

Dear Parent/Carer

Primary to Secondary Transfer

As your son/daughter progresses through Primary 7, your thoughts will be increasingly turning to the move to secondary in August next year.

In line with City of Edinburgh policy, it is my view that the best option for young people is to attend their local school, with classmates from primary and the wider community of which they are a part. I also assure you that we offer a first rate experience at Tynecastle, a view that is strongly supported by parental feedback in recent years. For example, P7 transition feedback in the last two sessions, shows parental satisfaction levels at 100%. Our transition programme is very rich and includes numerous curricular visits as well as the three day visit in June.

The key message that I want to get across to you is that we are a caring and inclusive school which will meet the needs of your child. Our expertise in supporting those with specific needs is second to none, and, as a school with thirty eight different languages, we are well used to supporting students from a range of cultures. The fact we are a small to medium school really does mean we also get to know all of our young people really well. Our motto is: *Tynecastle CARES* (Challenge, Ambition, Respect, Enjoyment and Success) and we are really proud that visitors soon pick up on this warm and friendly ethos. This is what makes us special. Our staff go the extra mile to help students. We are also a very innovative school, leading the way in the use of technology to support learning, with all S3 and S4 students now equipped with iPads.

A second key message is that we benefit from having a well-designed modern school building. It really is a first rate learning environment with Smartboards in all classrooms and high levels of specification in terms of equipment and learning spaces. In our most recent inspection visit, it was recognised that our students were benefiting from this environment and taking up the many opportunities to achieve. Our staff for example offer a wide range of lunchtime and after school activities. The report also highlighted our strong sense of direction and clear leadership.

We have welcomed many of you to various events in recent years. I also enjoyed meeting many of you at the open afternoon in October. I would also now like to invite you to contact me should you wish a personal visit to the school where I could offer you a tour and answer any specific questions you may have. We have done this in the past and parents have really enjoyed the visit. Please telephone our school office (0131 337 3488) and we will be delighted to arrange a time that suits you.

I trust that you find this information booklet informative and very much look forward to welcoming your child to future transition events here, and of course the three day visit for new S1 students in June 2014.

Tom Rae
Head Teacher

November 2013



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This information is accurate at the time of compilation, but it is subject to changes in roll, staffing and resources in future years.



What sort of school are we?



'Tynecastle Cares' is our motto. This encapsulates our core values.

C Challenge *for all our students.*

A Ambition *for everyone to fulfil their potential.*

R Responsibility *as learners and as citizens.*

E Enjoyment *learning is fun!*

S Success *celebration of all our successes.*





The School in the Community

Tynecastle High School was founded in 1912. It is a co-educational six year school with 525 students on its roll at present. In January 2010 we moved to a state of the art new school building across the road from the school's original site. The new building and its wonderful facilities enable us to provide our students with an education for the 21st Century.



We are proud of the fact that many of our students are the second or third generation of their family to attend Tynecastle. We encourage all of our students to be proud of their school and its long-standing reputation in the community.

We take pride in being a school which benefits from having a significant number of students from diverse cultural backgrounds with over 30 different nationalities represented in the school. This enriches our school and we seek opportunities to celebrate this diversity.

We are also very committed to building further on our excellent links with the Local Community and to utilising fully our community wing partners as the hub of a wider "Learning Community."



Why choose Tynecastle High School?

Choose it for its learning environment.

We have state of the art facilities, technology and equipment that enable us to provide an education for the 21st century. To enhance Learning and Teaching, all out S3 and S4 students have been issued with their own ipad.

Choose it for its opportunities to achieve.

In school we have a wide range of clubs from the photography club and bike maintenance to fitness and fencing. Out of school we participate in Duke of Edinburgh, World Challenge expeditions- the 2014 trip is to Bolivia- and we run numerous school trips.

Choose it for the multi-cultural dimension.

Over 30 different nationalities are represented in the school and we are proud of the diversity of our school community. We are an inclusive school which caters well for students across the ability range. This was commented on in our recent HMIe inspection.

Choose it for its successes.

We have an excellent record of working in partnership with our career agency to ensure that all our school leavers move on to positive destinations. Individual success include The Lothian Young Citizen of the Year, First Prize in the OPITO Petrochallenge, an oil exploration and investment competition for senior students, the national winner of the Show Racism the Red Card competition in the literature category and two national Photography Prizes one featured as the front page of GLOW last year.





About Tynecastle High School

Resources available in the new school:

Classrooms and equipment levels

- SmartBoards available in all rooms
- Completely new furniture & fittings in all rooms
- Flexible space designed to promote Active Learning strategies
- Science & technology equipped to high specification
- Large, modern library space
- I pads for all S3 and S4 students

Sports Facilities

- Huge astro-turf area
- A designated Sports Co-ordinator
- Two large games halls with new Olympic specification markings and electronic scoreboards
- Student-friendly changing rooms and shower facilities with privacy
- Lecture room
- Superb fitness suites
- Dance suite

Comfort & Safety

- Student-friendly playground design with social areas. No traffic. Separate playground area for S1 if desired
- Bike shed and cycle path separated from cars
- Full compliance with disability legislation
- Sound-proofing of all large spaces
- Excellent catering facilities and dining areas
- Superb S6 common room

Student Support

- Fully integrated student support wing which houses: Support for Learning, Support for Pupils, EAL, PSE classrooms, welcome area for parents/students, Behaviour Support, Welfare area and confidential interview rooms

Unique features

- Rooftop greenhouse for biology
- 252 seat auditorium for assemblies/shows with adjoining Drama studio
- Nine specially designed music practical rooms
- Industry-standard recording studio
- Adjoining community wing
- Greek-style amphitheatre in playground
- Roof top terrace linked to art department
- Features from old Tynecastle incorporated (double stairwell, stained glass panel from ceiling)



The Tynecastle Parent Council

Tynecastle High School is fortunate in having a very supportive parent council, who work for the benefit of the school and the students. The members attempt, as far as is possible, to represent parents. The Parent Council carries out the following activities.

Activities of the Group:

- To take part in the appointment of senior school staff
- To communicate regularly with parents
- To bring parental concerns or issues to the attention of the Headteacher

Additional activities:

- Arranging evening events for staff and parents to meet in a relaxed atmosphere
- Fundraising for school projects
- Running annual school events such as the Burns' Supper and our annual Summer Fair in June

Membership

Parent Reps

Mary Brownlee - Chairperson
Sue Stevenson / Caroline Astor - Treasurer
Morag Thomas - Minute Secretary
Jennifer Anderson
Beatrice Bryant
Anne Cunningham
Gail Fairgrieve
Sue McKendrick

Staff

Tom Rae - Headteacher
Angela Bell – Deputy Head Teacher



Summary of Achievements of 2012/13

Attainment successes:

- A sustained improvement in National Priority targets over the last 3 years
- Number of students receiving awards in English and Maths by the end of S6
- Significant progress in the number of students achieving 3+ at Higher in S5/6

Student achievements include:

- Significant progress with learners' achievements. Our HMle report of February 2011 identified this as one of the particular strengths of the school.
- All S1 students gained Junior Award Scheme Scotland gold award. All students in S1 will continue to participate in JASS this year
- All S1-S3 participated in our Health and Wellbeing week in May built around sport and wellbeing
- Our school photography club were winner of the "Islam in Scotland" photography club
- Our S1 football team won the Forth One School's Competition
- A group of our S2 students won the City of Edinburgh 'Litterless Lunchtimes' Competition
- A group of our S2 students participated in the S2 construction Challenge run by Heriot Watt University
- A group of our S2 students were runners-up in the Young SET (Science, Engineering and Technology) Ambassadors Project
- Duke of Edinburgh offered from S3 upwards
- A group of S3/4 students attended a conference on "Maths In The Pipeline" for students considering careers in civil and chemical engineering
- The S1-6 Dance club represented the school at the annual Edinburgh Schools Dance Competition at Forrester High School
- An S5 student won the Career Academies Sir Win Bischoff Award for personal development during the Careers Academy
- One of our S5 students received a Highly Commended award in the Paolozzi Prize for Art Awards
- Our Advanced Higher Art portfolios have been featured at the annual SQA exhibition this year as the work of the students was deemed outstanding
- An S6 student reached the semi-finals in the International Gadda Prize for short story writing
- Senior students worked with engineers from Selex Galileo to build an ultrasonic sensor as part of the Engineering Education Scheme run by Strathclyde University.

Student leadership opportunities provided by departments and partnerships include:

- All S5-6 students are involved in supporting local charities through the Young Philanthropists Initiative
- Cluster working led to many leadership opportunities, including student involvement in the P6 CSI project, the P5 cluster Technologies day, the P4 mini Olympics, and our musicians playing at the Balgreen Primary School Rose Day celebrations



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- A highly successful partnership with The Green Team, who are now based at our school, leading to many outdoor learning opportunities for our students, including The John Muir Award and Forest Schools.
 - A number of Duke of Edinburgh awards
 - S6 Leadership Conference (Napier)
 - RBS initiative (Money Sense – Maths)
 - Netherlands Exchange programme (S5)
 - S5 visit to Auschwitz
 - All our S2 students took part in a Spanish cultural afternoon
 - S6 Community class link with Redhall Special School
 - Participation in the Multi-lingual debate at Heriot Watt University

Other Achievements:

Tynecastle achieved in many other ways in 2012/13. Below are listed a few events, which give a flavour of the year.

- Convener's Outstanding Achievement Award for our work in delivering the Careers' Academy Initiative
- A significant expansion of after school activities through the Active Schools Programme and our Wednesday lunchtime clubs
- A wide range of Parent Council and charity events including our Summer Fair in June 2013
- An outstanding range of sporting achievements recognized at our Celebration of Sporting Achievement evening
- Effective school – college links further enhanced involving S3, S4 and S5 students
- Open Afternoon in October 2013 in which students and staff from our cluster took part



Trips, Clubs and Activities

All students are encouraged to participate in school trips and extra curricular activities. The following are examples of activities that are open to our students:

S1/2 French Trip

S1/2 helped to plan their highly successful trip to Paris in May 2013 and are involved in the organisation of next year's trip to Paris in May 2014

International Exchange with the Netherlands

Fifth year students have the opportunity to participate in an exchange in the Netherlands.

Health and Wellbeing Week 2013

In May all S1-S3 students participated in a Health and Wellbeing Activity Week. The aim of this day was to raise student awareness of all areas of Health and Wellbeing. This was done by introducing students to activities that are on offer to them within their community on a Health Awareness day. Students then selected activities from a wide variety of choice including; a dance trip to London, football at Spartans, Go Ape, Zoo, golf and many more.

World Challenge

The school has run demanding expeditions involving S6 to South Africa, Mexico, Vietnam, Peru and Southern India in recent years. A very successful World Challenge expedition to Mongolia took place in 2012. The 2014 expedition will be to Bolivia.



Clubs

Students are encouraged to take part in the wide range of clubs and activities, which are available after school or at lunch-time. Lists of clubs operating this session during our extended Wednesday lunchtimes are:

| | | |
|--------------------------|----------------------|--------------------------------------|
| Art S1/S2 club | Dodgeball | Junior Art Club |
| Badminton | Duke of Edinburgh | Photography Club |
| Basketball | Eco Group | Mechanics Club |
| Biology Study Support | Fairtrade Club | Music Drop In |
| Board Games | Fencing Club | Nail Art Group |
| Caring for small animals | Film Club | Samba Drumming |
| Chemistry Study Support | Fitness Club | Science Club S1-3 |
| Choir | Football | Small Animal Management |
| Computer Games | French Study Support | Tynecastle High School Radio Club |
| Creative Knitting Club | Global Citizen Club | Young SET Ambassadors Project |
| Creative Writing | Gymnastics | Running/Jogging Club |
| Dance | Internet Club | |



Enrolment

In November, most of the students attending our cluster primary schools will automatically be enrolled in Tynecastle High School. If your child does not live in our catchment area, or has recently moved into the area, please contact the school office.

Contact names for first year students

Mr Tom Rae, Headteacher

Mr Rae is happy to be contacted by the parent of any student in the school.

DHTs

Mrs Ramsay, Depute Head Teacher has responsibility for enrolling students into S1-S3.

Mrs Bell, Depute Headteacher has responsibility for enrolling students into S4-S6.

Support for Pupils Teachers

Ms L Moultray – Braemar

Mr J Simpson – Dunvegan

Mr O Cook - Tantallon



Publications for Parents

- Information is available on our website www.tynecastle.edin.sch.uk
- The Parents' Calendar is issued once a year, in August. It gives the dates of all events and parents' meetings for the year.
- A Parents' Newsletter is issued three times a year. It gives information and news of what is happening at school.
- A Learning Planner is issued to each student at the beginning of the session. The Homework Information Booklet for parents is in the student planner. The booklet is also available on our website www.tynecastle.edin.sch.uk
- Generally notes home are issued on Fridays to all students.
- An Annual Standards & Quality Report is produced for the Authority and for parents and is available to all parents, on request.

The school's telephone number is 0131-337-3488

The Tynecastle Absence Line number is 0131-337-0336

Our e-mail address is admin@tynecastle.edin.sch.uk



Primary Transition and Links 2013-14

We have developed a carefully planned programme to prepare for the transition from P7 to S1. As you will see below, the programme consists of information events for students and parents, supported by the primary students actually becoming first-year secondary students for three days.

This year's programme is as follows:

Term 1

P7 curricular visits to Tynecastle High School

All P7 classes will visit a number of departments at Tynecastle High School between September and December 2013 to take advantage of our outstanding facilities. These visits will enhance the learning taking place in primary school. P7 classes will experience learning in the following departments:

- English
- Religious Education
- Craft, Design and Technology
- Home Economics
- Physical Education
- Most Able Mathematicians Group Visit

Friday 4th October 2013 1pm-3pm: P6/7 Open Day for parents/Celebration of Learning

This will be an opportunity to meet the senior team and staff, have a guided tour of the school and hear from some of our new S1 students about some of the exciting learning opportunities they have been involved in since joining the school in August.

Term 2

January 2014

Visit to the science faculty with a focus on science investigation work

March 2012

All P4 pupils will participate in a cluster sporting event, which will take place here at Tynecastle High School.



Term 3

P5 Technology Visit

All P5 pupils visit Tynecastle for a whole day and take part in a series of lessons with subject specialists relating to their technology. At the end of the day they present what they have done, made, learned and accomplished to the pupils in their group.

CSI Tynecastle

All P6 classes will spend a full day in May at Tynecastle High School working on an Interdisciplinary project entitled 'CSI Tynecastle'. This will involve learning about forensics, chromatography and other investigative techniques and will reinforce aspects of literacy, such as report writing and presentation skills.

P7 Transition Fun Day Monday 16th June 2014

The purpose of the day is for all new Tynecastle High School S1 students to enjoy an informal day of activities, get to know new class mates and have fun. All new S1 will be invited to take part and students will be in their new tutor groups for the activities.

3 Day Transition visit, 17th to 19th June 2014

This is the formal 3 day visit for all new S1 students. This is an opportunity to meet teachers and new class mates and experience their new S1 timetable.



School Policies

Assessment, Reports and Parents' Evenings

How will my child be assessed?

Dialogue and feedback between each student and her/his teacher are the most important aspects of assessment. At the heart of good Assessment is for Learning practice is the idea that learners learn best when:

- ✓ they understand clearly what they are trying to learn, and what is expected of them
- ✓ they are given feedback about the quality of their work and what they can do to improve
- ✓ they are given advice about how to make improvements
- ✓ they are fully involved in deciding what needs to be done next and who can give them help if they need it.

Your child will also be assessed by Standardised Testing in Mathematics and English, class tests, marking of class work, practical tests in some subjects, and projects or investigations. Senior students are entered for a wide range of National Courses at Access, National, Higher and Advanced Higher levels.

How will I receive information about my child's progress with his / her learning?

Each student in first year receives a Learning Planner in which your child will record a variety of information about his / her learning and any homework. It is essential to look at this regularly.

You will receive a report twice in first year, which will give you information on your child's progress in each subject. This report will be based on some or all of the assessment methods above. These reports will take the form of:

- one interim tracking report giving a summary of your child's progress
- one full report with more detailed information on your child's progress in each subject area

You will receive regular updates of merits and demerits awarded to your child by their teachers. These are awarded for a variety of reasons including good and regular completion of homework or particularly good effort in a subject. Demerits may be awarded for failure to bring proper equipment or poor effort and attitude.

You will also have an opportunity to discuss progress with your child's teachers at Parents' Consultation evenings. These take place once per year for each year group. You are also, of course, most welcome to make an appointment at any time to discuss your child's progress.



Framework for promoting positive behaviour

Our HMle follow-up report from 2011 commented on the positive behaviour of Tynecastle High School students. It is important to remember that most students choose to engage positively with others. This contributes to the atmosphere of mutual respect and co-operation which exists in the school.

Positive behaviour is more likely in a positive classroom. The key factor in establishing a climate of respect, a fast learning pace and a sense of achievement are the high expectations of the teacher.

Positive Teachers

- Are approachable
- Value every student
- Have high expectations of behaviour and achievement
- Know the needs of students in their class
- Recognise and reward good behaviour
- Model respect when communicating
- Use humour to good effect
- Are clear and decisive
- Intervene swiftly and sensitively when required
- Are consistent and fair

Relationships

Positive relationships on all levels are vital for the well-being of the school. Nearly all staff are now trained in Restorative Practice approaches, and all students have now received training.

Restorative Practice is a philosophy which brings an honest acknowledgement of how an individual's behaviour has impacted negatively on others. This has transformed the climate in our school.

Restorative Practice means that all of us are expected to:

- Manage situations with compassion
- De-escalate flashpoints
- Ensure minor indiscipline does not escalate to serious misconduct
- Listen to, and respect others
- Minimise conflict
- Seek resolutions
- Sustain and repair relationships
- Ensure fair treatment for all



School Codes

School codes exist for the wellbeing of both students and staff. Observing our codes brings rewards, whilst failure to observe them will bring a graduated series of sanctions.

The Code of Behaviour

In classrooms, students will:

Arrive on time with necessary books and equipment
Enter quietly and stay seated unless asked to move
Follow instructions the first time given
Raise hand before speaking
Treat others and their work with respect
Obey safety procedures e.g. during a fire alarm
This code must be displayed clearly in every classroom and referred to as appropriate

Inside the building. Students will:

Move around the school calmly and quietly
Line up outside classrooms until told to enter
Put any litter in the appropriate eco-school bin
Remain in the social areas downstairs at breaks and lunchtimes unless attending clubs or accessing lockers

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|--|
| Note: As with all City of Edinburgh establishments Tynecastle High School and its grounds is a strict NO SMOKING AREA. |
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Positive Students

As well as respecting the Code of Behaviour, positive students will also co-operate in the following ways:

Be Prepared

Each day your child should bring:

- ✓ necessary books, jotters, folders
- ✓ school planner
- ✓ pen, pencil, rubber, ruler, sharpener
- ✓ calculator
- ✓ a bag to carry all of the above

Each night your child should pack their bag referring to their timetable and remember when necessary:

- ✓ PE kit
- ✓ notes and return slips
- ✓ money for Home Economics or Craft & Design materials



Anti Bullying

Bullying behaviour is:

- deliberately threatening, frightening or hurtful
- physical, emotional or verbal
- unacceptable and not tolerated

People can be bullied on the grounds of:

- race
- gender
- sexual orientation
- disability
- socioeconomic status
- nationality
- religion
- other real or perceived differences

However, it can also be for no apparent reason.

There are considerable benefits from tackling bullying effectively and consistently:

- improved safety of young people
- improved standards of behaviour
- improved academic performance
- increased self-esteem and motivation
- improved attendance
- improved partnerships, communications and trust with all our stakeholders

Tynecastle High School has a strong and effective policy on bullying which is applied by every member of staff. Persistent bullies will be excluded from school.

S5 Buddies have had training to enable them to support first year students. Students are strongly advised to speak immediately to a member of staff, a Prefect or a Buddy if they feel that they, or their friends, are being bullied. The sooner school knows about the situation, the easier it is to prevent bullying.

A Copy of our anti-bullying policy is available on our website: www@tynecastle.edin.sch.uk

Bullying is not acceptable and can be stopped.



Attendance and Late-coming

We have a clear policy on attendance and time-keeping. See appendix for school day times.

If a student is absent...

The school should be informed of a student's absence (by telephoning our dedicated Absence Line on 0131-337-0336), preferably on the first day of absence. A note should be brought when the student returns and given to the register teacher. If no phone call is received the school's computer operated Absence Call system will contact home/parent's work numbers. It continues to try to make contact until the telephone is answered.

If a student is absent without explanation

- a record is kept of the absence, and
- an absence enquiry letter is sent home.

In certain cases, the Education Welfare Officer will visit the home and further action will be taken as detailed below.

Tynecastle Absence Line – 0131 337 0336

If a student is late... at Tynecastle, the first lesson starts at 8.30 prompt. A warning bell rings at 8.25 to tell students to start making their way to class. Any student arriving in the building after 8.30 is late.

Students who arrive at school late must

- report to Classroom Assistants' Base, and
- collect a late slip which must be kept for the rest of the day and shown to class teachers on request

If the student is late without a written note or appointment card

- a record is kept of their late-coming
- parents are informed by telephone after every instance of lateness
- persistent late-coming may result in a visit from the Education Welfare Officer who will try to establish what support may be required to improve punctuality

Education Authority Policy on Absence

Parents are responsible for ensuring that their child attends school regularly. In cases of unsatisfactory attendance, the Student Support Staff will ask The Education Welfare Officer to visit the home and discuss the problem with the parents. If such unsatisfactory attendance persists, the Student Support Staff, following discussions with the Education Welfare Office and other agencies will decide whether the case should be referred to the local Area Attendance Advisory Group. This group has been formed to make recommendations to the Director of Education on the statutory responsibilities of the Authority with regard to defaulting parents.

**Good attendance and punctuality are a vital preparation
for the adult world.**



SCHOOL DAY STRUCTURE

Monday / Tuesday / Thursday

| Times | | |
|---------------|--------------|------------|
| 8.25 | Warning bell | |
| 8.30 – 9.30 | Period 1 | 60 minutes |
| 9.30- 10.30 | Period 2 | 60 minutes |
| 10.30 – 10.45 | Break | 15 minutes |
| 10.45- 11.45 | Period 3 | 60 minutes |
| 11.45 – 12.45 | Period 4 | 60 minutes |
| 12.45 – 13.30 | Lunch | 45 minutes |
| 13.25 | Warning bell | |
| 13.30 - 14.30 | Period 5 | 60 minutes |
| 14.30 - 15.30 | Period 6 | 60 minutes |

Wednesday

| Times | | |
|---------------|--------------|------------|
| 8.25 | Warning bell | |
| 8.30 - 9.30 | Period 1 | 60 minutes |
| 9.30 - 10.30 | Period 2 | 60 minutes |
| 10.30 - 10.45 | Break | 15 minutes |
| 10.45 - 11.45 | Period 3 | 60 minutes |
| 11.45 - 12.45 | Period 4 | 60 minutes |
| 12.45 - 13.45 | Lunch | 60 minutes |
| 13.40 | Warning bell | |
| 13.45 - 14.45 | Period 5 | 60 minutes |
| 14.45 - 15.45 | Period 6 | 60 minutes |

Friday

| Times | | |
|---------------|---------------------|------------|
| 8.25 | Warning bell | |
| 8.30 - 9.30 | Period 1 | 60 minutes |
| 9.30 - 10.00 | Period 2 Tutor time | 30 minutes |
| 10.00 - 10.15 | Break | 15 minutes |
| 10.15 - 11.15 | Period 3 | 60 minutes |
| 11.15 - 12.15 | Period 4 | 60 minutes |

Friday is a half-day for students. All students dismiss at 12.15pm.

The school dining hall is open from:

10.30 – 10.45 (morning interval), 10.00 – 10.15 (Friday)
12.45 – 13.30 (lunchtime Mon, Tue, Thu) 12.45 – 13.45 (Wed)

Students may buy snacks and drinks during intervals using their **One Edinburgh Card**.

A cafeteria system operates at lunchtime with a wide range of options. Students entitled to a free lunch can select from all the options on offer to the value of the lunch, currently £2.30.



Uniform

Why is school uniform important?

At Tynecastle we feel very proud of our traditional, smart school uniform. The vast majority of parents, students and staff are in favour of having school uniform because:

- ✓ it promotes a good image of our students
- ✓ it creates a school identity
- ✓ it helps improve school security

School uniform is:

- ✓ White shirt or blouse
- ✓ Formal black trousers or skirt (not joggers, jeans, leggings, tracksuit bottoms or any other 'fashion variety')
- ✓ School tie. Ties can be bought in school.
- ✓ A plain black jumper or top
- ✓ Black shoes
- ✓ Schoolbag with all necessary equipment

Please note:

- ✓ Outdoor garments must be removed in classrooms
- ✓ Belts must be plain black or white. 'Fashion' belts are not allowed
- ✓ No hats are allowed inside school
- ✓ Any jewellery must be minimal and in line with our Health and Safety policy
- ✓ Any item that is so short or revealing that it may cause offence should not be worn

The vast majority of our students wear all items of our smart uniform every day.

Students who are not wearing uniform are to be sent by classroom teachers to the Duty Head Teacher. Often in these circumstances a 'one-off' letter to parents is appropriate. If a student repeatedly arrives at school not in uniform, parents are contacted directly and asked for support for our uniform policy. Occasionally, parental permission is sought for a child to go home to change into appropriate clothing.

The school will always assist in cases of genuine hardship.



PE Kit

Every student is expected to arrive for Physical Education with suitable kit, to change into this kit for PE lessons and to change back into school clothes at the end of each lesson.

Suitable Kit:

- T-shirt and/or sweatshirt
- Shorts and/or tracksuit/jogging bottoms
- Socks
- Trainers/boots
- Swimming costume/shorts and towel
- Polythene bag for dirty/wet clothes

For safety reasons, it is not permitted to wear any jewellery in PE. It is recommended that you do not wear jewellery to school on the days that you have PE. It is also important, again for safety reasons, that trainers are tied securely for PE lessons and not knotted in 'fashion style'

Students who forget kit may be asked to wear some of the clean spare kit that the PE department holds.

Parents of students who forget kit will initially be issued with a demerit by their class teacher. If the student forgets their kit again they will be given a detention. If the problem still continues the student will be referred for a Senior Management Team detention. If there is a serious problem with bringing kit a meeting with a parent/carer may be arranged.

Any student who has a medical reason for not participating will be expected to provide a note from a parent/carer. A letter from doctor/referral to school doctor may be requested for on-going medical problems.

Personal belongings

The school is not responsible for students' personal belongings while they are in school. In particular, students are responsible for any expensive items they choose to bring to school such as mobile phone, personal stereos and bicycles. Please do not bring expensive personal items to school on PE days.



Student Support

The Student Support Team is made up of members of Support for Pupils and Support for Learning teams.

Support for Students

Your child will be allocated to one of three Houses, and her/his progress will be monitored by the Support for Pupils teacher of that House. Your child will, wherever possible, have the same Support for Pupils teacher from First year through to Sixth year. If you have an older child already at Tynecastle, we will try to make sure that both children are in the same House with the same Support for Pupils teacher

The job of the Support for Pupils teacher is to:

- help with any problems which your child might have in settling into school, however big or small
- support your child throughout their school career to enable him / her to reach full potential
- assist you and your child to make appropriate course choices.
- put you or your child in touch with appropriate professional agencies if you should require support and/or information

Depute Headteacher

Each Support for Pupils teacher works with a Depute Headteacher who is responsible for the welfare and discipline of students in that year group. Mrs Ramsay is responsible for all transfer arrangements between Primary School and Secondary School. She can be contacted directly at school if necessary.

Additional Support

A team of experienced workers from different agencies is associated with the school and can be asked by Student Support to offer additional help with any particular problems.

The team includes members of Educational Psychology Services, the School Health Service, the Educational Welfare Service, Early Intervention Service, English as an Additional Language and other services as appropriate.

Parents are kept informed of any requests for support and are involved in any decisions made. The aim is to help vulnerable students throughout their education.

Welfare Assistant

The welfare assistant, is there:

- to look after any child who is unwell
- to contact parents before a child is to be sent home
- to administer simple first aid to cuts and bruises and
- to look after prescribed medication if requested.

See Appendix I for further details on medical care.

There is always someone available in the Student Support Base to help.



SUPPORT FOR LEARNING (SfL)

Primary / Secondary Transfer

Members of the Student Support Team visit all the cluster primaries in April to meet the primary 7 teachers and to discuss the needs of new first year students. If any students have additional support needs, particular difficulties or abilities, a fuller discussion will take place. SfL staff at THS are invited to attend individual P7 Transition meetings where appropriate. The needs of gifted and talented students are also reviewed regularly, with additional support plans being drawn up if required. Existing Support Plans are requested in May in preparation for Transition in June and start of session in August.

General

Information sheets, Additional Support Plans and Individual Education Plans are kept securely on our staffshare file for confidential access by Teaching Staff. These provide strategies to support students in the classroom. SfL attend parents' evenings and will make appointments with students as necessary, although any parent can make an appointment if they wish to discuss a particular Learning Need. SfL have a major input into student transition and a leading role in supporting the outcomes and experiences of the lowest attaining students and those with exceptional needs.

All needs are reviewed regularly, including those of our Young Carers and Looked After Students. We welcome parental involvement and feedback in this process.

First Year

SfL work closely with the English department to carry out further assessment of S1 with a view to implementing the Council's recommended reading recovery programme.

According then to individual and departmental need, our team of Learning Assistants are deployed throughout a variety of curricular areas. This ensures new S1 students are supported in their transition whatever their need might be.

Thereafter

The job of the Support for Learning department in a secondary school is to work in class with teachers to give all students the best education possible. Do not be surprised to hear that your child has two teachers in some classrooms rather than one! Students may be extracted for individual or small group work for a specific purpose i.e. Dyslexia or Gifted needs.

National Qualifications

All too soon it will be time for major examinations. If your child has specific difficulties or some physical or sensory impairment, it is the job of the school to identify and arrange for any support that may be needed to give your child the best opportunity to succeed in examinations. A reader, scribe, extra time or the use of a word processor are among the supports that are commonly available. The SQA rules are that we must prove the support provided improves the outcomes. Students will be trained in the use of alternative assessment arrangements from S1 onwards.

English as an Additional Language

There are many bilingual students who speak a range of different languages in Tynecastle. If your child's home language is not English, in-class support is available from visiting EAL teachers and bilingual support assistants (BSA), who also communicate with staff and parents on educational and cultural matters. This is to ensure your child develops their full potential across all areas of the curriculum. English beginner classes are available for early stage learners of English and ESOL classes from S3 upwards at Int1, 2 & Higher levels after school.



HOMEWORK POLICY

Rationale

Home study helps to improve achievement and raise attainment of individual students. It should be meaningful, purposeful and should enhance the learning experience.

Home study is an essential part of preparations for internal and external assessment.

Responsibilities

Students should:

- ✓ Bring their Planner every day
- ✓ Keep a note of what is required and when it is due
- ✓ Make time to do homework well and use the school's supported study programme if necessary
- ✓ Look for help well before the deadline if stuck or frustrated
- ✓ Ensure that completed homework is handed in on time

Teachers should:

- ✓ Set homework which is at the right level
- ✓ Be aware of other pressures and responsibilities students may have
- ✓ Allow enough lesson time for all students to record the task in their planner
- ✓ Check on homework done and give feedback
- ✓ Give recognition and reward for effort and work well done

Parents/carers should:

- ✓ Read all Home Study guidance issued by the school
- ✓ Check their child's planner on a regular basis
- ✓ Ensure that effort is made to complete homework
- ✓ Talk about what is being learned
- ✓ Listen to worries and complaints, and be patient
- ✓ Get in touch with the school if there are concerns



Principles

Key features of effective homework

- Homework activities are well planned, meaningful and with a stated purpose
- Fair time allocations are suggested for each homework activity
- Students are made aware of available support
- Opportunities are sought to provide homework activities which make connections between the classroom and the world outside

Positive attitudes to home study are nurtured by teachers who:

- Take students' views of effective homework into account
- Give praise for good effort and work well done
- Provide choice where possible
- Encourage self reliance
- Display quality examples of students' work

Monitoring and evaluation of homework is carried out through:

- Teachers' assessment and record keeping
- Departmental procedures
- Student Reports
- Student Support/DHT year group meetings
- Senior Team/departmental liaison meetings

Developing positive attitudes by:

- Encouraging positive attitudes to home study completion by:
 1. using praise
 2. not comparing
 3. encouraging self-reliance
 4. displaying examples of excellent student work
 5. valuing and encouraging effort
 6. encouraging long term goals
- Trying to build an element of choice into tasks
- Incorporating home study into the school's rewards and praise structure
- When home study is not completed on time or to a satisfactory standard, we will take a constructive approach to:
 1. find out why
 2. record concerns
 3. inform parents and offer appropriate support

At every stage, parents are invited to contact the relevant Guidance teacher to discuss a positive way forward.



Library

Many facilities are available in the Library, which is why it is used for some teaching as well as for students' individual access. Among our resources are:

- Books and other resources to browse or borrow
- Magazines and newspapers to consult
- PCs to use including CD ROMs and access to the Internet
- Pens, pencils etc to buy before and after school and at lunchtime
- A quiet place to do homework at interval, lunchtime (after 1.18 pm), before and after school
- A Senior Study area equipped with past papers, study notes etc.
- Careers Centre

**All students are automatically members of the Library.
They do not need to join.
Please keep the Library peaceful.**



The Curriculum

The First Year Curriculum

Subjects studied in S1 are:

| | | |
|--|------------------|-----------------------------|
| English | Art & Design | Physical Education |
| Mathematics | Craft and Design | Modern Languages |
| Home Economics | Science | Information Literacy |
| Music | Social Studies | Personal & Social Education |
| Religious and Moral Education (RME) | | |
| Junior Award Scheme Scotland Gold Level (similar to Duke of Edinburgh Award) | | |

All departments are developing courses in line with Curriculum for Excellence which extends from 3 – 18 and a degree of personalisation and choice in S1 is delivered through individual subjects.

Interdisciplinary projects involving learning across more than one subject will also take place:

S1: Product development (Information Literacy, Art, English)

S1: Eating for health and fitness (PE, Science, numeracy, Literacy, Home Economics)

S1: Junior Award Scheme Scotland Gold Level (similar to Duke of Edinburgh Award)

S2: Design skills (CDT, Art)

S2: Product making and packaging (CDT, Home Economics)



Personal and Social Education

A well structured course of PSE begins in first year and continues to sixth year, developing and revisiting themes. These themes are devised to meet key aspects of a Curriculum for Excellence and develop our students to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Themes covered are:

- Restorative Practice
- Taking responsibility for health and well being
- Planning for choices and changes
- Study skills
- Work Experience

In addition and on an on-going basis, lessons will include:

- Preparation of a Learner Statement and recording of achievements both in and out of the classroom as part of their student profile in their e-portfolio
- Reviews of tracking and full reports and monitoring of individual Learning Goals
- Review of Learning interviews and coursing advice

PSE at Tynecastle is about helping students to make informed choices and take responsibility for themselves and others. The topic of sexual health is addressed in all years. Please contact your child's Support for Students teacher if you wish to discuss our approach to this sensitive issue or indeed, any other.



Community Involvement Class

Community Involvement is an established feature, particularly in S6.

We are delighted that large numbers of our students contribute to the community in many and varied ways. Some examples are:

- the delivery of Christmas parcels to the senior citizens and needy in the community
- senior students who help in local nursery and primary schools, quizzes for tutor group
- the school orchestra which plays at a number of functions outwith school
- Fund raising events for our chosen charities, such as lunchtime concerts performed by local bands

We are keen to promote the idea of active citizenship amongst our students. Our prefects are expected to have shown a commitment to community service.

Music Tuition

Instrumental tuition is given by visiting Instrumental Support Staff. If your child is already receiving tuition in Primary School, this tuition will automatically continue on transfer to Tynecastle High School.

Opportunities exist for first year students who show an aptitude for music to begin instruction. Instruments are usually supplied by the school. All students receiving tuition are strongly encouraged to play in the school orchestra and other musical groups.



Religious and Moral Education

We believe that any school which ignores the religious and spiritual dimensions of life cannot be said to be offering a complete education to its students. We are therefore committed to a high quality provision of religious education within Tynecastle, and we comply fully with Scottish Government requirements in this area.

At no time is there any attempt to indoctrinate, persuade or compel students to accept a particular belief; the aim is rather to allow them to make an informed choice, or, if they so desire, no choice at all. We adopt a 'personal search' approach to learning. This engages the students in thinking about what is good, wholesome and worthwhile in life. This engages students in the learning process and focuses on analysing morals and principles and on questioning / challenging beliefs about what constitutes a good and fulfilling life.

In first and second year, students study the major world religions, their common strands and their differences.

In third year students look at how religion affects life and how what we believe affects how we live and behave

In fourth year, students explore the nature and meaning of existence, and students select contemporary modern issues to study. A short course, World of Values, is gained by most students in S4

| |
|---|
| <p>If you wish to exercise your legal right to withdraw your child from religious education, please contact the Headteacher.</p> |
|---|

Religious Observance Programme

As is the case in all schools in Edinburgh, we have a Religious Observance Programme in our curriculum. The aims of religious observance are to promote the spiritual development of all members of the school community and to express and celebrate the shared values of the school community, providing experiences which will be meaningful to all. Our school community comprises students, staff and families from a variety of faith backgrounds and worldviews. This diversity will be valued and considered when planning our acts of religious observance. We would like to reassure you that our religious observance adopts an open and respectful approach and does not seek to compromise the beliefs of any students or their families. There will be 3 religious observance events during the year, each lasting around 20 minutes. Our religious observance programme can be viewed on our website at www.tynecastle.edin.sch.uk



Positive Destinations

S6 students have gone on to study the following courses at university in the past two years:

| | |
|------------------------------------|---------------------------|
| Accountancy | Graphic Design |
| Animation | History |
| Art and Design | History and Politics |
| Arts and Media | Human Resource Management |
| Biochemistry | Languages |
| Business Law | Legal Studies |
| Business Management | Mathematics |
| Business Studies and Economics | Medicine |
| Computing | Nursing |
| Digital Media | PE |
| Economics | Physics |
| Engineering | Primary Education |
| English Literature | Psychology |
| Events Management | Sociology |
| Fashion Design | Social Sciences |
| French and International Relations | Social Work |
| Forensic Biology | Spanish |



Appendix I – Medical Care

Staff

The school medical team consists of:

- the school nurse – Wendy Graham
- the Welfare Assistant – Mrs O Costello

One of the school medical officers can be contacted by referral via the school nurse.

The Welfare Assistant is a full time member of the school staff. The nurse makes visits to the school and will be happy to see any parent who wishes to make an appointment by contacting the school.

Medicines

Medicines can be kept and administered by the Welfare Assistant, or carried by your child to be taken as needed. Please ask your child to collect a form from the Welfare Assistant if they need to bring medicines, including asthma inhalers, to school.

Health Checks

Parents are **not** notified in advance of vision and other screening tests. Parents **are** informed of the results of these tests. No treatment will be carried out without parental consent. Please notify the school at the beginning of the year if you **do not** want your child to have routine health checks.

Routine Immunisation

Parents are informed of and their consent sought for routine immunisation as follows:

- age 14 – 15:** booster immunisation against diphtheria, tetanus and polio
- 12-18 girls:** H.P.V. Cervical Cancer Immunisation

Dental Services

Enquiries about dental services should be made to:

The Director of the Community Dental Service,
Lothian NHS Trust,
16 Duncan Street,
Edinburgh EH9 1SR
(Tel: 0131-667-7114)

Please inform the school of any special medical requirements that your child may have.



II How to Make a Complaint

The Children and Families Service Complaints Procedure

A Local Answer

Most problems are resolved in school.

If you wish to raise a concern with the Education Service, the first person to approach will normally be the Headteacher of your school or the Community Education Worker at your local Area Office or Community Education Centre, or the office staff dealing with matters such as free meals, transport or bursaries at Waverley Court

Advice and Conciliation Service

If you remain dissatisfied, you can make a complaint to the Education Department.

The Advice and Conciliation Service provides a Helpline during office hours to advise you on how to take further action.

The Helpline number is 0131-469-3233.

You may be asked to put your complaint in writing addressed to:

Principal Officer
Advice and Conciliation Service
Department of Children and Families
The City of Edinburgh Council
Waverley Court
4 East Market Street
EDINBURGH
EH8 8BG

A written acknowledgement will be sent promptly when your written complaint has been received.

Following the investigation of your complaint, a full reply will be sent as soon as possible. This will tell you the outcome of your complaint.

The reply will explain the conclusion, the reasons for it, any action taken or proposed, and any further action you may take if you remain dissatisfied.



III Employment of Children

Children under the statutory school leaving age can only be employed within the terms of the bye-laws on the employment of children. These regulations do not permit the employment of children under 13 years of age and, for those over that age, there are limits on the hours and the type of employment which are allowed. Parents and employers must complete an application form for an employment permit before the employment begins.

Further details are available from the School Office.

IV School Leaving Dates

The statutory school leaving dates in Scotland are as follows:

- if you are 16 between 1 October 2012 and 28 February 2013, you may leave school at Christmas 2013
- if you are 16 between 1 March 2013 and 30 September 2013, you may leave school in June 2013

V Health and Safety

Within the general policy laid down by the City of Edinburgh Council, the Children and Families Department has prepared a series of statements of safety policy for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that students will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.



VI Financial Assistance

Meals and Clothing Grants

There are a number of areas in which the City of Edinburgh Council or the school can give financial assistance to parents, as follows:

- Parents who are in receipt of **Income Support, income-based Jobseekers Allowance or Child Tax Credit** are entitled to free meals and assistance with clothing for their children. Parents in receipt of Working Families Tax Credit are **not** entitled to this allowance
- Parents receiving support under Part VI of the Immigration and Asylum act for 1999 are now eligible for Free School Meals for their children.

Asylum Seekers will be provided with a letter from ASRU of Scottish Refugee Council, which can be attached to Free School Meals application forms as proof of Asylum Seeker status.

- **Application forms** for free meals and clothing grants are available from either the School Office or the Education Department, Student Support Services, Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG.

Free Transport

- **To your district school.** The Council will give you a free bus pass **only** if the walking distance is more than three miles.
- **To a non-district school.** If you have decided to send your child to a school other than the district school then no travel costs will be met except in exceptional circumstances. If the Council has **asked** you to send your child to a non-district school, the Council will give you a free bus pass if the walking distance is three miles or more.
- If you feel that you have exceptional reasons why your child should receive free transport please contact the Student Support Section at the Children and Families Department in the first instance.

Other Financial Assistance

Occasionally the school has managed to gain assistance for students who have particular financial difficulties. If you feel that your child's education is suffering in any way because of family difficulties in this area, please contact the Headteacher. Some help may be available. All inquiries will be dealt with in complete confidence.



School Session Dates

• EDINBURGH •
YOUR COUNCIL - YOUR FUTURE

School Session Dates 2014/15

| | | | | |
|----------------|----------------|-----------|--------------|------|
| Staff resume | | Monday | 11 August * | 2014 |
| Staff only | | Tuesday | 12 August * | 2014 |
| Pupils return | | Wednesday | 13 August | 2014 |
| Autumn Holiday | Schools closed | Monday | 15 September | 2014 |
| All resume | | Tuesday | 16 September | 2014 |
| Mid-term | All break | Friday | 10 October | 2014 |
| | Staff resume | Monday | 20 October* | 2014 |
| | Pupils resume | Tuesday | 21 October | 2014 |
| Term ends | | Friday | 19 December | 2014 |

| | | | | |
|---------------|------------|----------|-------------|------|
| Staff resume | | Monday | 5 January* | 2015 |
| Pupils resume | | Tuesday | 6 January | 2015 |
| Mid-term | All break | Friday | 13 February | 2015 |
| | All resume | Monday | 23 February | 2015 |
| Term ends | | Thursday | 2 April | 2015 |

| | | | | |
|---|----------------|--------|----------|------|
| <i>The Easter break incorporates the following three holidays</i> | | | | |
| Good Friday | Schools closed | Friday | 3 April | 2015 |
| Easter Monday | Schools closed | Monday | 6 April | 2015 |
| Spring Holiday | Schools Closed | Monday | 20 April | 2015 |

| | | | | |
|----------------|-------------------|----------|----------|------|
| All Resume | | Tuesday | 21 April | 2015 |
| May Day | Schools closed | Monday | 4 May | 2015 |
| All resume | | Tuesday | 5 May | 2015 |
| In Service Day | Closed for Pupils | Thursday | 7 May* | 2015 |
| Victoria Day | Schools closed | Monday | 18 May | 2015 |
| All resume | | Tuesday | 19 May | 2015 |
| Term ends | | Friday | 26 June | 2015 |

* Five In-Service days for all schools.

The above timetable allows for staff and pupil attendance as follows:

| | Pupils | Staff |
|--------------|------------|------------|
| Term 1 | 86 | 89 |
| Term 2 | 58 | 59 |
| Term 3 | 46 | 47 |
| Total | 190 | 195 |

P7/S1 Transition Days – Tuesday 16 June, Wednesday 17 June and Thursday 18 June 2015.
 In-Service Day Thursday 7th May coincides with date for General Election.
 Certain schools will be closed on Thursday 18 September 2014 for the Scottish Independence Referendum
 The start date for session 2015/2016 for pupils has been provisionally identified as Wednesday 19 August 2015.



Staff List

Head Teacher

Mr T Rae

Depute Head Teachers

Mrs A Bell

S4-6

Mrs J Ramsay

S1-3

Staff Development Co

Mrs A Bell

Business Manager

Mrs E Cochrane

Design

J Rodger - CL

S Primrose - Art

T Welsh - Art

S Campbell - CDT

D Revolta - CDT

C MacGill - HE

English

L Barnett - CL

S Davie

J Durie

S Falconer

G Urquhart

Maths

H Gardner- CL

M Call

J Dupuy

D Glazier

F Steadman

Modern Languages

Vacancy - CL

C Graham

K West

Performance

M Connell - CL

F McPhee - Drama

S Wallace - Music

B Aitchison - PE

K Clarke - PE

Vacancy - PE

RME

L Barry

A Hyland

S Semple

Science

K Davis - CL

C Harrison

A Macrae

R Miller

L Moyes

S Gordon

Social Subjects

S Mariani - CL

C Brown - History

L Howie - History

R Rahimian - Mod St

Technologies

C Gill - CL

J Munro - CL

C Ashmore

W Spratt

Student Support

V Cheung - SfL Leader

L Moultray - Pupil Support Leader Braemar

O Cook - Pupil Support Leader Tantallon

J Simpson - Pupil Support Leader

Dunvegan

EAL

Ms K Chiew

Ms J Hutcheson

Ms L Feneysel

Ms N Sheikh

Active Schools Coordinator

Ms P Brown

Careers Advisor

Ms L Sutherland

Education Welfare Officer

Mrs S Bell

Janitorial Staff

Mr P Hutton, Mr K McLean, Mr K

Laboratory Technician

Oswald, Miss C Shearsby

Librarian

Mr J Holmes

Mrs C Kerr

Medical Staff

Mrs J MacPherson, Ms A Dick

Music Instructors

(clerical support)

Mr B Williams (Brass), Mrs M Docherty (Violin), Mr G Ferries (Guitar),

Miss M Halyburton (Bass), Mr J Rodger (Woodwind), Ms K Barry (Voice),

Mr R Rowe (Keyboard), Mrs H Tracey (Percussion),

Vacancy (Cello)

Mrs J Smith (Admin Officer), Mrs C

Hutcheson, Mrs G Small

Office

PC J Pennycook

School Liaison Officer

Mrs L Baillie, Ms F McDougall, Miss

C Ward

School Support Assistants

Mr J Ardila, Ms J Elliot, Mrs Y McGregor, Ms M Papadopoulou,

Student Support Assistants

Ms R McGarvey (SfL)

Mrs O Costello (Welfare), Ms J Fleming (Home Ec & SfL)

Mr G Penman (Audio Visual), Mr P Wetherell (Craft & Design)

Technicians



Notes