

Dingwall Academy



Handbook 2014



Rector

Mrs K Cormack B Ed (Hons) B Sc

Depute Rectors

Lower School (1st and 2nd years) Mr M Di Carlo Dip Tech Ed
Middle School (3rd and 4th years) Mr D MacIntosh B Ed (Hons)
Upper School (5th and 6th years) Ms L Gordon B Sc (Hons)
Support for Learning Mr S Gaffney B Ed (Hons)

The School Address is
The Academy, Dingwall, Ross-shire IV15 9LT

Telephone 01349 869860

Fax 01349 869886

E-mail: dingwall.academy@highland.gov.uk

Website: www.dingwallacademy.com

Present Roll - 1109
Stages Covered - S1 to S6

Adverse Weather

Phone = Dial 0870 054 6999 School PIN Code = 04 10 10
Website: www.highland.gov.uk/learninghere/schools/schoolclosures/

Holiday Dates

	School Closes	School Re-opens
Summer	3 July 2014	19 August 2014
Autumn	10 October 2014	27 October 2014
Christmas	19 December 2014	5 January 2015
Spring	2 April 2015	20 April 2015
Summer	2 July 2015	18 August 2015

4 May 2015 will be a holiday. There will be 2 days holiday on 16 and 17 February and an in service day on 18 February 2015. Other in service days are 25 and 26 September 2014 and Monday 1 June 2015.

Dingwall Academy

Daily Timetable

Monday to Thursday

Period 1	8.50am – 9.40am
Period 2	9.40am – 10.30am
Period 3	10.30am – 11.20am
Interval	11.20am – 11.35am
Period 4	11.35pm – 12.25pm
Period 5	12.25pm – 1.15pm
Lunch	1.15pm – 2.00pm
Period 6	2.00pm – 2.50pm
Period 7	2.50pm – 3.40pm

Friday

Period 1	8.50am – 9.40am
Period 2	9.40am – 10.30am
Interval	10.30am – 10.45am
Period 3	10.45am – 11.35pm
Period 4	11.35pm – 12.25pm
Lunch	12.25pm – 1.10pm
Period 5	1.10pm – 2.00pm

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SMT		Tel Ext
Rector - Mrs Karen A Cormack		201
Depute Rector LSO - Mr M Di Carlo		203
Depute Rector USO - Ms L Gordon		202
Depute Rector MSO - Mr D MacIntosh		204
Depute Rector P.Support - Mr S Gaffney		205
GUIDANCE	Rm	Tel Ext
PT Mrs R Merrell NOVAR	14c	220
PT Miss M Alexander BRAHAN	15	221
PT Mr D Simpson FAIRBURN	15	222
PT Mrs S Parke TULLOCH	15	223
PT Mrs E Fyfe WYVIS	14c	224
PUPIL SUPPORT	Rm	Tel Ext
PT Learning Support Mrs H Carey	5	234
Mr M Middleton (Autism Base)	1	238
Autism Tutorial Room	2	239
Mrs A Campbell	3	235
Miss A Fraser	3	235
Mrs I Macleod	3	237
Mrs K Thomson	3	236
Mrs N McLean	3	235
Ms J Wilson	3	235
	3	236
Mrs E Munro	3	236
Tutorial Room	4	240
Auxiliary Room	5	234
Tutorial Room	6	243
Tutorial Room	6a	242
Tutorial Room	7	233
Mrs M Kinsman	8	241
Mrs M Eagleson	8	241
Mr K Gilchrist	8	241
Mr D Graham	8	241
Careers Room	9	244
Tutorial Room	10	245
PSE Classroom	11	246
Mrs L Morton	13	232
Miss M O'Boyle/ Miss E Tweedie	13	232
Behaviour Support	13a	231
SOCIAL SUBJECTS	Rm	Tel Ext
Staff Base	116	289
Tutorial Classroom	111	286
FH Mrs S Reid	114	288
GEOGRAPHY		
Miss S Forsyth	113	275
Miss S Tullis	112	287
Miss V MacDonald (Probationer)	115	274
HISTORY		
Mr S Lyall	123	290
Mrs J Sinclair	124	291
Miss E Welsh	109	283

MATHS	Rm	Tel Ext
Staff Base	230	339
FH Mr M Boardman	234	343
Tutorial Room / PSE Class	231	344
Mrs V MacLennan	232	340
Miss J Campbell	225	346
Mr R Courts	224	347
Mr D Finney	222	348
Mr A Kilpatrick	233	341
Mr M MacBeath	235	342
Mrs A Hannah	228	345
ENGLISH	Rm	Tel Ext
Staff Base	206	323
FH Mr N Green	202	319
Miss M O'Boyle/ Miss E Tweedie	201	320
Ms T Fraser	203	321
Tutorial Room / PSE Class	204	318
Mr G J Dolan	205	313
Miss E Fyvie	207	317
Miss A Munro (Probationer)	208	324
Miss C McCulloch	209	322
Miss M Macleod	210	316
RMPS PT Mr B McGee	128	309
Miss G Smith	129	310
CDT	Rm	Tel Ext
Staff Base - CDT	30	249
FH Mr J Ross	33	251
Mrs B Kendall	32	258
Mr C Hier	31	260
Mr M Ross	28	261
Mr C M Robertson	27	259
Mr J Fulton (Technician) Machine Shop		252
Woodwork Classroom	34	250
ART & MUSIC		
ART Staff Base	220	333
FH Mrs K Trimble	223	335
D Sim (Prob) M Tu / Mrs L Sharp W Th Fr	229	338
Miss A Tullis (Probationer)	226	336
Miss L Fegan	219	332
Portfolio Room	221	334
Ms K Slaven M Tu W/Mr D Sim Th F	227	337
MUSIC Staff Base	117	273
Recording Studio	121	269
Mr R Fairfield (Probationer)	118	272
Mrs K MacLennan	119	271
Mr R Brindle	120	270
INSTRUMENTAL TUTORS		
Mrs R Farmer	PR C	273
Mr D Evans	PR A	273
Mrs H Hook	PR B	273
Mr C Macdonald	PR H	273

MODERN STUDIES		
Miss H Fulton	125	292
BUSINESS & COMPUTER EDUCATION		
FH Mrs C Robertson	211	315
Mrs L Grieve	212	326
Miss S Swallow	213	327
Tutorial Room	214	314
Staff Base	215	328
Mrs B Mackie	216	329
Mrs K Calder	217	330
Mrs L M Barclay	218	331
HEALTH & NUTRITION		
FH Mr M Dillon	PE	248
HFT Staff Base	37	255
HFT classroom	35	257
Mrs G Turner	36	256
Mrs A Mackenzie	39	253
Mrs M R Windsor	38	254
PE Staff Base	22	248
PE Classroom	21	247
Miss L Bennie	PE	248
Mrs P Barlow	PE	248
Mr K McKie	PE	248
Mrs C Magowan	PE	248
Miss H Bennie	PE	248

LANGUAGES	Rm	Tel Ext
Staff Base	105	278
FH Mrs J S Mackintosh	104	282
Small Gaelic Room	110	277
	102	281
Mrs F Knotts	101	280
Mrs J Drennan	108	276
Mrs N Macleod	102	281
Miss C Rowe	103	279
Mr N Macarthur	106	284
Mrs C Reid	107	285

SCIENCES	Rm	Tel Ext
Staff Base	140	299
FH Mr K McKay	135	307
Mrs A Cairncross	143	302
Miss F Dzialdowski	144	304
Miss S Canham	133	308
Mr A Love	145	303
Ms A C Gould	137	306
Miss E McCrow	138	297
PT Physics Mr B J Reid	132	294
Mr R Ferguson (Probationer)	136	296
	134	295

DEAF BASE	Rm	Tel Ext
Mrs Linda Shorrocks	8	241

AUXILIARIES	Rm	Tel Ext
Mrs Margaret Begg		
Mrs April Costigane		
Mrs Wendy Mackenzie		
Mrs Sandra Macnab		
Mrs Laura Ross		
Mrs Margaret Stewart		
Mrs Anne Tierney		
Mrs Lynn Tucker		
Mrs Faye Dyer		
Mrs Fiona Gilchrist		
Mrs Michelle MacLean		
Mrs Nazeefa Maqsood		
Miss Kaseem Majeed		

PUPIL SUPPORT AUXILIARY	Rm	Tel Ext
Mrs Trish Macgregor	1	238
Mrs Elaine Locke	2	239
Mrs Janice Tolmie	3/13	231
Ms M MacPherson	8	241

OFFICE	Tel: 869860 Fax:	Tel Ext
869886		
Switchboard		0
Mrs Elaine Murray (Office Manager)		207
Mrs Joanie Cushnie (Reception)		0
Mrs Wendy Cuthbertson		349
Mrs Mhairi Petrie		350
Mrs Claire Earith		351
Mrs Kim MacKenzie		352
Mrs Debbie Peebles		353

Payphone in Reception	209
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MORRISONS	Tel: 869884	Tel Ext
Fax: 867373		
FM Office - Ground Floor		375
FM Office - Second Floor		360
Mr James Mackenzie FM		
Mr Derek Pokorniecki FMA		
Mr Allan Macleod FMA		
Morrison's - Highland Schools Helpdesk	08448-460676	
E-mail: highlandsschoolshelpdesk@morrisonfs.co.uk		

ACTIVE SCHOOL CO-ORDINATOR	Tel Ext
Claire Bale (Tuesdays only)	248

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NOTES FOR PARENTS

Educational Aims and Objectives

School Vision & Aims

A school with a sense of community – a school, where by taking a collective responsibility, pupils and staff have the opportunity to achieve extraordinary things.

The values of the school are Respect, Responsibility, Honesty and Determination. These were chosen after consultation with staff, parents and pupils.

The aims of the school are to provide pupils with the opportunities and experiences that will allow them to develop the four capacities of a curriculum for excellence.

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Catchment Area and Placing Requests

The catchment area for Dingwall Academy covers nine Associated Primaries -

Dingwall	Ben Wyvis	Strathpeffer	Tarradale	Mulbuie	Ferintosh
Marybank	Strathconon	Strathgarve			

Pupils whose homes are located in our catchment area will have priority in being allocated a place. Parents do have the right to specify the school in which they wish to place their child. Application must be made to the Area Education Manager, Maurice McIntyre on 01349 863441. Placing request forms can be obtained from

<http://www.highland.gov.uk/learninghere/schools/informationforparents/>

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live outwith the school catchment area and their parents wish them to attend Dingwall Academy, they can contact Mr Di Carlo on 01349 869860 to arrange a visit

Mixed Ability Classes and Setting

Dingwall Academy is a comprehensive school. All classes in S1 will be arranged on a mixed ability basis but limited setting may occur. In S2 & S3 the mixed ability arrangement generally continues. In S4 -S6, classes in most subjects are set by ability in the subject.

National Examinations

All pupils in S4 - S6 work for presentation in national examinations, normally those under the auspices of the SQA. Pupils will be advised by subject teachers and Pupil Support teachers of their potential for success and the requirements of any careers envisaged. The Careers Officer will be involved in these discussions, as will, of course, the parents. The school will offer advice and recommendations, but at the end of the day the school policy is that the pupil and the parents will make the final decision about presentation. For more information on the new National Qualifications, please visit the SQA website at the following link -

<http://www.sqa.org.uk/sqa/58062.html>

Assessment and Reports

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment. Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning. Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

Homework

Homework is an integral part of the life and work of the school. It plays a large part in the life of the pupil and is a means of communication and continuity between school and parent. A homework diary is provided for all pupils in S1-S3 and parents/carers are encouraged to check this regularly.

Homework is set for the following reasons

- to consolidate and extend learning
- to complete unfinished work
- to catch up after absence
- to relate school work to life at home
- to teach pupils the self-discipline of learning
- to develop sound patterns and skills of work and study
- to revise, especially before tests and exams

When homework is set, it must be done. It is an extension of work begun at school, and presents an opportunity for parents to understand some of the working of the school, in addition to providing a vehicle for communication with their children about the curriculum.

The following procedures should be followed to contact the school

- by letter to the appropriate Depute Rector
- by telephone to the appropriate Depute Rector to arrange an appointment
- by comment on the Report Receipt Slip

The School will contact Parents using the following procedures

- 'early-warning' letter from the appropriate Depute Rector
- Underachieving Form
- personal teacher/parent interview at Contact Evenings
- telephone in extreme and/or urgent cases

Following failure to complete homework, a range of sanctions are available to staff which will be used to ensure compliance with the school's policy and discipline. Letters will be sent home to parents when appropriate. Serious breaches will result in the matter being referred to the Faculty Head. If this fails, the matter is referred to the appropriate Depute Rector.

The total time for homework per evening per child should not generally exceed:-

S1 and S2	-	one hour
S3	-	one and a half hours
S4/5/6	-	two hours

Curriculum

In S1 and S2 all or most pupils follow a common course which includes English, Mathematics, History, Geography, Science, Craft Design and Technology, Home Economics, Art, Music, Physical Education, Religious Education, Social Education and Information Technology. Subject descriptions are given in the booklet 'Courses in S1 and S2' which every P7 pupil receives prior to enrolment. In S1 and S2 pupils also follow 4 interdisciplinary courses throughout the session. These courses have a strong practical base and encourage pupils to make links between subject areas.

All pupils in S1 experience French, German, Gaelic and Spanish. Pupils then opt into their chosen subject at the end of S2.

In S3 pupils continue to follow a broad general education but make subject choices within curriculum areas. At the start of S4 pupils finalise their subjects for National exams.

Pupils in S4, S5 and S6 follow courses leading to presentation at Higher, National 3, 4 or 5.

In S6 pupils may study for the Advanced Higher if they have already passed in the Higher grade in these subjects. Details of all of these courses are contained in the booklet 'Courses in the Senior Phase' which is issued to all pupils in S3, S4 and S5 in the second term. Course booklets and Option Forms are available to view or download from the website.

Most courses in S3 - S6 have elements of Physical Education, Religious Education and Personal, Social and Health Education (PSHE) in them.

Parents who wish to have their child withdrawn from Religious Education should inform the Rector, and arrangements will be made for Private study in the Religious Education period.

Pupil Support

The aim of the Support Team is to ensure that the pupils are fully supported to allow them to reach their full potential, both in and out of school.

The Team is led by Mr Gaffney, the Depute Rector (Support for Learning) and he is supported by five Principal Teachers (Pupil Support) and one Principal Teacher Learning Support.

Each Principal Teacher (Pupil Support) is responsible for one of the five houses -

Brahan: Miss Alexander (Brahan); Fairburn: Mr Simpson (Acting); Novar: Mrs Merrell; Tulloch: Mrs Parke; Wyvis: Mrs Fyfe.

They are responsible for the Pastoral, Curricular and Vocational care of the pupils within that House.

During a pupil's school career, they will be interviewed at least once per session by their PT Pupil Support. Where any problems have become apparent, the pupil should make contact with the Principal Teacher, who is also the designated person for parents to contact.

Their role is also to help the pupil with any personal problems or worries and to be the first line of contact between school and home. Parents are encouraged to get to know their child's Principal Teacher (Pupil Support) and to keep the school informed of anything affecting their child's progress.

While the PT will liaise closely with school staff, there may be situations where other agencies may be asked for advice/assistance and this will be in line with GIRFEC procedures.

The Pupil Support Offices are located in the support wing at the west of the ground floor.

A considerable amount of the Principal Teacher's time is devoted to teaching Personal and Social Education. Information and advice on school courses and links to careers are explained and discussed. The advice will be based on a realistic appraisal of the pupil's prospects and considerations of their career aspirations.

The pupil will also receive advice and assistance on completing application forms for the workplace/colleges/universities and interview techniques.

A wide range of Health and Social Issues are also covered within the programme.

Additional Support Needs

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

If you have a concern about your child, please contact your child's Principal Teacher Pupil Support.

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at :

<http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning/>

There are also Information sheets available at: www.chipplus.org.uk click on Education.

Pupils have additional support needs when they experience barriers to their learning, achievement and full participation in the life of the school. The barrier or barriers may also relate to pupils' physical, sensory or intellectual disabilities, to emotional and social needs, challenging behaviour, autistic spectrum disorders and communication difficulties and to chronic illness and absence from school. The spectrum of additional support needs range from those which are long term, profound and complex to those which are short term and quickly met.

Dingwall Academy aims to work with the pupil and his/her parent(s) and carer(s) to ensure that the barriers are removed, overcome or minimised to enable pupils with additional support needs fulfil their potential.

To enable the school to do this, a Principal Teacher Learning Support – Mrs Carey, leads a team of specialist teachers and auxiliaries whose task is to support pupils with additional support needs.

The aim of the team is to assess and identify pupil needs at the earliest opportunity. Through effective liaison with Associated Primaries, this can begin as early as Primary 6/7 so that support is in place on entry to the Academy. If a pupil develops needs at any stage, the team will be responsible for helping to identify these needs and if required, introduce Individual Education Programmes, Child Plans and Coordinated Support Plans to ensure all partners are aware of the approach being taken..

This will allow the appropriate support to be put in place in mainstream classes, tutorials, bases and for assessments.

Where such pupils are placed full-time or part-time in mainstream classes, it is expected that mainstream teaching staff will receive the necessary support and advice from their colleagues in the team, through consultation and/or through team or co-operative teaching and/or through withdrawal.

Pupils with Additional Support Needs will be integrated as much as possible depending on each pupil's individual needs.

A number of pupils with greater and/or more complex needs will be placed under the care of the Principal Teacher Learning Support who will have specific responsibility for ensuring that their needs are met.

Pupils may approach the Rector, the appropriate Depute Rector, Principal Teacher or Support Teacher at any time for advice or to make appointments. If parents wish to discuss anything, they are asked to write or telephone the school to make an appointment (Dingwall 869860).

Integrated Community School

As part of the Executive's New Community School initiative, Dingwall has a Childrens' Service Worker, based in the school. She helps to provide an inclusive approach to pupil welfare by linking with school, home and external agencies. This provides a very valuable link with parents, and she is able to meet with parents/carers and pupils in their home. The Depute Rector, Pupil Support coordinates a fortnightly meeting of Academy staff and other agencies including Health, Educational Psychologist, Childrens Services to consider how best to meet the needs of pupils experiencing significant difficulties. This group uses a Solution Focused approach involving both parents and pupils.

Discipline - Sanctions

A Code of Behaviour is distributed to all pupils. This lists acceptable and unacceptable behaviour in classrooms and corridors. The school operates a discipline system which begins with a clear warning about behaviour. If this fails to have an effect, a Level One Consequence (which involves copying out a paragraph regarding school discipline) is issued and if this is not effective or is not returned, a 10 minute detention at the start of lunch is given. If it appears that a pupil is giving regular cause for concern, the parents will be invited to come to the school to discuss the problem.

Parents are issued with the school's Guidelines and we welcome comments.

In the most serious cases the Rector may exclude a pupil for a shorter or longer period according to the procedures laid down by the authority. The school has a Behaviour Support Base where trained staff supervise pupils who would otherwise be excluded or are referred by Senior Management for inappropriate behaviour. If a teacher decides to use 30 minute lunch or 1 hour after school detention as a sanction, the parent will usually be informed in writing in advance of the date and time when the detention will take place. Detention will usually take place during the second half of the lunch hour, or immediately following close of school. Parents are encouraged to discuss any problem(s) of which they become aware.

A full copy of the Behaviour Code is available to view on the school website.

Policy in relation to development of pupils' spiritual, moral and social and cultural values

Dingwall Academy bases its policy for the above on Christian values and traditions, which have also much in common with many other religious faiths. Its Religious Education programmes are based on national curricular guidelines for Religious Education. Worship is normally conducted in regular Christian Assemblies and at Christmas and Easter for all year groups. The development of pupils' spiritual, moral, social and cultural values also permeates the school's

Personal and Social Education programmes, which are delivered by Pupil Support teachers. The same principles underlie the whole ethos of the school.

Bullying

The school operates an anti-bullying policy, copies of which are made available to all parents and pupils. In its simplest form, the policy is: **Bullying of any kind is unacceptable in Dingwall Academy**. This is taken to mean racial, sexual, homophobic and sectarian bullying and bullying because of disability or learning difficulty. Pupils and Parents should alert a member of the teaching staff, Support team, or Senior Management of any instances of bullying as soon as possible. Action will be taken immediately.

Learning and Teaching Policy

The school has a Learning and Teaching Policy, copies of which are available from the Main Office. Although primarily intended for teaching staff, there is an important role for parents to play in the process of learning and teaching and the following responsibilities for parents are mentioned in the body of the policy. Parents should ensure that

- they monitor homework, note deadlines and take an interest in work
- they provide, where possible, study facilities
- pupils attend school regularly
- they attend parents evenings
- a proper balance is kept between school work/part-time employment/social life
- they keep the school informed of any factors which might affect their child's progress at school

School Transport

Free transport to school is provided for pupils living beyond a 3 mile radius, provided they live within the school's catchment area. Application forms are available from the Main School Office, or you can apply online at

<http://www.highland.gov.uk/learninghere/schools/informationforparents/>

Any parent who might require financial assistance with transport of children to school should contact the Area Education Office, Castle Street, Dingwall (Telephone 01349 863441).

Entitlement

Because pupils are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of individual and institutional discrimination, we seek to base this entitlement on the following legislation:

- Children (Scotland) Act 1995
- Education (Additional Support for Learning) (Scotland) Act 2004 and 2009
- Education (Scotland) Act 1980
- Human Rights Act 1998
- Race Relations (Amendment) Act 2000
- Sex Discrimination Act 1975
- Standards in Scotland's Schools Act 2000

Parent Council

The function of this body is to:

- support the school in its work with pupils
- represent the views of parents
- promote contact between school, parents, pupils and the community
- report to the parent forum

Current members are : Helen Cameron (chair), Linda Watson (Secretary), Laura Ross (Treasurer), Sam Blyth, Nigel Greenwood, Sandra Rea, Anita Munro, Gary Kerr, Dawn Morgan, Mike Evans, Alison MacLeod, Jo Downie, Heather Thornton, Carol Seaton, Alan Radin, Linda Moir, Floica Stewart, Judith Arnaud, Lindsay Ramsay, Ruth Oulton and Stephen Mackenzie.

Any parents interested in joining the parent council are encouraged to contact the school.

Buddy System

Sixth year volunteers are given a day's training in June to enable them to link with new First Year pupils as 'buddies'. Their function is to befriend and assist the newcomers and to generally act as a guide and mentor. Sixth year pupils also support S1 pupils as Book Buddies and Subject Buddies.

Prefects

Sixth year pupils who are elected to be Prefects play a significant role in the running of the school.

On a daily basis they monitor corridors, the canteen and social areas during interval and lunch times maintaining order and developing positive relationships with younger pupils.

Prefects are positive role models for younger pupils and gain a great deal from the added responsibility they are given.

Community Education

The school is prepared to admit into senior classes, adults, aged 20 or over, who may wish to prepare for National Examinations. Applications should be made to the Rector. This service would be of particular value to adults who cannot attend an appropriate Community Education class.

Parent Email Contacts

All parents are asked to provide the school with an email address. Newsletters and other information will be issued via email.

We are keen to share good news, so if you have any items / achievements for inclusion in the Newsletter please email or phone at any time.

Parental Involvement / Visits to School

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings
- Progress checks
- Target Setting
- Course choice/ Options evenings
- Information on the school website

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums.

A member of the Senior Management team is in school most evenings for parents to contact with any issues.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone:

www.parentzone.gov.uk

Contact meetings for for 2013/14 session are -

3 December	for parents of pupils in S5/6
12 February	for parents of pupils in S2
27 February	for parents of pupils in S3
6 March	for parents of pupils in S4
7 May	for parents of pupils in S1

Parents of S1 pupils are invited to attend an informal 'time to chat' to meet their Child's Principal Teacher (Pupil Support) and have a brief tour of the school in October.

A UCAS information evening is held in late September for parents of S6 pupils in preparation for their applications to University.

Parents who wish to have specific reports on their child's progress at any time are welcome to make an appointment with the appropriate Depute Rector or the Rector.

Arrangements are made for pupils enrolling at the Academy at the start of the session to see round the buildings in June, and to spend three days in their classes as part of the Primary-Secondary Induction programme. For parents enrolling their child during the session and who wish to see round, arrangements may be made by applying to the Rector.

Complaints / Concerns / Comments

Any feedback (good or bad) is always welcome at any time. Please feel free to either email the school, or contact the appropriate Depute, or the Rector.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership.

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer, Caro Munro on 01479 812992.

Child Protection

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-Agency Protection Guidelines, Education Service staff **must** report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

The School has a Child Protection Policy, copies of which are available to parents on request.

More information about Child Protection Procedures within Highland can be obtained from the Child Protection Development Officer, Pene Rowe, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN – Telephone 01463 703483, Fax (01463) 713237.

Access to Pupil Records

The school pupil records (Scotland) Regulations 1990 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Act 1998

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from www.scotxed.net.

Transferring Educational data about pupils

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

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

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

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

Your data protection rights

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of

Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Equality and Inclusion

Please see <http://www.highland.gov.uk/livinghere/equalopportunities/> for up information, in summary, out activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

PROTECTION OF CHILDREN

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from <contact details> or online at www.highland.gov.uk

NOTES AND RULES FOR PUPILS

Pupil Aims

Our Aims are

- To learn as best we can according to our abilities in a fair environment
- To make the most of our time in school and our life after school
- To respect ourselves and other people's property, views and lifestyles
- To be supported by our teachers and to support each other
- To develop the skills which will prepare us for adult life
- To be responsible, self-disciplined, caring, independent and to reach our potential
- To expect our teachers to take account of our views
- To be provided with the help we need to do the best we can

Registration

Registration is taken period by period throughout the day. Discrepancies are notified to the Office. This is done electronically and a report is produced for the purpose of the fire drill. If you are late, you must obtain a late slip from the Main Office. Lateness will be recorded as valid or invalid, depending on the circumstances. On no account may a pupil alter the Attendance slip.

Persistent lateness will lead to a Level 1 Consequence. Continued lateness will result in a monitoring programme where pupils are expected to make up any lost time at detention.

Absence

When you return to school you must bring an Absence Note signed by your parent or guardian and hand it in to the school office.

The School would also appreciate a phone call from your parents telling us what is wrong with you. The school will contact home by telephone after a pupil has been absent for more than three days, or on the first day of absence for first years. A groupcall system of text messages and/or answerphone calls to homes operates to give an immediate check on absence.

Leave of Absence

If you know you will have to be off school for some reason, bring a note from home explaining why and asking permission. This letter should be taken to the Depute Rector, and if permission is granted, handed to your pupil support teacher.

The Out of School Book

If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian. **Before Period 1**, go to the Main Office and write your Name, Class, Time of Appointment and Destination in the **Out of School Book** which is on the counter. If you have to walk to the Hospital/Surgery/Clinic, you are allowed to leave 15 minutes before your

appointment. Before leaving school, return to the office and put the time of your departure in the correct column. On your return to school, sign in by recording the time of your return.

Anyone unable to carry out these procedures at the correct time because of late buses should do so immediately after signing the **late book**.

Illness or Injury

If you feel ill, tell the teacher. **Do not leave school without permission**. If someone is injured, tell a member of staff immediately. If the pupil is likely to have a broken limb, **do not move him/her**. The school will make arrangements for transport to hospital and will inform parents. If you suffer from any disability please let your teachers know about it, or get your parents to write a letter to the Rector. This would include allergies, hearing or eyesight difficulties and temporary conditions. If a pupil is too ill to continue in class, parents/carers will be asked to come in to take him/her home.

Medical Service

The School Nurse and School Doctor provide care within the school environment. They are available to support and advise families and teachers regarding a wide range of problems. They screen and advise, but do not treat.

Any pupil who would like an appointment with the School Nurse should initially contact their Principal Teacher (Pupil Support).

Corridor Discipline

When using corridors:-

- Keep to the **Right**.
- Do not move more than two abreast.
- Move smartly but do not run.
- During the interval and lunch hour, no one must loiter in the teaching areas. All pupils should use the Social Areas, Canteen or outside facilities.
- When you have bought what you want at the Café Bar, move away.
- Drop any litter in one of the litter bins, not on the floor. No food or drink should be consumed in any corridor or classroom.
- If you have been playing football, hockey etc after school on a muddy playing field, take your boots off at the back door before coming in. On no account use the **front door when wearing football boots, spikes etc**.

Lockers

The school has 644 lockers which are available to pupils on payment of a small fee. The lockers are to be used only at break times, not between periods. Applications should be made to the main school office.

General Discipline

You must obey instructions given by any of the Staff or Facilities Managers in or around the School or by Drivers on the School buses.

You are not allowed to smoke in or around the school, on your way to school or on your way home from school. Smoking is both dangerous to health and a possible source of fire. No cigarettes, tobacco or matches may be brought to school.

No aerosol sprays may be taken to school. You are expected to provide yourself with basic writing equipment (pen/pencil, ruler and rubber). Chewing gum is forbidden in school. Its careless disposal leads to damage to clothes and furniture. Mobile phones and personal CD/MP3 players may be brought to school but should not be used, except at break times. Phones **must be switched off in class.**

Snowballing in winter must be done well away from school buildings and snow must not be brought inside. Lunchtime detentions will usually be the immediate sanction.

Damage

If you damage any part of the School, eg break a window, or see damage being done, report immediately to a Depute Rector what has happened.

Assembly

There are regular assemblies for all year groups and special assemblies are held at Christmas and Easter. They are held in the Assembly Hall and pupils should sit by register class.

Careers Advice

During their time at Dingwall Academy all pupils will participate in a planned programme of careers education delivered by a range of people including PSE teachers, school librarian and representatives from Skills Development Scotland. At key stages such as option choice decision-making, most staff will be involved in making recommendations or giving general advice. We rely on the good links between home and school to ensure that through open dialogue, the most appropriate decisions for individual pupils are arrived at.

There have recently been significant changes in the operation of Skills Development Scotland in terms of working in schools and the overall emphasis is now on career planning. The strategic aim of Skills Development Scotland is to equip individuals with the skills to make well-informed, realistic career decisions throughout their working lives. Specialist careers staff can offer services in various ways that will allow the pupil flexibility while helping Careers to differentiate levels of service according to need:

- high priority pupils are those identified as not likely to make a smooth transition from school to further/higher education, training or employment
- medium priority are those not at risk but nevertheless requiring career planning support
- low priority are pupils able to self-help

The key Careers Adviser linked to Dingwall Academy is Nicola Madej. Nicola is available in school every Monday, Tuesday and Thursday to advise on matters relating to career and curricular choice.

The Careers Team can also be contacted by parents or pupils at:

Skills Development Scotland, 69-71 High Street, Invergordon IV18 0AA

Tel: 01349 855 245

The school will encourage all pupils leaving school to have a positive destination. Parents should spend time with their child looking at the world of work website:

<http://www.myworldofwork.co.uk/>

Announcements

These are read out in class during Period 3 (Mon – Thurs) and Period 2 on a Friday. The tannoy is used to relay urgent information.

Lost Property

Hand anything you find to the Main Office and if you lose anything, ask here.

Valuables

You must not carry sums of money or valuables around in school. You should deposit these for safety at the Main Office to be collected later.

The Café Bar

You can buy healthy snacks and drinks from the Café Bar which is near the canteen. This is open to pupils before school, at morning break and at lunchtime. Its income helps to defray costs for extra-curricular activities.

School Meals

The canteen operates on a self-service cafeteria system. A wide range of meals and snacks is offered. Each item is clearly priced and you may buy as much as you please. (In common with other Highland Schools, a "smart-card" system operates whereby pupils credit a plastic card with money in advance and top it up as necessary). The canteen is cashless and pupils can only use their National Entitlement Card which can be credited at machines or at a till. Any pupil who does not have their NEC card can obtain a PIN number from the school office. Vending machines are also available but not during classes. You collect your meal on a tray and carry it to the cash desk to pay for it. You are then free to sit at any table. When you have finished your meal, replace your chair and return your tray, dishes and cutlery to the trolley, taking care to leave each item in the correct place. Should you spill anything, mop it up immediately with a cloth which you can obtain from the canteen staff.

If your parents wish to apply for free school meals and assistance with school clothing you should obtain an application form from the Main School Office. To qualify, parents must be receiving Income Support or Income-Based Job Seekers Allowance and supply documentary evidence of this when the completed application form is returned. Pupils receiving free meals will be entitled to receive a meal up to the stipulated value. Anything above that price will have to be paid for.

First Year pupils are dismissed from class for lunch 5 minutes early during the first few days of the new session. All S1 pupils will be expected to remain on school premises during the lunch break for their first term.

Packed Lunches

If you wish to bring your own lunch to school, tables are set aside in the School Canteen.

Discipline on School Buses

You are under the School's authority while on these buses and must obey any instructions given to you by teachers or drivers. Seatbelts must be worn. The drivers have been told to report any cases of misbehaviour to the school. Care must be taken when going to and from the buses. Do not board, or jump from, a moving bus. It is highly dangerous for pupils to run towards a bus while it is still moving. Attention is also drawn to the section Refund of Travelling Expenses for pupils taking part in extra-curricular activities and school matches.

Persistent poor behaviour on the bus will result in a pupil's bus pass being removed.

Adverse Weather Conditions

If school buses have to leave before 3.40pm (Mon to Thurs) or 2pm (Friday) because of bad weather, it is of course impossible to let your parents know, so they must take responsibility for making some arrangements whereby you know where to go in an emergency if you do not have a key to the house. Parents must use their judgement about sending you to school in wintry conditions. Announcements will be made on Moray Firth Radio.

To enquire about school closure in times of adverse weather, please telephone 0870 054 6999 (HC) and, when prompted, dial 041010 (School PIN). The website www.highland.gov.uk/learninghere/schools/schoolclosures will also be updated with information regarding Dingwall Academy.

Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions, no pupil is expected to wait longer than 20 minutes past their normal "pick-up" time.

Early in the session, pupils will be issued with a form requesting the name and address of a friend or relative with whom pupils could stay in Dingwall in the event of serious road conditions preventing buses travelling home at the end of the school day.

The House System

The School's pupils are divided among the current five Houses linked to Pupil Support and each has its own colour.

Brahan - Red
Fairburn - Purple
Novar - Blue
Tulloch - Green
Wyvis -Yellow

The School Sports are organised on an Inter-House basis and normally throughout the session various sports hold Inter-House competitions eg football, basketball and hockey. These competitions are organised by the PE department with teams chosen by pupil representatives. There are a variety of non-sporting competitions which are organised by interested staff.

Pupil Council

This allows pupils to express concerns, contribute ideas and suggestions and share in the ownership and development of the School Community. Meetings are held regularly throughout the session.

School Dress

School Uniform is the expected mode of dress for all pupils attending Dingwall Academy.

School colours

- black, white and grey

S1- 4

- polo-shirt with school logo
- t-shirt with school logo
- fleeced zippies/hoodies/sweaters with school logo
- cardigan/pullover with school logo
- shirt and tie
- blazer with school logo – optional

S5-6

- shirt and tie
- cardigan
- pullover
- blazer with school logo
- blazer with silver braiding and school logo for prefects

The following would be unacceptable:

- tracksuit bottoms
- faded black jeans
- leggings
- jeggings
- short shorts
- black/white/grey stripes, spots or checked garments – pure black, white or grey only
- white Sports 'airmax' trainers

Where a pupil continues to disregard the uniform code of practice, parents will be asked to sign a letter confirming that they are aware their child is not conforming to school dress policy and they support this action. The school's dress policy has been discussed at length within the pupil council and the parent body and they are very supportive of the school's approach.

The uniform can be viewed and purchased at National Schoolwear Centre, Academy Street, Inverness, Schoolwear Made Easy, Harbour Road, Inverness and Calman Trust Limited, Coulpark, Alness.

In addition, an apron is required by all pupils for cookery classes.

British Standard Code of Practice (BS 4163: 1984) makes the following recommendation:- "Dangers to feet arise from heavy falling objects and sharp tools, from spillages of hot or hazardous liquids, etc. It is essential that pupils should wear substantial footwear at all times in the School Workshop. The wearing of open-toed sandals or light canvas shoes should be banned". In this connection, it is strongly recommended that all pupils, when in the workshops, should follow this rule when possible and wear strong footwear and not 'trainers' or similar light footwear.

Face adornment (eg nose rings, eyebrow rings) is not acceptable nor are extreme hair colours.

Physical Education

All pupils have compulsory periods of Physical Education. In addition, Certificated PE is an option in S3-S6.

The core Physical Education curriculum comprises six week activity blocks. Pupils are offered a wide range of activities including football (boys), hockey (girls), swimming, basketball, badminton, gymnastics, athletics, rugby, cross country and Scottish Country Dancing. In order to take part in all of these activities pupils are expected to have the following kit

Boys

Indoor training shoes, football boots, white shorts, white football socks, swimming trunks, T-shirt or football shirt (NOT ADVERTISING ALCOHOL).

Girls

Indoor training shoes, football/hockey boots, black shorts, white t-shirt, white football socks, one piece swimsuit.

In the interests of hygiene pupils should have a change of footwear and clothing for PE. Pupils are encouraged to wear track suits and/or sweatshirts, particularly for outdoor lessons and warm-ups. During cross country blocks, pupils are expected to take a shower and should, therefore, bring a towel.

Physical Education staff collect valuables (ie jewellery, money) at the start of each lesson and ensure they are kept safely. Pupils who leave valuables unattended in the changing rooms do so at their own risk.

In the event of a pupil being unable to take part in PE due to illness, injury or for any other reason they are expected to provide the teacher with an explanatory note from home.

The Department is keen to keep such pupils as involved as possible during lessons. Often alternative or modified work can be done so even if a pupil is unable to take full part in the lesson they should bring their kit.

If pupils forget their kit, they will be able to borrow clean kit in the Department, but only on a limited number of occasions.

The school has the following sports facilities:-

A sports hall, gymnasium, fitness suite and playing fields. We also make use of the games hall and swimming pool in Dingwall Leisure Centre.

Refund of Travelling Expenses

If you participate in any school activity held after school or at weekends you may apply for refund of your travelling expenses in the following ways:-

Bus Tickets

You will purchase your bus ticket and retain it for presentation next day to the teacher in charge of the activity you attended. It is your responsibility to check that the price on the ticket corresponds to the fare you paid.

Write clearly your name and class and the activity attended on the back of the ticket, which will be countersigned by the teacher, confirming that you attended the activity. You will then present the countersigned ticket for payment at the main school office. **No Ticket No Money**

Private Transport

There are special arrangements if you cannot return home by public transport. Please apply to the Rector.

Books

Books and jotters are provided by the Education Authority for your use. They are becoming very expensive, so you must treat them carefully for everyone to get the longest possible use out of them.

Cover your books neatly with some suitable material eg brown paper or polythene . If you use sticky tape to fix the cover, see that you stick one part of the cover to another, not to the book itself or it will tear when the cover is removed. You don't need to cover your notebooks unless your teacher tells you to.

Mark books and notebooks with your name, class and session.

If you damage or lose a book tell the appropriate teacher straight away.

Provide yourself with a suitable schoolbag in which to carry your books and notebooks.

Employment of Children

The employment of children byelaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information:

<http://www.highland.gov.uk/yourcouncil/committees/committeeinformation/byelaw-employ-child-99.htm>

Leavers

When you leave Dingwall Academy, obtain a Leaver's Form from your School Office several days beforehand. Have it signed by all your teachers to confirm that you have handed your books back and, after it has been signed by the Rector, return the form to the appropriate Depute Rector.

Leaving Dates

The Leaving Dates are determined by the Scottish Executive and the School has no authority to allow a change. The parents are responsible for the attendance of a pupil up to and including the leaving date except when it falls during a school holiday when the pupil may leave on the last day of the previous term.

eg pupils born on or before 28 February 1999 may leave on 20 December 2014 and pupils born on or before 30 September 1999 may leave on 31 May 2015.

Education Maintenance Allowance (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week.

In session 2013/2014 pupils born between 1st March 1994 and 30th September 1997 can receive payments from August 2013. Pupils born between 1st October 1997 and 28th February 1998 can receive payments from January 2014. Further information on full eligibility criteria and application forms can be obtained from the school.

<http://www.highland.gov.uk/learninghere/grantsandallowances/ema/>

Extra-curricular Activities

Dingwall Academy has in recent years offered its pupils a wide variety of extra-curricular activities. Through school groups and clubs pupils have pursued the following interests:-

Biology, Diggers Gardening Club, Chess, Computing, Drama, The Duke of Edinburgh Award Scheme, First Aid, Young Enterprise, Signing, Scripture Union, Speech-making, and Music in many varieties including vocal, string, brass, woodwind, percussion, recorder and piping groups.

Extra Curricular Sport

The school offers a wide range of extra curricular sporting opportunities to all pupils. We are proud of the number of pupils who take part and of the standard of performance achieved.

Clubs currently running include football (boys and girls), hockey, shinty, athletics, badminton, cross country running, netball, ski-ing, sub aqua, gymnastics, rugby, mountain biking and table tennis.

Notice boards and the daily information bulletin are used to inform pupils of club training nights and fixtures.

Any pupil who has to pay for public transport home after attending a club will have the fare reimbursed by the school. We believe that extra curricular sport greatly enhances school life and enriches pupils experience. Many staff invest a great deal of time in encouraging pupils to become part of the extra curricular programme. It is hoped that in the future many pupils will take advantage of the programme and continue the school's reputation for providing excellent extra curricular opportunities.

Useful Links

www.dingwallacademy.com

www.highland.gov.uk

www.sqa.org.uk

www.educationscotland.gov.uk

www.skillsdevelopmentscotland.co.uk

Further information and support for parents of children and young people with Additional Support Needs can be obtained from -

- (a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.”

INFORMATION FOR PARENTS 2013 SECONDARY SCHOOLS

Examination Results (within Scottish Credit and Qualifications Framework)

(2012/2013 results are pre-appeal)

Dingwall Academy

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		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
	96	89	93	84	78	85	34	31	40

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		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
	53	50	47	32	30	23	16	18	9

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		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
	38	44	43	18	33	31	12	18	21

Highland

By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
	92	92	94	83	81	85	38	37	41

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		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
	48	48	48	28	27	28	13	13	12

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		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
	39	39	39	26	26	27	18	17	16

National

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		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
	93	94	95	79	80	82	36	37	38

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		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
	45	46	48	26	27	28	12	13	13

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		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
	35	36	38	24	25	26	16	16	17

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

Leaver Initial Destination Percentages

2011/12 School Leaver Destination Return (Percentages)												
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	%Positive	%Other
Dingwall	162	46.3	17.9	1.2	22.8	1.9	1.9	5.6	1.2	1.2	92	8
Highland	2495	34.6	21.2	2.5	29.7	0.9	1.8	5.9	1.9	1.5	90.7	9.3
National	50892	37.3	26.8	4.6	19.8	0.4	0.9	8.4	1.3	0.4	89.9	10.1

Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.



Karen A Cormack BEd BSc
Rector

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