physics) and Social Subjects (Geography, History and Modern Studies) with each subject having two blocks of time.

In S1 and S2 the three house classes are timetabled together for Personal and Social Education (PSE). The PSE programme is taught by the form class leader (See Page 14). Timetabled at the same time is a computing/business education teacher. Each class has two four week blocks of PSE followed by a four week block of enterprise in S1 and information technology (IT) in S2.

### Third and Fourth Year Curriculum

#### A Balanced Course

In Third and Fourth year, pupils have to choose a course which will suit their individual interests, needs and capabilities. A wide range of options is offered, but pupils are encouraged to follow a balanced course. The current courses being offered are: English, Mathematics, History, Geography, Modern Studies, Physics, Biology, Chemistry,

French, German, Physical Education, Hospitality, Art and Design, Music, Graphical Communication, Product Design, Practical Craft Skills, Business Management, Administration, Computing Studies.

### **All must study English, Mathematics, Physical Education, Religious and Moral Education and Personal and Social Education.**

At the end of Fourth year, pupils will be presented for the Scottish Qualification Authority (SQA) examinations. In Standard Grade courses, pupils will be able to sit most subjects at foundation, general or credit levels. Biology, Chemistry and Physics are offered only at general and credit levels.

Note: All pupils are presented for Standard Grade English at the end of S3. They then follow a 2 year course: Higher, Intermediate or Intermediate 1. Increasingly some subjects are offered at Intermediate level 1 or 2 instead of Standard Grade.

Where a need is identified an alternative curriculum is followed. (This is always negotiated and agreed with parents)

### **Fifth and Sixth Year Curriculum**

Pupils entering Fifth Year must study five subjects. The aim is to have progression from the course of study in S3 and S4, and to reflect the strengths, interests and career aspirations of the pupil. The subjects that are available are all those listed under the Third and Fourth Year Curriculum on the previous page with the exception of Practical Craft Skills. Engineering Skills is studied in the senior school instead of Practical Craft Skills. The courses offered are at Intermediate, Higher level and, dependent on the progress of the pupil, at Advanced Higher level of the National Qualifications. In Sixth Year, all of the above levels and courses previously mentioned for Fifth Year are available with the addition of Higher Sociology in Sixth Year. Pupils are encouraged to progress to Advanced Higher level wherever possible, which extends and deepens thinking and prepares pupils well for university.

In addition there are Leadership Teams in Sixth Year. These include helping in a primary school, help in the local community or helping teachers in younger classes; reading and scribing for younger pupils, paired reading, eco schools, school newsletter; flexible learning courses including language, ECDL, involvement in the yearbook, charities committee, Duke of Edinburgh, and cooking for students. The range of additional opportunities can change from year to year. The aim is each Sixth Year Leadership Team plans and manages an initiative. This gives an opportunity to develop invaluable life skills.

### **Core Skills**

The courses and units offered in Third, Fourth, Fifth and Sixth Years include the certification of five important core skills for all pupils. These are: Communication, Numeracy, Information and Communications Technology (ICT), Problem-Solving and Working with Others. All pupils can achieve progressive levels of attainment in these core skills in S3/4 Standard Grade courses as well as in the Intermediate, Higher and Advanced Higher National Qualifications in S5 and S6. Levels of attainment in the core skills will be recorded and updated on the SQA certificate, which is issued after completion and assessment of courses in S4, S5 and S6.

### **Arrangements for Choosing Courses**

At the end of Second Year and again at the end of Fourth or Fifth Years, pupils are assisted in the choice of a course, through a programme of assessment, advice and consultation. The school ensures that all pupils receive the best possible personal and professional advice. Handbooks for S3/S4 and for S5/S6 courses are provided. These can also be found on our website under 'Curriculum'.

The process of choosing a course is introduced at a parents' meeting with the management team in March for Second Year and for Fourth and Fifth Years. Pupils and parents are given information on the range of subjects available and the process of selecting subjects. The next stage involves advice to pupils on course choices during Personal and Social Education (P.S.E.) periods, over a period of several weeks.

In February, Second Year pupils receive a detailed report on their performance in each subject. At a meeting between the pupil, parent and form class leader the pupil's choice of subjects is discussed. Every pupil must continue to study English and Mathematics in S3 and S4 as well as core PE, RME and PSE. Thereafter, the pupils are given a free choice for the six remaining subjects although at all times a balanced curriculum is stressed. The pupils are asked to choose their six subjects and list them in order of priority from one to six. The pupils are also asked to choose a seventh subject in the event that the sixth cannot be fitted into a timetable format. If the seventh subject is needed, discussion will take place between the school, pupil and parents. Other sources of information can be obtained from the Depute Headteacher, Principal Teacher of Pupil Support and the Learning Support Teacher for the house. Thereafter, each pupil receives confirmation of his/her course for the next two years.

For parents of pupils entering Fifth or Sixth Year, a similar process of advice and consultation is offered following the Parents' Meeting with the management team in March. Course choice sheets for 2010/2011 will be included in the relevant curriculum handbooks, which are issued in March.

### **Support for Learning**

All of us have learning needs at one time or another. For our pupils, this may be due to a need for temporary support due to absence or to having a problem with a particular learning point because it is new and unfamiliar or to being gifted and needing additional challenge. Very often, the necessary support will be provided by the subject teacher in the class. It may be that a pupil has a specific learning need and he or she will require support throughout their time in school, including special arrangements for national examinations.

In Balfron High School, there are specialist Support Teachers who support pupils in several ways and spend part of their time assisting pupils in mainstream classes, working along with subject teachers.

Some of their time is also spent working with individual or small groups of pupils for special short-term or long-term tuition. They also provide a consultancy service to other members of staff, advising, for example, on the appropriate level of language used in work guides, or about the needs of individual pupils. Finally, they maintain important links with other bodies, such as the associated primary schools, or the Psychological Service.

Teachers also have the help of support for learning assistants. These assistants provide support to individual pupils in mainstream classes. The school also has regular visits from an educational psychologist, who provides an assessment and counselling service. The school also has an allocation from Stirling Council of outreach pupil support staff assigned to the school according to need.

### **Inclusion**

The Education (Additional Support for Learning) (Scotland) Act 2004 became law in November 2005. The ASL Act places a duty on Stirling Council Education Services to identify and meet the additional support needs of children and young people. We do this through the Staged Intervention process.

The Act resulted in new procedures and guidance with training for all establishments on the

implementation of the Act. We have also provided new resources and information. We have developed a CD-ROM and an ASL website where parents can get a range of information at [www.stirling.gov.uk/asl](http://www.stirling.gov.uk/asl).

The Education (Additional Support for Learning)(Scotland) Act 2004 strengthens the legislation around the rights of parents and children with additional support needs in relation to placing requests, and to rationalise aspects of procedure.

You can get more information, including copies of the CD-ROM from your nursery or school. There is also an Additional Support Needs Parents Forum which meets regularly in Stirling. Further information is available by contacting either your school, or the ASN team at Viewforth.

### **Religious and Moral Education**

First and Second Year pupils have one period a week assigned to Religious Education, while in Third and Fourth Year, Religious Education is included in the core curriculum, for one period per week under the heading Religious and Moral Education.

In First and Second Year, the course includes beliefs and actions; places of worship and holy books; Signs and Symbols in Christianity, Judaism, Hinduism and Islam; and "Faith in Action" mini biographies.

In Third Year, via audio-visual materials, visits, speakers and discussion, pupils consider "The Church Today", the World of Islam and the moral issues raised by living in society.

The Fourth Year considers the theme of society's casualties, who they are, who helps and why we should help them. They then investigate and discuss the theme of Marriage from various religious/moral standpoints.

Assemblies, which sometimes take the form of Christian acts of worship, are not part of the Religious Education programme. Arrangements for assemblies are outlined on page 8.

### **Religious Observance**

The school has responsibility to provide the opportunity for religious observance. Parents have the right to withdraw their child from religious observance.

The school will make arrangements to provide children and young people from religions other than Christianity with opportunities to observe the conditions of religious festivals e.g. Ramadan.

### **Information and Communications Technology (ICT)**

The school is completely networked to provide IT facilities in every subject. In addition, there are specialist practical rooms equipped for the teaching of Business Education, Computing Studies, Graphical Communication, and Product Design and used for many other subjects. All systems in the school provide controlled Internet access. Every classroom and the library are equipped with an interactive whiteboard.

### **Sports and Games Facilities**

The school provides excellent facilities for a wide range of sports and games. The following facilities are available:

#### **Indoor**

Swimming Pool (25m x 7m)  
Games Hall

#### **Outdoor**

1 astro-turf pitch suitable for hockey and soccer  
2 full-size grass pitches suitable for rugby or soccer

Gymnasium  
Fitness Room

Athletics Track (grass)

Pupils do a variety of activities chosen to aid their physical development and to help them learn various movement and social skills. These activities include Football, Rugby, Hockey, Dance, Gymnastics, Volleyball, Basketball, Dodge Ball, Badminton, Netball, Athletics, and Swimming.

In addition to Physical Education during the school day, there is a variety of sports clubs and teams. These operate at lunchtimes, after school and occasionally Saturday mornings. The wide range of extra-curricular activities is constantly changing and an example of what is on offer is shown on page 25, on the website and in the Balfron High School News (on the front page of the website).

The sports and games facilities are available for community use outwith school hours, and offer first-class opportunities to pupils and all members of the community for a full range of leisure activities.

### **The Library/Resources Centre**

The Library and Resources Centre is an essential source of information and support in all areas of the school curriculum. It is staffed by two fully qualified professional Librarians, (1 full time equivalent) who provide an invaluable resources service to pupils at all ages and to departments throughout the school. A structured programme for developing learning and study skills introduces pupils to the use of the Library early in their secondary career. Pupils may use the library at lunchtimes, a different year group having access each day. Well-designed study facilities for senior pupils are an integral part of the Library.

The facilities in the Library, as in all areas of the school, include a networked computer system with controlled Internet access.

### **Instrumental Tuition**

The school is served by visiting tutors who provide instruction in piano, strings, woodwind, brass, bagpipes, percussion, guitar and singing. Demand in some areas is sometimes greater than staff and instrument availability. The fee charged by Stirling Council for this individualised instruction is currently £88 per term although concessions are available in certain circumstances. No charges are made for candidates following SQA courses.

There is a School Orchestra, which rehearses after school on Wednesdays. There are also smaller groups, such as the Jazz Band, Woodwind Ensemble, Brass Group, String Group, Fiddle Group and Junior and Senior Choirs.

School pipers perform regularly at gala days and local village events. The young pipers are also encouraged to join a pipe band, giving them the opportunity to participate in competitive piping.

### **Work Experience**

All Fourth Year pupils are given the opportunity and expected to take part in the school's Work Experience programme.

The school is very grateful to the local employers who participate in this scheme, which gives pupils an opportunity to find out as much as possible about the world of work.

## RECORDING PUPILS' PROGRESS

### Assessment and Examinations

In First and Second Years, pupils' progress is assessed using a process of continuous assessment of classwork and assignments. In Third, Fourth, Fifth and Sixth Years, assessment is closely related to the requirements of the SQA examinations. In S3 and S4, in some subjects, some of the assessment for final certification at Standard Grade, is based on work produced in class or at home. The "prelim" exams for S4, S5 and S6 are in January. The actual SQA examinations take place in May and June.

### Reports

Reports on pupils' progress are issued at the following times:

First Year	June
Second Year	February
Third Year	May
Fourth Year	November
Fifth/Sixth Years	March
SQA Results	August

Reports contain detailed information about progress in each subject. There are also meetings arranged between the pupil, the parent and the form class leader (in S1 and S2) or the Pupil support teacher beyond S3, at which achievement, and causes for concern are discussed. 'Cause for Concern' letters may be issued at any time if teachers feel that parents need to be informed of a specific issue.

### External Examinations

Balfron High School presents pupils for the SQA (Scottish Qualifications Authority) Standard Grade, Intermediate 1, Intermediate 2, Higher Grade, and Advanced Higher Grade examinations in many subjects. See website for up-to-date subjects and levels on offer under 'Curriculum' and 'SQA FAQs'

### Policy on Presentations for Examinations

The school's policy on presentation is to present all pupils for examination who have completed the appropriate course. Any changes to a pupil's proposed examination presentations would only be made after appropriate consultation between school, pupil and parents. A full policy statement on assessment for courses leading to National Qualifications is available from the school office and can also be found on the website under 'Policies'.

## HOMEWORK POLICY

Our Homework Policy and homework guides are on the school website. A paper copy will be provided on request. At the beginning of the session, every pupil is provided with a **Student Planner**, which is an essential tool in the development of good study skills and planning of homework.

The following is a summary of the roles and responsibilities of pupils, staff and parents in the policy:

**Parents are asked to:**

- support the school by emphasising the importance of homework
- read and sign their child's student planner weekly
- ensure, as far as possible, that their child completes homework, and where appropriate, assist in its organisation
- provide, if possible, somewhere quiet to study
- encourage their child to extend learning by studying outside school

**Pupils are expected to:**

- use the student planner provided by the school to keep a careful note of all homework issued
- complete and hand in homework on time
- plan homework and study time so that all deadlines are met
- supplement work in school with study out of school, for example, reading over notes or work from class and reading ahead.

**Teachers will:**

- ensure that clear instructions are given for each homework task and that pupils understand the nature and purpose of the work issued
- ensure that work set is appropriate to the pupils' abilities
- ensure that adequate time is given for completion of homework and the pupil's work is checked and returned within a reasonable time
- monitor the completion of homework and report to the Form Class Leader, via PPMS, if homework is not completed satisfactorily.

**THE PUPIL SUPPORT SYSTEM**

Pupils at Balfron High School are divided into three houses - Campsie, Endrick and Lomond. A pupil entering the school is placed in a register class, which is linked to one of these houses.

**The Three Houses: Campsie, Endrick and Lomond**

"Campsie" refers to the hills, which rise above the school, and its colour is green to represent the hills. "Endrick" comes from the river which flows through the area, and the house colour is blue, to represent the river. "Lomond" is both the mountain (Ben) and Loch of that name, and its colour is red, to symbolise the beautiful sunsets in the Western sky, which often illuminate the Loch and silhouette the Ben.

Every register class / form class is supported by a form class leader. A vitally important part of the form class leader/pupil support teacher's role is to encourage all pupils to achieve their maximum potential in terms of personal and academic achievement. They meet them each morning for registration. More importantly the form class leader develops a strong relationship with their form class (maximum 20) and is responsible for monitoring their progress, recognising their achievements and providing pastoral support for these pupils.

The form class leaders have a responsibility for giving parents, as well as pupils in their class, advice or support regarding progress, attainment, career choice, or personal, emotional, or health matters. Pupils have regular interviews with their form class leader/pupil support teacher to review their progress.

At a specified time the form class leader/pupil support teacher will arrange a special meeting with the pupil, to which the parent is invited. In other words, each pupil has readily on hand a sympathetic adult who can offer guidance and advice, and suggest a possible solution to a problem or difficulty. Form Class Leaders also teach their own group of pupils Personal and Social Education and teach them their subject wherever possible. Normally the form class leader will remain with the form class as it moves up the school.

All First to Fifth Year pupils will be supported in this way. The Form class leaders are managed by their Principal Teacher of (Learning and Teaching and Pastoral Care) who provides support to Form Class Leaders each morning. Sixth Year students will be supported by a Principal Teacher (Learning and Teaching and Pastoral Care).

### **The Pupil Support Staff**

In addition there are three Principal Teachers of Pupil Support (one per house) under the leadership of a Depute Headteacher, and one Principal Teacher of Staged Intervention. These Principal Teachers provide support for the form class leaders where necessary. They also may give higher level advice and support to identified individual pupils.

The Principal Teacher (Staged Intervention) will manage the provision of support for children and young people with the greatest needs.

### **Choosing Courses**

Individual guidance on choosing subjects is of particular importance at the end of Second Year, Fourth Year, and Fifth Year. At each of these stages in a pupil's career important choices and decisions are being made.

### **Vocational Guidance**

Vocational or Careers advice is part of the Personal and Social Education programme in the school during years 1-6. Mrs Aileen Crawford, our Careers Adviser, is available every week in school. Her visits are co-ordinated with the Careers Education programme. Career planning assistance is arranged on a self-referral basis, where pupils complete a 'Contact Careers Scotland' card (available from the School Librarian).

Career planning assistance can then be provided in a number of different ways:-

- A short session with the Careers Adviser on a one-to-one basis to answer questions or provide signposting.
- A more in-depth session with the Career Adviser, along with other pupils.
- Help to access information in the Career Information Resource Base or on the internet.

Mrs Crawford also holds a career 'drop-in' at lunchtimes (1.20 – 1.40pm) in the Careers Room on Wednesdays and Thursdays – no appointment necessary. There is an extensive Careers Information Resource Base within the Pupil Support area which can be accessed at any time by pupils.

Web-based information is also available in the Library and on the IT network throughout the school. Links are maintained with universities and colleges of further education and university or college liaison officers visit the school annually, to give information and advice to pupils. In September of each year, S4, S5 and S6 pupils have the opportunity to go to a higher education convention. Information about university and college open days is passed to pupils.

## **Study Support**

The school has an inclusive study support programme, which provides support for pupils at different stages. In First Year, all pupils benefit from a week's residential experience, which aims to enhance their achievement in the core skills of problem solving, communication and working with others. Support is also offered early in the first term to those pupils who have not had the opportunity to be involved in French classes in their primary school.

In Second Year, pupils are helped to improve their learning techniques, through a programme of study skills, delivered as part of the Personal and Social Education (P.S.E.) course. This continues in S3 and S4 where study skills are taught in two four-week blocks per year, and pupils are encouraged to use the skills across the curriculum.

## **Personal, Social and Health Education**

In addition to career education, there is a programme of health, and social education, which are part of each pupil's curriculum. In years 1 to 4 each pupil has a timetabled Personal and Social Education (P.S.E.) period in which these three main strands are taught. In Fifth and Sixth Years, a programme of events and assemblies throughout the session deals with the central themes of the P.S.E. programme, and other aspects are covered in subject classes. Considerable importance is placed on Study Skills as an essential element of the learning skills of every pupil as mentioned above. Drugs and alcohol awareness and healthy lifestyles are important aspects of the health education programme. The PSE programme is available on the website.

## **Equalities**

Stirling Council has developed Council-wide policies for diversity, race, disability and gender equality, which aim to ensure that all Council employees are aware of their responsibilities to ensure that no child or young person will receive a less effective service on grounds of ethnicity, disability, or sexual orientation.

## **Child Protection**

The safety of children is everyone's responsibility. If staff has any concerns for a child or young person's wellbeing, they have a duty to pass on information that will help keep that child safe. All school staff receives child protection training each year.

## **Young People and Substance Use**

There is an authority policy on young people and substance use which includes guidance on dealing with incidents in school.

## **Home-School Communication**

Full partnership between parents and school is essential if pupils are to develop their full potential. If a parent feels concern at any time regarding the progress or general well-being of a pupil, the appropriate form class leader should be contacted. If, during the session, it is felt that any pupil is underachieving because of poor attitude, or lack of application, or if a pupil's behaviour falls below the standard expected, the parent will be contacted and may be asked to come to school to discuss the problem.

Parents are invited to attend the regular review meetings between the pupil and the form class leader or pupil support teacher (if a child has been identified with additional support needs) and are strongly encouraged to do so. These teachers are also available for consultation with parents at a specified time on a weekly basis. At those times, general reports on the pupil's progress, or specific problems, can be discussed. Consultation times vary from year to year, depending on the new session's timetable. Times are posted on the website under 'About Us'

Parents wishing to arrange an appointment with any member of staff should contact the school office.

## UNIFORM

- All pupils are expected to wear school uniform throughout their school career.
- **All articles of school wear should be clearly marked with the owner's full name.**
- Items with a logo are encouraged but plain items can be bought.
- **For any school outing an item of clothing with a logo or the school badge must be worn.**

The school uniform is as follows:

- Standard white school blouse or shirt or white T-shirt or poloshirt with or without the school logo.
- Navy-blue blazer with school badge for prefects or navy-blue or black jacket.
- Navy-blue or black crew neck sweatshirt or black V or round neck sweater with or without the logo.
- Black cardigan or fleece with or without logo should be worn.
- School tie (optional, but essential at "formal" events and if no other item of clothing has a logo)
- Navy-blue or black trousers/skirt. (**no jeans**)
- **Black** sensible shoes **not** trainers.

All these items, **with the school logo**, are sold by **McAree's** in Stirling, the trousers, skirts and shoes are available from most department stores. The trousers should be tailored and both the skirt and trousers should be the normal length (no shorts or very short skirts). No other logos, other than the school logo, are allowed on any item including jackets and sweatshirts. The address for **McAree's is 55-59 King Street, Stirling - telephone number 01786 465646.**

All pupils must have a complete change of clothing for PE. Pupils must bring the following clothing for PE:

- Indoor
  - Single coloured full length T/Shirt
  - Single coloured shorts or tracksuit bottoms
  - Trainers
- Outdoor
  - As above
  - Single coloured long sleeved top
  - Football/Rugby boots
- Swimming
  - Girls: one-piece swimsuit, towel, goggles
  - Boys: swim-shorts/trunks, towel, goggles

Ideally, all pupils are to wear blue, black or white items of clothing. The following items can be purchased directly from PE.

All in navy blue:

- Sports Shorts
- Rain Jacket
- Hooded Sweatshirt
- Tracksuit Bottoms
- Girls T-shirt

- Fitness T-shirt
- Sports socks

### **Footwear and Clothing Grants**

If a parent receives Income Support or Family Credit they may apply for a Clothing/Footwear Grant. Application forms for free school meals or clothing/footwear grants can be obtained from the school. Forms are not available until July and when completed they can be lodged with the Local Office, Buchanan Street, Balfron, where staff have full details of these entitlements.

## **SCHOOL MEALS**

### **Hungry for Success**

The Catering Service provides meals that comply with nutrient standards.

Parents are asked to discuss with the Depute Headteacher if their child requires a special diet that has been medically prescribed due to food allergy (e.g. nuts) or for religious reasons.

A web-based rewards scheme operates where pupils are awarded points for making healthy choices. These points accumulate and convert to prizes.

More information can be found at [www.stirling.gov.uk](http://www.stirling.gov.uk). The current Hungry for Success menu can be found on our website under 'School News' or you can contact the school for a brochure.

The restaurant service in the main atrium offers a wide range of meals and snacks from 10.50 am until 11.05 am and from 12.50pm to 1.40pm. Service is on a cashless cafeteria system and pupils pay each day for what they want with their individual swipe card.

Swipe cards can be "topped up" at special cash machines in the atrium or by handing a cheque to the meal supervisor during registration time every day. Tables are available in the atrium for pupils who wish to bring packed lunches to school. Where a parent receives Income Support, they may apply for free school meals for their children who attend primary or secondary school. The daily allowance for a free meal is automatically credited to the pupil's swipe card: there should not, therefore, be any stigma attached to free meal entitlement.

### **Special Diets**

Parents are asked to discuss with the Depute Headteacher if their child requires a special diet that has been medically prescribed due to food allergy (e.g. nuts) or for religious reasons.

## **CHILDREN'S COMMUNITY PARTNERSHIPS**

The West Stirlingshire Area, which Balfron High School serves, is a member of 'Children's Community Partnership'. This is a Government funded initiative, which has been introduced across Scotland to promote opportunities for all and to raise educational standards, to give children the opportunity to realise their full potential, so that they leave school with relevant skills, well motivated and with high self-esteem to equip them for adult life.

This requires an integrated approach by all those involved. It requires teachers, social workers, family workers and health personnel to work together to develop common objectives and goals centred on the needs of individual children at school and on families.

## **STANDARDS OF BEHAVIOUR AND GOOD ORDER**

### **Promoting Positive Behaviour**

In all classes and throughout the school we have high expectations of good behaviour from all of our pupils. Our code of conduct is displayed in all classrooms in the form of 3 traffic light posters. (Appendix 4)

Monitoring is a continuous process across the school and the electronic management information system allows teachers to record how individuals have behaved during lessons.

There are several positive comments:

### **Weekly Cooperation**

This is issued by staff when a pupil is judged to have given full cooperation in any subject for all of the periods of the week. Where the number of 'weekly cooperations' is deemed by staff to be unacceptably low, pupils will be notified by form class leaders that they are in danger of losing the privilege of attending school discos, trips and other events.

### **Increased Effort**

This is used to indicate that a pupil has begun to show that he/she is trying in class.

### **Improved Behaviour**

This comment is used to indicate to the pupil that he/she is making better choices with regards to behaviour.

### **House Merit**

This means that one House point has been earned by the child and one entry is made into the house merit draw. At the end of each term, the draw is made and the lucky winners awarded vouchers for £10 or £5. Where behaviour does not meet the expectations set out in the amber poster, the consequences noted on the red poster come into effect. Class teachers may also note comments on SEEMIS to alert form class leaders to specific issues.

### **Sanctions**

Where behaviour does not meet expectations the steps on the red poster come into effect. Class teachers may also note the following comments on the management information system.

Poor Cooperation - e.g. low level disruption e.g. talking out of turn, not doing set work to a satisfactory standard etc.

Homework not complete.

No equipment.

Uniform – poor standard of uniform.

Late to class.

Lack of effort.

Removed from Class – issued when a pupil continues to choose not to cooperate and is removed to another class for the period. Whenever this happens, a yellow restorative exercise is issued which requires that a pupil thinks about the effects of his/her behaviour on him/her and others and explains how repetition will be avoided. This exercise requires a parental signature.

Planned Removal - In a few cases particularly where a child's lack of cooperation has a negative effect on others, a planned removal from a subject may be necessary. This means that one week's work is issued, which is to be completed away from the class, usually within a senior school class. Before returning to his/her class, the pupil must consider how their behaviour affects their own and others' learning and undertake to improve cooperation. It may be that the pupil and others involved will take part in a restorative meeting during which each involved person will have a chance to state how they feel about what has happened and to indicate what needs to be done to make the situation better. Hopefully we can then agree on strategies to help improve the situation. This procedure ties in with our commitment to positive relationships across the school.

Form Class Leaders and Principal Teachers monitor the daily reports and will contact parents by postcard or by telephone to share their concerns. Principal Teachers of Home Area will become involved if there is no improvement and a letter intimating that a Stage Intervention is in place will be sent home. We hope that this partnership between school and home and early intervention in times of difficulty will ensure that concerns and issues do not escalate.

In addition to the general school rules, there are special rules in certain subjects, which must be obeyed. These rules will be explained by the teachers of the subjects concerned.

### **More Serious Breaches of Discipline**

For more serious offences, or for repetitions of previous breaches of discipline, a pupil may be referred to a Principal Teacher who would inform a Depute Headteacher. If it appears that the pupil has behaviour problems in several classes, the Depute Headteacher would involve the appropriate form class leader/pupil support teacher in investigating the causes of the problem. An attainment monitoring timetable might be issued, to the pupil, to be marked each period by each teacher. Parents would normally be invited to discuss the problems at this stage.

Pupils who continue to show a lack of cooperation and disrupt learning on a regular basis, or who commit particularly serious breaches of discipline, will be referred to a Depute Headteacher. Again, parents would normally be invited to come to school for a discussion of the problem.

### **Anti-Bullying**

The school has a policy to deal with bullying, based on the principle that any bullying problem must be tackled openly and honestly. Parents, teachers, victim and bully must all be involved when any problem is identified.

Several strategies are used to try to "bully-proof" the school, and give a clear message that bullying is completely unacceptable and will not be tolerated. The topic of bullying is a feature of the Personal & Social Education Programme for all pupils, and is revisited in each year.

Year-group and House assemblies play an important part in raising awareness of the problem of bullying. One of the successful strategies for tackling the problem is the daily scheme, which places prefects into S1-S4 form classes for the period of registration. Through regular contacts, the Sixth Year student can be alerted to any problems, including bullying, and an appropriate member of staff informed. A copy of the school's Anti-Bullying Policy can be found on our school website or a copy can be requested from the school.

### **Exclusions from School**

Exclusion is regarded as the last resort in a very serious situation, and it is one of the school's targets to reduce the number of exclusions. In a very serious case of indiscipline, however, such as a criminal act, or where there is a developing pattern of serious behaviour

difficulties which other strategies have not resolved, a pupil would be referred to the Headteacher, who might decide that exclusion was the most appropriate way of dealing with the problem.

The grounds for exclusion and the procedures to be followed are contained in the Schools General (Scotland) Regulations (1975) as amended. There are only two grounds on which a child may be legally excluded from school:

Where they (Education Services) are of the opinion that the parent of the child refuses or fails to comply, or allow the child to comply with rules, regulations, or disciplinary requirements of the school.

Or

They consider that in all circumstances to allow the child to continue his/her attendance would be or likely to be seriously detrimental to order and discipline in the school or the educational well-being of other children.

In a strict legal sense, therefore, exclusion is not a sanction against a child, although it is expected to have disciplinary effect of a child.

Before a decision is taken to exclude, however, the pupil's parents would normally be alerted to the difficulties and involved in discussing appropriate strategies for supporting the pupil. An exception to this would be exclusion resulting from a single act of very serious indiscipline, such as an assault or a drugs-related offence. Exclusion would normally last only long enough to allow the school to draw up an Action Plan for the pupil's return to normal classes. This may involve contact with other agencies, such as the Psychological Service. The Action Plan must be agreed by the pupil, the parent and the school, before the pupil returns to the school.

### **School Liaison Group**

Pupils who need special help may be supported by the School Liaison Group. This consists of someone from the Senior Management Team, Principal Teacher (Staged Intervention), the Educational Psychologist, Social Workers, Police, parents and others such as Pupil Support Staff where considered helpful. The aim of this Group is to provide extended or specialist support for any pupil who has had particular difficulties and to help to maintain clear communication among those who are dealing with these pupils.

The Group meets every six weeks but additional meetings may be held as required.

### **PROMOTING ATTENDANCE**

It is important that the school and parents work together to achieve good attendance as there is a strong link between good attendance and achievement. The school aims to encourage attendance by creating a welcoming and supporting ethos. If there are difficulties with your child's attendance, the school will contact you to discuss ways of resolving this.

If your child is unable to attend school due to illness or for any other reason, we ask that parents should notify the school as early as possible in the school day.

Parents should also give careful consideration to the impact on a child's education of taking holidays during term time. All schools are required to record attendance and absence of pupils and report on these figures to parents, the Council and the Scottish Government.

The Scottish Government's guidance – Included, Engaged and Involved: Attendance in Scottish Schools - issued to all local authorities in December 2007 provides guidance on how attendance and absence at school is recorded. This document clarifies that the majority of family holidays taken during term time will be categorised as **unauthorised absence** and that schools may only authorise a family holiday during term time under very exceptional circumstances.

There is a strong link between good attendance and achievement. Quite simply a child who is not in school does not learn. Every child deserves the opportunity to achieve their potential.

Persistent latecoming also causes regular interruptions for some classes. It disrupts learning and teaching not only for the latecomer but for the whole class.

At no time during the school day should a child be removed by a parent from the school without informing the staff of the school. This includes lunchtime "disappearances". If a child is reported missing we will try to contact the parents or we will ask for help from the emergency contact or neighbours. If we fail to locate the child the Police will be informed. Please help us to keep your child safe. Poor attendance falls into the Council's Staged Intervention Framework and action will be taken to address patterns of poor attendance.

### **Attendance**

Balfron High operates a first-day absence alert system. This means that parents/carers of any child absent from school without prior warning will be contacted via text, e-mail or voice message to alert them to the child's absence. A return message is requested to confirm awareness of the absence and to provide a reason. The aim of this system is to improve the accuracy and effectiveness of our attendance monitoring.

Your child will be automatically included on the new absence alert system, however, should you prefer not to be notified that your child is absent from school, please contact the school on the above number to discuss this further.

We request that, if your child is unable to attend school, you contact your House Administrative Assistant on **Campsie 01360 441611, Endrick 01360 441639, Lomond 01360 441632** to inform us of the reason for absence and the likely date of return of your child. An absence note, signed by the parent/carer including the reason for absence should be passed to the child's form class leader on return to school.

When a pupil's number of absences or pattern of absences give cause for concern, parents will be contacted to request parental co-operation and involvement, to discover the reason for the pupil's absences and to ensure that normal attendance at school is resumed if absence has been for reasons other than medical.

Where absence is persistent or prolonged and has no satisfactory explanation (e.g. illness), the school is obliged to refer the case to the Reporter to the Children's Panel, which is empowered to summon parents and pupils to appear before it.

If family circumstances make exemption from attendance at school necessary, for any reason other than illness, application must be made in writing to the Headteacher. The approval of the Head of Education may have to be obtained, before a pupil is kept off school for any reason other than illness.

In the case of pupils in S5 and S6, unnecessary absence can have particularly serious effects on the chances of success in the national examinations. In the National Qualifications system, a candidate must pass all the unit assessments as well as the external exam in order to pass the course.

Unit assessments can take place throughout the school session and it is essential that candidates are well prepared for them and present to sit them.

School statistics on attendance and truancy are published annually by the Scottish Executive Education Department.

**You have already supplied the school with contact telephone numbers at the start of the term but you may prefer to update these and where applicable include mobile and work numbers.**

**If your home, mobile or work telephone number has changed recently please provide your new numbers including area code. You may also supply an e-mail address for us to contact you on.** Please note, these numbers should be contact numbers for parents, step-parents and foster parents only. Your emergency contact telephone numbers are not contacted via this system.

(This information continues to be covered by our data protection policy)

## **NEW PUPILS**

Parents residing outside the catchment area wishing to enrol a child should contact Stirling Council on 01786 442666 to request a placing request pack. On receipt of the pack the relevant forms should be completed and returned to the council. The council will then contact the school. If the school is in a position to accept the pupil, they will inform the council of this. The council will inform the parents that there has been a positive response from the school and ask them to contact the Headteacher or a Depute Headteacher to arrange an interview. If the school is not in a position to accept the pupil, they will inform the council who in turn will inform the parents.

Parents moving into the catchment area should contact the school in writing or by telephone to arrange an interview with the Headteacher or a Depute Headteacher. At the interview the parents will be expected to provide proof of residency within the schools catchment area. After this has been established, the parents will be advised of the course options available and the class the pupil will be placed in. The pupil's previous school is always contacted to seek information.

## **ISSUE OF SCHOOL REPORTS AND GENERAL INFORMATION**

In cases where a pupil's parents have separated and both wish to be kept informed of the pupil's progress and other school information, a request to this effect should be made in writing to the Headteacher or appropriate Depute Headteacher

## **SCHOOL NEWS**

### **Balfron High School News**

There is a weekly bulletin, Balfron High School News, which gives information about clubs, events etc. This is discussed in Form Class in the mornings and is also available on the front page of the website (highlighted in yellow).

### **School Magazine**

The school publishes a magazine once a term called "Balfron Banter". This is written by pupils, and contributions from anyone in the school community are welcome. The magazine includes notes of pupils' achievements, life at Balfron and forthcoming events. The

magazine is free and copies are distributed to all pupils, staff and parents.

The magazine can also be emailed to parents and is also available on the school website. Correspondence may be sent to [magazine@balfronhigh.org.uk](mailto:magazine@balfronhigh.org.uk).

Frequent letters are sent to parents giving specific information on matters such as examination arrangements.

### **Headlines**

The Headteacher writes a publication for parents (eight editions per year). The aim is to describe key aspects of the work going on in school and where we are looking for parents to be involved (shown as 'Be involved'). Key dates for the two months ahead will also be included in each edition. Every edition is e-mailed to all parents who have given us an e-mail link, is available on the school website [www.balfronhigh.org.uk](http://www.balfronhigh.org.uk) and a hard copy is available at reception.

### **Newspaper Columns**

The "Stirling Observer" and the "Milngavie and Bearsden Herald" each carry a weekly "Balfron High School News" column. These are excellent sources of up-to-date information about school activities.

### **WEB-SITE**

The school now has a very informative web-site, which is regularly updated. Please visit us at [www.balfronhigh.org.uk](http://www.balfronhigh.org.uk)

## **CONTRIBUTION TO THE SCHOOL COMMUNITY**

### **Pupil Councils**

The Pupil Councils, comprising elected representatives from every class, meet in year groups every three weeks under the chairmanship of the Head Boy and Head Girl or Deputy Head Boy / Girl. The Councils discuss a whole range of issues. This develops team working and decision making skills in our pupils. The Councils are an important part of school organisation, and give pupils a voice in the running of the school. Two members of the Councils are elected annually to serve on Stirling Council's Student Forum. There is also a School Pupil Council and three House Pupil Councils.

### **Eco-Schools**

Balfron High has achieved the top Eco-Schools award- the Green Flag and in 2009 we achieved a second Green Flag. A large part of this success is our 'whole school' approach to the projects we run. Some of these projects have seen us install wind turbines, recycle plastic and paper, organise the Shoebox appeal and Fairtrade to name a few. The projects are run by the pupils and reviewed in December to make sure they are on track, and again in May to see what has been achieved. We then meet in August to discuss projects being taken forward. More information can be found on the website under 'School News' and 'Eco-Schools'

### **The Prefects**

All Sixth Year pupils are entitled to apply for the post of school prefect. They must complete an application form showing their commitments. The application for prefectship will be granted if there has been a good record of effort and commitment to the school in previous years. If there have been concerns, these Sixth Year students will not be granted prefectship. Application for prefectship can be made again and will be considered at the beginning of each month and will be granted when he/she demonstrates the values and

attitudes that are required for prefectship. Every prefect must also agree to abide by the terms and conditions of the Prefects' Contract which requires them to contribute to the smooth running of the school and support the positive ethos which involves their attendance at school functions such as Parents' Evenings, and lays down appropriate standards of dress and behaviour. Some prefects are directly elected as senior prefects for each home area.

Four prefects are elected by their peers and the staff as Head Girl, Head Boy and their deputies (Head Prefects). They are expected to organise the prefect system and to represent the school on formal occasions. Six prefects are elected as House Captains to organise the Interhouse activities.

### **The Parent Council**

Parents, carers and family members are by far the most important influences on children's lives. Research shows that when parents are involved in their child's learning, children do better at school and throughout life.

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

The main aims of the Parental Involvement Act (the new law) are to:

- help parents become more involved with their child's education and learning
- welcome parents as active participants in the life of the school
- provide easier ways for parents to express their views and wishes

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

As a member you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents at your school

The role of a Parent Council is to:

- support the school in its work with pupils
- represent the views of all parents
- encourage links between the school, parents, pupils, pre-school groups and the wider community
- report back to the Parent Forum

Your school's new Parent Council was instigated in August 2007.

## **EXTRA-CURRICULAR ACTIVITIES**

### **School Clubs**

There is a wide range of flourishing clubs and societies in the school, and an extensive range of inter-house competitions. The majority of these take place after school, but there are many activities also organised by members of staff during lunchtimes. The current list of activities includes the following:

Girls & Boys Rugby, Girls & Boys Football, Hockey, Badminton, Swimming, Basketball,

Fitness Club, Running Club, Gymnastics, Dance, Cheer Leading, Yoga Seniors/Staff, Scripture Union, Creative Writers, Junior and Senior Choir, School Orchestra, Jazz Band, Woodwind Ensemble, String Group, Fiddle Group, Brass Group, Drum Club, Art Group, Yearbook Committee, Charities Committee, Young Enterprise, Eco-Schools Committee, Computing Club, Careers Drop-in clinic, Animal Club, Drama Club, and Chemistry Club.

In addition, inter-house games take place on a Tuesday, Wednesday and Thursday lunchtime, most weeks.

### **Productions**

Normally, there are several public productions per year. Music organises a concert at Christmas and another in June, when the instrumental work of the session is showcased. A school production takes place regularly and other drama productions.

### **S1 Residential**

All S1 pupils are involved in a week's residential stay at one of three outdoor centres at the beginning of the session.

### **Visits Outwith School**

The geographical location of the school offers unrivalled opportunities, which are fully exploited.

The school is located in the heart of the Scottish countryside with Loch Lomond, the Trossachs, and the Campsie and Perthshire hills all close at hand and yet within easy reach of the technological and cultural facilities of Stirling, Glasgow and Edinburgh. In addition, several longer excursions are offered. Prior to each activity outwith school, parental consent is required - this is arranged via a parental consent form issued to pupils by the member of staff in charge.

### **Global Citizenship**

In 1987, a twinning arrangement was set up with the Gymnasium Frankische Schweiz, in Ebermannstadt, Bavaria. Due to small numbers of pupils studying German, it has not been feasible to continue with this exchange. A link with the College Arthur Rimbaud in Villeneuve d'Asq, Stirling's twin district in France, was established in 1991. Regular exchanges with Villeneuve d' Asq take place with French pupils visiting Balforn in October and our pupils going to France in May on alternate years.

Balforn is proud to have developed a partnership with Robert Laws Secondary School in the Northern region of Malawi. Links began between the schools in 2002 with a fundraising day and have since developed into a partnership of equality. The partnership aims to dispel misconceptions about life in both countries and improve the quality of education for both sets of pupils. There are currently four agreed aspects to the partnership: exchange visits, fundraising, cultural and curricular aspects and publicity. During the summer of 2007 and 2009 groups of senior pupils and staff representing a wide range of teaching and learning teams visited Robert Laws. Pupils and staff from Malawi visited Balforn High School in June 2008. These visits have informed and enriched the citizenship experiences of pupils throughout both schools. There are opportunities for all pupils to be involved with the partnership in both schools through classroom based learning and extra curricular activities.

## **TRANSPORT ARRANGEMENTS**

Because of the nature of the catchment area, a very high proportion of Balforn High pupils travel to school by bus. These may be either public service buses, or special contract vehicles. From some remote areas, pupils travel by minibus. Free transport is provided by the local authority for all pupils living two miles or more from the school. On service buses,

pupils are issued with season tickets, for which application forms may be obtained from the school. Pupils who lose a season ticket must pay £10 to the Bus Company for a replacement. Pupils allocated to the contract buses are given a special pass.

On all buses, prefects or monitors have a duty to check and report unacceptable behaviour. If a pupil's behaviour continues to be unacceptable after warning, the season ticket or contract pass may be withdrawn. Responsibility for transporting pupils to and from school might then fall on the parents. Pupils must travel to and from school on the bus to which they have been assigned.

Pupils, who are season ticket holders, who remain in school after 3.30 p.m. for school activities may obtain a special extension ticket which they can submit with their season ticket on any service bus operating between 3.30 p.m. and 7.00 p.m. Pupils from areas not served by service buses have to make their own arrangements with parents or friends.

### **Bus and Minibus Routes to School**

#### **Route 1**

Stirling-Gargunnock-Kippen-Arnprior- Ballat-School

#### **Route 2**

Buchlyvie-School.

#### **Route 3**

Kippen-Fintry-School

#### **Route 4**

Fintry-School.

#### **Route 5**

Glasgow-Mugdock-Strathblane-Killearn-School

#### **Route 6**

Strathblane-Blane Smithy- Station Road-Killearn-School.

#### **Route 7**

Stockiemuir-Croftamie-Killearn Station Road-School.

#### **Route 8**

Croftamie-Drymen-School.

#### **Route 9**

Balmaha-Drymen-School (connection to Rowardennan)

#### **Route 10**

Aberfoyle-Gartmore-Ballat-School.

### **Guideline on senior pupils' cars**

In general terms, the school strongly discourages senior pupils to drive their own cars to school. Stirling Council Education Services pays for all entitled pupils to have free bus transport to school. Almost all-Sixth Year pupils are prefects, and it is an important part of their responsibilities that prefects should help to supervise behaviour on school buses. However, if, for any reason, a pupil must bring a car to Balfron it must on no account be used at lunchtimes or intervals, it can only be used to come to school and then go home again at the end of the day.

### **EMERGENCY CLOSURES**

In unforeseen circumstances, such as heavy snowfalls, heating difficulties, etc., it may be necessary to close the school without prior warning. Every effort will be made to contact parents in this event. It is the responsibility of parents to ensure that their children know the procedure they should follow upon reaching home. In the event of emergency closure, every effort is made to provide a hot meal to pupils who need one, before they are sent home. Because of restrictions caused by the availability of buses, pupils' departure from school may be staggered over an extended period.

### **Crisis Management**

The school has a crisis management plan for dealing with any emergency situations.

## HEALTH CARE AND MEDICAL SERVICES

### A Health-Promoting Community

The school has been awarded level 2 accreditation as a Health Promoting School. An important part of this initiative is to encourage pupils to adopt a healthy, balanced diet. This is also one of the main aims of the Home Economics courses in S1. A second aspect of the initiative is to encourage a commitment to personal well being through exercise and fitness. There is an Active Schools Co-ordinator with the remit of increasing pupil and staff participation in sports and leisure activities. The third strand is to develop healthy attitudes to the use of alcohol and drugs. Finally, foundation of the healthy school will be healthy, positive relationships throughout the school community. To be truly effective, the school must also recruit the support and involvement of parents and the wider community in the initiative

### School Medical Helper

The Medical Helper, Mrs M. MacColl, attends to minor injuries resulting from accidents at school, and in more serious cases, will contact a local doctor. In such a situation, parents will be contacted and for this reason, **it is important that the address and telephone number of an emergency contact is entered on the pupil's enrolment card and the school is informed if this contact changes.**

### Administration of Medicines

From time to time there may be a need for your child to receive medicine during the school day. All prescribed medication should be brought to school by the parent / carer and given to Reception. An appropriate form will be issued for the parent/guardian to complete and return as soon as possible.

Any requirement to give prescribed medication must be accompanied by clear, written, signed instruction from the parent / carer. Where there is any change to the medication then updated instructions should be given to the school.

Parents should note that school staff is not allowed to administer any kind of medication to pupils unless parental permission has been given and the necessary medication has been provided in its original container with the chemist's instruction label attached.

## SCHOOL HEALTH SERVICE

Forth Valley NHS Board has a statutory obligation to provide a health service for all school-age children in Stirling Council area. The aim of the service is to make sure that all children are in the best possible health to benefit from their education and to provide the Education Authority with advice about the spread of infections and the promotion of good health. Staff from NHS Forth Valley provides this service.

Parents will be given the opportunity to meet the named nurse for the school when their child enters the school in Primary 1.

This will involve the parents completing a health questionnaire for the child and requesting an appointment if required. All children may be seen at other times to have their height, weight and vision checked.

If you have any concerns with your child's health, which may affect their education, then an appointment can be arranged with your named nurse again by contacting the department at the telephone number below. School staff, with parental permission, can request an appointment with the named nurse at any time. The named nurse will also liaise closely with the Health Visitor who has overall responsibility for primary school children Hearing is no longer being tested in school and teachers and parents are encouraged to report any

concern about hearing especially in Primary one children.

The named nurse for the school will also offer health promotion sessions within the school setting at agreed times with the school. If you wish further details about the content of these sessions then this is available by either speaking to the teacher or contacting the named nurse at the telephone number below.

The named nurse and the doctor from the Combined Child Health Service will see children with additional support needs or with any significant ongoing medical or developmental conditions affecting their education if they are required to do so. School staff and parents can contact the named nurse for the school as a first point of contact if they have any health concerns regarding children which may affect their educational needs. The nurse will then decide the best way to deal with their concerns in discussion with the child's Health Visitor / Public Health Nurse (schools)

All children entering P1 will receive an oral health pack containing a toothbrush, toothpaste and an oral health advice sheet. A dentist from the Community Dental Service will carry out a dental inspection of your child at P1 and P7 and can arrange for dental treatment to be offered to those children unable to register with a general dental practitioner.

The School Health Service can be contacted at:-

Area Community Child Health Department  
Stirling Royal Infirmary  
Livilands  
Stirling FK8 2AU  
Telephone: (01786) 434059/Fax (01786) 434479

### **Infectious Diseases**

Colds, flu and gastro-enteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea. It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from your named school nurse or staff in your Health Centre or GP Practice.

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

### **Head Lice**

Head lice are spread through head to head contact at home, while playing or in school. Regular combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective. **One** treatment is **two** applications of treatment lotion **seven** days apart. If this is not followed correctly then re-infection is likely.

Advise all family members and close friends of your child to check and treat only if live lice are found. Don't be shy about advising others of this possible problem as you would tell family and friends about other infections which might affect them.

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

Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres.

### **Sexual Health and Relationships**

The authority has a Sexual Health and Relationships Education Policy which includes guidelines and protocols for partnership working with parents and external agencies.

Parents have the right to withdraw their child from sex education.

## **INSURANCE INFORMATION**

### **1. Public Liability**

Stirling Council has Public Liability Insurance in respect of claims against the Council for bodily injury to any person or for loss or damage to any person's property for which the Council is legally liable. Negligence on the part of the Council or its employees resulting in injury, loss or damage must be established.

#### **Pupils' Property**

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school. Parents should be aware of the following points:-

- a) Parents' house contents policy may give some measure of cover for personal effects of family members.
- b) It is suggested that parents may wish to consider taking out additional individual personal cover.
- c) Pupils should be encouraged not to bring valuables to school.

The general rule is that pupils bring property to school at their own risk. There may be situations where the school accepts responsibility for pupils' property, but otherwise the Council is not responsible if property is lost, damaged or stolen in school.

### **2. Personal Accident Cover – Educational Excursions**

The Council has arranged Personal Accident Cover for School children while on Educational Excursions organised by the Council. Compensation may be payable depending on the circumstances of the incident.

A brief summary of the cover is as follows:-

**Persons Covered:** Organisers, members, employees, children and others travelling on excursions or trips organised by the Council.

**When Covered:** Whilst attending any activity involving a journey outside the premises of the School organised by or on behalf of the Council under the supervision of a responsible adult appointed thereby.

If you require further information please contact the Council's Insurance Team on 01786 442889.

## COMMENTS AND COMPLAINTS

Stirling Council is committed to quality services for its citizens and communities. As part of this commitment we have **Talkback**, a comments and complaints scheme, which allows us to find out how we are doing so we can put things right and improve services.

There may be times when you are not happy with the services we provide. We want to give you the opportunity to discuss any concerns with us and to find a solution which will be in the best interests of your child.

**Talkback** provides a 3 stage approach:

### **Stage 1**

If you have a concern about your child's education or early learning, please contact the headteacher in the first instance. You can do this in person, by telephone or in writing. The school will aim to give you a quick but thorough response from staff who knows most about your child.

### **Stage 2**

We hope that we can resolve your concerns easily and quickly at the time they arise and with the person concerned. In some instances, however, you may feel that your concern or complaint has not been resolved. If you are unhappy with the outcome at Stage 1, please contact the Head of Education, Education Service-in Viewforth, Stirling. Again, you can call in person, phone or in writing (telephone 01786 442666).

At this stage the Head of Education may appoint a senior official to work with the school to help resolve the problem. If the problem still remains unresolved, either the Head of Education or you may ask for the matter to be passed to the Education Service Schools Complaints Officer. This is a stage 2 complaint. We will acknowledge your enquiry within 4 days. We aim to look into the issues you raise and find a solution within 15 days.

### **Stage 3**

If you are still unhappy with the outcome of the Service review of your concern, you can contact the Council's Corporate Complaints Officer who will look into how the Service has dealt with your concern. The Corporate Complaints Officer is based within the Chief Executive's Office, Viewforth, Stirling (Direct line - 01786 443326).

**STIRLING COUNCIL EDUCATION SERVICES  
2010-2011 School Dates**

**Autumn Term**

**starts** Monday 16th August 2010 (teachers only)  
Staff Development Day Monday 16th August 2010  
Tuesday 17th August 2010 (pupils return)  
Local Holiday Monday 6th September 2010 (except Balfroon Cluster)  
Local Holiday Monday 27th September 2010 (Balfroon Cluster only)  
**ends** Friday 8th October 2010

**October Holiday**

**starts** Monday 11th October 2010  
**ends** Friday 15th October 2010

**Winter Term**

**starts** Monday 18th October 2010  
Staff Development Day Monday 8th November 2010  
Staff Development Day Tuesday 9th November 2010  
**ends** Thursday 23rd December 2010

**Christmas Holiday**

**starts** Friday 24th December 2010  
**ends** Wednesday 5th January 2011

**Spring Term**

**starts** Thursday 6th January 2011  
Local Holiday Monday 14th February 2011  
Local Holiday Tuesday 15th February 2011  
\*Staff Development Day Wednesday 16th February 2011  
Staff Development Day Thursday 17th February 2011  
Staff Development Day Friday 18th February 2011  
**ends** Friday 1st April 2011

**Spring Holiday**

**starts** Monday 4th April 2011  
**ends** Friday 15th April 2011

**Summer Term**

**starts** Monday 18th April 2011  
Good Friday Friday 22nd April 2011  
Easter Monday Monday 25th April 2011  
Local Holiday Monday 2nd May 2011  
**ends** Friday 24th June 2011

**Summer Holiday**

**starts** Monday 27th June 2011  
**ends** Monday 15th August 2011 (teachers only)  
Tuesday 16th August 2011 (pupils return)

**\*Additional Curriculum for Excellence Day**

## TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Government Education Department have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

### What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they **are not** passed to the Scottish Government. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by the Scottish Government. It is used for statistical and research purposes only.

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

### Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government and education authorities 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 exam results. Accurate and up-to-date data allows the Scottish Government, education authorities and schools 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 that influence pupil attainment and achievement,
- Target resources better.

### Your data protection rights

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

The Scottish Government will not publish or release any information that allows an individual pupil to be identified.

Data will not be used to take any actions in respect of any individual pupils. Data will only be shared with bona fide partners, such as HM Inspectorate of Education and the Scottish Qualifications Authority. Any sharing will be done under conditions of strict control and with the prior agreement of the Data Controller.

### Concerns

If you have any concerns about the ScotXed data collections you can email the Data Controller at [EDData.Controller@scotland.gsi.gov.uk](mailto:EDData.Controller@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print. Please allow up to 10 days for requests to be processed.

**Want more information?**

Further details about ScotXed data exchanges are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net). The website also contains answers to commonly asked questions about ScotXed.

## GLOSSARY

The following are some "technical" terms used in this brochure.

### **Assessment**

Ways of finding out how much a pupil knows, or what skills or attitudes he/she has developed.

### **Continuous Assessment**

Assessment carried out usually in class, at frequent intervals throughout the school year.

### **Curriculum**

The programme of courses, learning activities and experiences organised for pupils by the school.

### **Extra-Curricular Activities**

Activities outwith the normal teaching situation in the classroom and often additional to the pupil's normal curriculum.

### **External Assessment**

Assessment carried out by the authorities outside the school e.g. The Scottish Qualifications Authority (SQA).

### **Internal Assessment**

Assessment carried out by the school itself and not organised by outside authorities such as the SQA.

### **Mixed Ability**

A class which contains pupils of all levels of ability. At Balfron High, all First Year and almost all-Second Year classes are mixed ability.

### **Setting**

The grouping of pupils according to their ability. At Balfron High, some subjects are "set" in Third and Fourth Year.

### **SQA**

The Scottish Qualifications Authority.

SCOTTISH GOVERNMENT EDUCATION  
DEPARTMENT STATISTICS FOR 2009

**Appendix 3a** shows the statistics for Balfron High School's

- Leavers' Destinations (2008/09)
- Budgeted Running Costs (2009/10)
- Attendance and Absence for the School year 2008/09
- Estimated January Roll
- Examination Results 2006/7 – 2008/9
- Minimising overall absence

**Appendix 3b** shows the statistics for Stirling Council schools for the same categories of information.

**Appendix 3c** shows the Scottish statistics for the same categories of information.

## INFORMATION FOR PARENTS 2009 SECONDARY SCHOOLS

<b>School:</b> Balfroon High School	<b>Id No.:</b> 390 - 5726034
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### *Leaver Destinations*

#### *Number Of Pupils Leaving In School Year 2008/2009 And Percentage With Destination As:*

<b>Total Number of Leavers (=100%)</b>	163
<b>Higher Education</b>	55
<b>Further Education</b>	14
<b>Training</b>	2
<b>Employment</b>	17
<b>Other Known</b>	10
<b>Not Known</b>	2

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

### *Budgeted Running Costs For Financial Year 2009-2010*

<b>School Roll at September 2008</b>	974
<b>Total School Running Costs at April 2009 (£)</b>	6,409,830
<b>Cost per Pupil (£)</b>	6,581

Key to symbols: The symbol ## indicates that the data are not available.

## INFORMATION FOR PARENTS 2009 SECONDARY SCHOOLS

**School:** Balfron High School

**Id No.:** 390 - 5726034

### *Attendance And Absence For School Year 2008/2009*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	64,948	66,696	65,004	63,172	57,748	317,568
<b>Percentage Authorised Absences</b>	2.9	4	4.3	5.3	4.3	4.2
<b>Percentage Unauthorised Absences</b>	1.4	1.5	1.7	2.2	2.7	1.9

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

## INFORMATION FOR PARENTS 2009 SECONDARY SCHOOLS

<b>School:</b> Balforn High School	<b>Id No.:</b> 390 - 5726034
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### Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session

2006/2007	2007/2008	2008/2009
84	89	82

### Examination Results (within Scottish Credit and Qualifications Framework)

(2008/2009 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
	97	96	97	91	88	89	57	57	54

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
	59	66	67	40	46	48	19	29	30

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
	53	56	60	38	40	46	29	28	27

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.

## INFORMATION FOR PARENTS 2009 SECONDARY SCHOOLS

<b>School:</b> Balfron High School	<b>Id No.:</b> 390 - 5726034
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### *Minimising Overall Absence*

	Absence recorded (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
<b>Absence</b>	29.5	23.1

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

#### ***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

## INFORMATION FOR PARENTS 2009 SECONDARY SCHOOLS

Education Authority: Stirling
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### *Leaver Destinations*

#### *Number Of Pupils Leaving In School Year 2008/2009 And Percentage With Destination As:*

<b>Total Number of Leavers (=100%)</b>	978
<b>Higher Education</b>	42
<b>Further Education</b>	18
<b>Training</b>	6
<b>Employment</b>	22
<b>Other Known</b>	12
<b>Not Known</b>	0

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

### *Budgeted Running Costs For Financial Year 2009-2010*

<b>School Roll at September 2008</b>	5,994
<b>Total School Running Costs at April 2009 (£)</b>	36,179,349
<b>Cost per Pupil (£)</b>	6,036

Key to symbols: The symbol ## indicates that the data are not available.

## INFORMATION FOR PARENTS 2009 SECONDARY SCHOOLS

Education Authority: Stirling

### *Attendance And Absence For School Year 2008/2009*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances (Pupil Half Days)</b>	403,464	418,584	403,004	403,321	347,512	1,975,885
<b>Percentage Authorised Absences</b>	4.6	5.2	5.5	5.6	5.6	5.3
<b>Percentage Unauthorised Absences</b>	2.2	3.2	4.4	4.9	4.0	3.7

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

## INFORMATION FOR PARENTS 2009 SECONDARY SCHOOLS

**Education Authority:** Stirling

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

<b>2006/2007</b>	<b>2007/2008</b>	<b>2008/2009</b>
76	73	75

**Examination Results (within Scottish Credit and Qualifications Framework)**

*(2008/2009 results are pre-appeal)*

<b>Percentage of the relevant September S4 roll achieving:</b>									
<b>By end of S4</b>	<b>5+ @ level 3 or better</b>			<b>5+ @ level 4 or better</b>			<b>5+ @ level 5 or better</b>		
	<b>2006/20</b>	<b>2007/20</b>	<b>2008/20</b>	<b>2006/20</b>	<b>2007/20</b>	<b>2008/20</b>	<b>2006/20</b>	<b>2007/20</b>	<b>2008/20</b>
	<b>07</b>	<b>08</b>	<b>09</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>07</b>	<b>08</b>	<b>09</b>
	90	89	91	75	77	78	38	42	40

<b>Percentage of the relevant September S4 roll achieving:</b>									
<b>By end of S5</b>	<b>1+ @ level 6 or better</b>			<b>3+ @ level 6 or better</b>			<b>5+ @ level 6 or better</b>		
	<b>2006/20</b>	<b>2007/20</b>	<b>2008/20</b>	<b>2006/20</b>	<b>2007/20</b>	<b>2008/20</b>	<b>2006/20</b>	<b>2007/20</b>	<b>2008/20</b>
	<b>07</b>	<b>08</b>	<b>09</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>07</b>	<b>08</b>	<b>09</b>
	45	45	49	29	29	32	14	16	16

<b>Percentage of the relevant September S4 roll achieving:</b>									
<b>By end of S6</b>	<b>3+ @ level 6 or better</b>			<b>5+ @ level 6 or better</b>			<b>1+ @ level 7</b>		
	<b>2006/20</b>	<b>2007/20</b>	<b>2008/20</b>	<b>2006/20</b>	<b>2007/20</b>	<b>2008/20</b>	<b>2006/20</b>	<b>2007/20</b>	<b>2008/20</b>
	<b>07</b>	<b>08</b>	<b>09</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>07</b>	<b>08</b>	<b>09</b>
	38	37	38	27	27	26	15	18	17

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.

## INFORMATION FOR PARENTS 2009 SECONDARY SCHOOLS

<b>Education Authority:</b> Stirling
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### *Minimising Overall Absence*

	Absence recorded (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
<b>Absence</b>	36.3	34.5

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

#### ***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

## INFORMATION FOR PARENTS 2009 SECONDARY SCHOOLS

National Data
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### *Leaver Destinations*

#### *Number Of Pupils Leaving In School Year 2008/2009 And Percentage With Destination As:*

<b>Total Number of Leavers (=100%)</b>	53,532
<b>Higher Education</b>	35
<b>Further Education</b>	27
<b>Training</b>	5
<b>Employment</b>	19
<b>Other Known</b>	13
<b>Not Known</b>	1

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

### *Budgeted Running Costs For Financial Year 2009-2010*

<b>School Roll at September 2008</b>	303,331
<b>Total School Running Costs at April 2009 (£)</b>	1,649,220,361
<b>Cost per Pupil (£)</b>	5,437

Key to symbols: The symbol ## indicates that the data are not available.

## INFORMATION FOR PARENTS 2009 SECONDARY SCHOOLS

<b>National Data</b>
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### *Attendance And Absence For School Year 2008/2009*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances (Pupil Half Days)</b>	20,654,285	21,094,332	21,458,624	21,275,217	15,517,663	100,000,121
<b>Percentage Authorised Absences</b>	5.6	6.5	7.5	7.3	6.6	6.7
<b>Percentage Unauthorised Absences</b>	1.2	1.7	2.4	2.8	2.3	2.1

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

## INFORMATION FOR PARENTS 2009 SECONDARY SCHOOLS

### National Data

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

2006/2007	2007/2008	2008/2009
65	65	67

### *Examination Results (within Scottish Credit and Qualifications Framework)*

*(2008/2009 results are pre-appeal)*

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2006/20 07	2007/20 08	2008/20 09	2006/20 07	2007/20 08	2008/20 09	2006/20 07	2007/20 08	2008/20 09
	91	91	91	76	76	77	33	34	35

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2006/20 07	2007/20 08	2008/20 09	2006/20 07	2007/20 08	2008/20 09	2006/20 07	2007/20 08	2008/20 09
	39	39	40	22	22	23	10	10	10

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2006/20 07	2007/20 08	2008/20 09	2006/20 07	2007/20 08	2008/20 09	2006/20 07	2007/20 08	2008/20 09
	29	30	31	19	20	20	12	13	13

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.

## INFORMATION FOR PARENTS 2009 SECONDARY SCHOOLS

<b>National Data</b>		
<i>Minimising Overall Absence</i>		
	<b>Absence recorded (2007/2008) Average number of half days absence per pupil</b>	<b>Absence recorded (2008/2009) Average number of half days absence per pupil</b>
<b>Absence</b>	34.9	34.2

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

***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

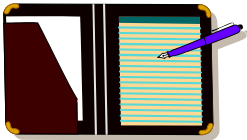
# Balfour High School Classroom Code



APPENDIX 4

(Yellow)

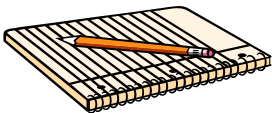
## Always



- ▶▶ Bring the correct equipment with you for each subject each day



- ▶▶ Save eating, drinking and toilet visits for intervals and lunchtime



- ▶▶ Remove outdoor clothing

- ▶▶ Be ready to start work quickly



- ▶▶ Pay attention to your teacher and follow instructions



- ▶▶ Contribute to the work of the class in a positive, responsible way



- ▶▶ Show respect for:

- ▶ all staff
- ▶ your classmates
- ▶ your equipment
- ▶ the school environment



- ▶▶ Note down homework carefully and make sure you do it



- ▶▶ Set high standards for yourself at all times

**Choose to follow the code and you will:**

- ✓ have a good learning experience in your classes
- ✓ help others to improve their standards
- ✓ be praised by your teachers, form class leader and home area PT
- ✓ have positive comments recorded on your reports and on SEEMIS
- ✓ win House points for co-operation and excellent work

**Gain the required number of positive comments and you will:**

- ✓ have the privilege of taking part in school discos and events
- ✓ receive termly achievement certificates
- ✓ be invited to an Awards Ceremony
- ✓ receive free tickets for achievers' disco or other events

**Choose NOT to follow the code and you will disrupt learning.**

**The consequences of this will be:**

- X        warnings**
- X        change of seat in class**
- X        removal from class for a short time**
- X        completing a classroom code exercise**
- X        lunchtime catch-up**
- X        removal, with work, to another teacher's class for one week**

**You will not gain positive comments and so:**

- X        your form class leader and home area PT will discuss your behaviour with you**
- X        your parents will be informed about your behaviour**
- X        you will be unable to take part in school discos and events**

**Remember  
it's your choice**