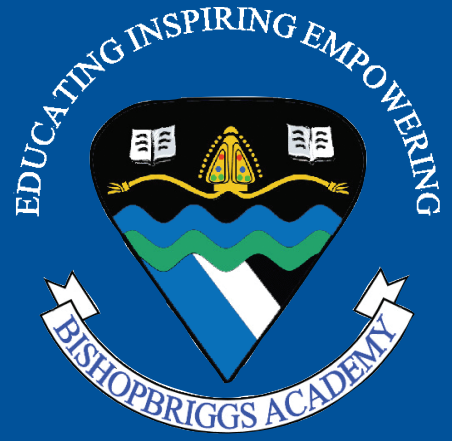


Successful Learners . Effective Contributors . Successful Learners . Effective Contributors .
Responsible Citizens . Effective Contributors . Responsible Citizens . Effective Contributors .
Confident Individuals . Responsible Citizens . Confident Individuals . Responsible Citizens .
Successful Learners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



Bishopbriggs Academy

Handbook 2023-2024



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THE EDUCATION VISION STATEMENT:

Education in East Dunbartonshire -

East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

"Working together to achieve the best with the people of East Dunbartonshire"

The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people.

We share the Council's commitment to:

- The Customer;
- Excellence;
- Innovation;
- Partnership; and
- Our Employees.

Note: A glossary of educational terms which may be unfamiliar to you is provided at the end of the main section of the handbook. (Page 67) An index to the contents of the handbook is provided on page 1.

Although the information in this booklet is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:

- before the commencement or during the course of the school year in question;
- in relation to subsequent school years.

SCHOOL DETAILS



Bishopbriggs Academy
Wester Cleddens Road
Bishopbriggs
GLASGOW
G64 1HZ

TEL: 0141 955 2351

FAX: 0141 772 8875

E-mail: office@bishopbriggs.e-dunbarton.sch.uk

HEADTEACHER: IAN DONAGHEY, BSc

School Website: <http://www.bishopbriggs.e-dunbarton.sch.uk>



VISION, VALUES, AIMS OF THE SCHOOL

VISION

Bishopbriggs Academy offers pupils the opportunity to maximise their talents, develop their skills and unlock their true potential as valued and valuable members of their community.

VALUES

At Bishopbriggs Academy we:

- Treat everyone equally
- Show respect for others
- Have compassion for those less fortunate than ourselves
- Believe in working hard to achieve our goals

AIMS

In Bishopbriggs Academy we aim to promote equality, justice and integrity. We aim to help our young people become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

We seek to:

- Promote equality of opportunity to enable all individuals to achieve their full potential
- Create an ethos of achievement and of raising attainment in a stimulating learning environment
- Promote positive partnerships between the school, parents and the wider community
- Prepare pupils for adult life, equipping them to meet the challenges of the future and to become responsible citizens
- Provide a caring, supportive and well ordered school for everyone

INTRODUCTION AND GENERAL SCHOOL INFORMATION

Bishopbriggs Academy was formed in August 2006 through the amalgamation of Bishopbriggs High School and Thomas Muir High School.

The school is a six year non denominational comprehensive serving the town of Bishopbriggs. The present roll is around 1300.

Having previously occupied the old Bishopbriggs High site, the Academy moved to its new premises over the summer of 2009. The new building is of the highest standard with state of the art technology including interactive promethean boards in every classroom; large social and dining space for pupils; a beautiful hi spec library and fabulous indoor sports areas including gymnasias, a fitness suite and a large games hall. The indoor facilities provide ideal accommodation for a wide range of sports including basketball, badminton, netball, volleyball and gymnastics. The school has a full-size 3G astrograss pitch and another synthetic area, primarily for hockey skills training and small sided games.

In previous years a large number of young people from outwith East Dunbartonshire attended either Bishopbriggs or Thomas Muir by placing request, but as a result of roll-capping, the school population is and will be largely restricted to those pupils within the catchment area.

The associated primary schools of Bishopbriggs Academy are Balmuildy, Meadowburn, Thomas Muir and Wester Cleddens.

After following the Broad General Education in S1-3, pupils study seven subjects during S4 and then five in S5. In S4, S5 and S6 pupils have the opportunity to choose from a wide range of National Qualification courses across all levels.

In recent years, many young people in Bishopbriggs Academy have enjoyed fairly spectacular success in the national examinations and the school's results have been amongst the very best in the country. When the school's most recent inspection report was published in 2013, Education Scotland awarded the school four 'excellent' grades in four of the key quality indicators and a 'very good' in the fifth. At that time, Bishopbriggs Academy was the first school to achieve four 'excellents' and no other school managed to match that feat. Education Scotland's representatives were hugely impressed by both staff and young people and described the Academy as 'an outstanding school'.

Extracurricular activity has always been a very important part of Bishopbriggs Academy and that continues to be the case. The young people have access to an extensive range of opportunities to experience enjoyment and success in music, drama, public speaking, many different sporting activities and in other areas. The programme of extra curricular activities has been further enhanced by the new facilities.



As well as the unprecedented inspection report and the extremely strong examination results, Bishopbriggs Academy enjoys large participation levels in things such as the Duke of Edinburgh Award and many young people are engaged in work supporting charitable organisations and/or their local community. The school also enjoys unique status as the Scottish partner school with the Goethe Institut. This highly successful partnership has been running for ten years and has resulted in many fantastic opportunities for pupils and staff, including extended language and cultural experiences in Germany. In addition to all of this, a number of pupils have achieved sporting successes at national level, either individually or as part of a team. The afore-mentioned factors have contributed to the very positive reputation the school enjoys within the local community and beyond and also led directly to Bishopbriggs Academy being named twice in recent years (2014/15 and 2017/18) as the Sunday Times' 'Scottish State Secondary School of the Year'.

The Senior Management Team consists of the Head Teacher and five Depute Head Teachers, all of whom have specific remits and responsibilities.

The school also has 16 Principal Teachers (Curriculum) (Art & Design, Biology, Business/ Computing, Chemistry, Design Technology, English, Geography, History/Modern Studies, Food & Consumer Science, Mathematics, Modern Languages, Performing Arts, Physical Education, Physics, Religious Education, Support for Learning) and 8 Principal Teachers (Pastoral)

There is also a specialist teacher of Gaelic (to take account of pupils from the Gaelic Unit at Meadowburn Primary School who receive Gaelic language teaching from S1).

In 2011, the school opened a Language and Communication Resource now known as Encanced Learning Resource (ELR). The ELR has provided full time support for pupils with significant language and communication needs and continues to do so.

All ELR pupils have had full access to the academic, social and extra-curricular activities available to their peers. Learners within the ELR benefit from the small group environment which enables them to receive intensive support in some subjects whilst gradually accessing other subject areas across the school according to their individual strengths and interests. ELR staff have worked collaboratively with a variety of other agencies to meet individual learners' needs.

During session 2022-23 the school had a roll of 1266 pupils, made up as follows:

S1	S2	S3	S4	S5	S6
260	220	220	222	197	147

Our associated primary schools are:

Balmuildy Primary School
Stirling Drive
Bishopbriggs G64 3AJ

Head Teacher:
Ms Lorna Kenney
Telephone: 0141 955 2276

Meadowburn Primary School
Lendale Lane
Bishopbriggs G64 3LL

Head Teacher:
Ms Jennifer Campbell
Telephone: 0141 955 2293

Thomas Muir Primary School
Kerriemuir Road
Bishopbriggs G64 1DL

Head Teacher:
Miss Hannah Young
Telephone: 0141 955 2290

Wester Cleddens Primary School
Wester Cleddens Road
Bishopbriggs G64 2NQ

Head Teacher:
Mrs Fiona Kynigos
Telephone: 0141 955 2280

Liaison between primary and secondary staff occurs on an on-going basis throughout the school year.

Both general and specialised accommodation is used by the local community outwith school hours. Applications for such use should be made to East Dunbartonshire Council. A programme of vocational and leisure classes runs in the evening in the school throughout the autumn and winter, details of which are generally available from the school in August.

The school maintains close links with the local community through its contacts with, for example, local churches, industry and commerce, voluntary organisations, Senior Citizen groups, playgroups, etc, and by participating in various community events.

TRANSITIONS AND ENROLMENT

Cluster Transition Key Events

P7 Open Evening	October
P7 Xmas Dances	December
Construct new S1 classes with P7 teachers	May
P7 Teambuilding	May
P7 Induction Days	May
P7 Parents' Information Evening	May



Building on strong partnership working, staff offer additional support to all young people at times of transition. Enhanced transitions are offered as pupils move from primary to secondary and again at the transition from the Broad General Education to the Senior Phase in S4. A wide range of staff, both in and out of school, support young people to make positive transitions to post school learning, training or work.

Transfer Information will be issued to Primary 7 parents in December/January each year.

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the EDC website.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school(s) for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school are aware of this.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary and Secondary Placing Requests to commence school in August will be considered following the application process detailed on the Placing Request section of the East Dunbartonshire Council website.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

Primary 1 children must also be enrolled at their catchment school using the registration process detailed on the East Dunbartonshire Council website whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Service can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests will be accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Further information is available on the East Dunbartonshire Council website.



Any Placing Requests received after the 15th March for Primary and Secondary will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

Mid Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

SCHOOL LEAVING DATES

Pupils who have reached the statutory age may leave school as detailed:

31 May – (16 on or between 1 March and 30 September)

Christmas – (16 on or between 1 October and 28/29 February)

BISHOPBRIGGS ACADEMY LIBRARY

Bishopbriggs Academy is fortunate to have a superb library which is well equipped with over 7000 books, DVDs and PCs. As a result it is busy from before school in the morning until late in the day. Pupils from all year groups participate in a range of activities designed to encourage reading, support the curriculum and develop literacy, digital literacy and information handling skills. Almost all departments use the school library at some point in the year, ranging from S3 media pupils researching 1980s hits to create their own video story boards to S4 pupils researching information for their National 5 English folio essays and Advanced Higher Drama and Physical Education pupils undertaking research and learning referencing skills for their dissertations. S1 pupils participate in library classes to develop their literacy and information handling skills and all pupils in S1 – S3 participate in the Reading Olympics to help foster a love of reading and to introduce pupils to a variety of authors and genres as part of their English classes.

In addition pupils are welcome to use the library out with classes to borrow the latest books and DVDs, complete homework, study or access PCs. A range of careers information is also available to assist pupils in making their subject choices or planning for their future careers. The library has a small but growing collection of resources entitled “Shelf Help: You are not alone” which provides both fiction and non-fiction books on emotional health and wellbeing for young people.

Pupils have the opportunity to become library assistants who volunteer in the library to help with issuing and returning books, assisting other pupils to choose books and visiting bookshops to select new books for the library. Author visits, competitions and literacy initiatives are also undertaken to promote and encourage reading throughout the school. Pupils have participated in events such as Scottish Book Week, the Scottish Teenage Book Prize, World Book Day and the Royal Society Young Person’s Book Prize for Science. We have also achieved the Reading Schools Core Award and been part of the First Minister’s Reading Challenge. Further information on the school library is available online via the school library’s web pages on the school website.





STAFF

In order to give parents more information about who is likely to be the best person to contact about a specific issue, the particular responsibilities of the senior staff are given below.

The Senior Staff of the school are:

Head Teacher	Mr Ian Donaghey
Depute Head Teacher	Mr Mark Campbell
Depute Head Teacher	Mrs Claire Kerr
Depute Head Teacher	Mrs Emma Jane Smedley
Acting Depute Head Teacher	Mrs Eleanor Mackay
Acting Depute Head Teacher	Mr Ewan McRae
Depute Head Teacher	Mr Iain Ross
Acting Depute Head Teacher	Mr Jody Rushworth
School Support Manager	Mrs Wendy Denton

All senior staff are available for consultation by parents on any matters of concern. However, it is helpful if, before coming to the school, an indication of the nature of the issue can be given by letter or telephone. This will enable enquiries to be made and, if required, a suitable time for interview arranged.

SENIOR MANAGEMENT TEAM REMITS AND DEPARTMENTAL LINKS 2023/24

I Donaghy

- Pupil Welfare and Child Protection in conjunction with DHT (Pupil Support)
- Appointment and Deployment of Staffing
- DMR, Distribution of Per Capita & other Financial Management (in conjunction with SSM)
- School Fund
- Liaison with Parent Council
- Deployment & Management of Support Staff (in conjunction with SSM)
- Liaison with Professional Associations
- Liaison with Facilities Officer
- School Calendar/WTA (in conjunction with IR)
- Staff Manual and School Handbook
- School Improvement Plan (in conjunction with EMcR)
- Standards and Quality Report (in conjunction with EMcR)
- Supported Study and Easter Revision (in conjunction with EMcR & PT RA)
- Quality Assurance & Self Evaluation (in conjunction with EMcR)
- Timetable (in conjunction with IR)
- Option Process (in conjunction with IR)
- Health and Safety

Eleanor MacKay (S1)

- Year group responsibility for S1 including curricular pathways, curricula, assessment and reporting
- Learning, teaching, assessment and moderation (link for PT Learning, Teaching & Assessment)
- Parental engagement/reporting/liaison with PTA
- Promoting Positive Relationships/Satchel
- Cluster initiatives and Primary/Secondary transition
- School in the community/communication/publicity/promotion of the school

Mark Campbell (S2)

- Year group responsibility for S2 including curricular pathways, curricula, assessment and reporting
- Fire safety procedures and risk assessment
- Timetable and Option Choice Process (in conjunction with Iain Ross)
- Chaplaincy team
- Support programme for Newly Qualified Teachers and Student Teachers
- Learning for sustainability, IDL, international education and outdoor learning

Iain Ross (S3)

- Year group responsibility for S3 including curricular pathways, curricula, assessment and reporting
- Pupil Support Coordinator/ liaison with Guidance, LSR and ELR
- Pupil welfare and child protection
- School calendar/WTA
- Development of the curriculum

Ewan McRae (S4)

- Year group responsibility for S4 including curricular pathways, curricula, assessment and reporting
- Quality Assurance & Self Evaluation including Pupil Voice
- School Improvement Plan/Standards & Quality Report/Self Evaluation Report
- SQA Coordinator
- Professional learning coordinator with responsibility for staff/PT meetings and in-service day programmes/staff committees
- Professional Review & Development and Professional Update
- Extra-curricular programme/termly activities/Evolve



Emma Jane Smedley (S5)

- Year group responsibility for S5 including curricular pathways, curricula, assessment and reporting
- ICT coordinator, website, social media, in-school communication (in conjunction with PT Digital Literacy)
- Analysis of Prelim and SQA Performance
- Monitoring & Tracking S1-6

Claire Kerr (S6)

- Year group responsibility for S6 including curricular pathways, curricula, assessment and reporting
- Absence cover/staff wellbeing
- Responsibility for Captaincy Team/Prefects and co-ordinating charity initiatives
- Responsibility for Developing the Young Workforce (link for PT DYW)
- Coordination of vocational programme and liaison with all post-16 institutions
- UCAS administration
- Promote and support STEAM education across the school community (link for PT STEAM)

Jody Rushworth (S1-6 PEF)

- Lead and manage PT Lit, PT Num, PT HWB, PT Attainment and Achievement, PT Digital Literacy, wellbeing teachers and Youth Development Worker
- Management of resources/PEF budget, quality assurance and self-evaluation of impact (in line with HT)
- Monitoring and tracking in the Broad General Education & Senior Phase - Literacy, Numeracy and Health and Well-being (in conjunction with Emma Jane Forsyth)
- Coordination of attainment initiatives, development of universal and targeted provision in school and at home
- Enhancement of the curriculum through alternative accredited courses
- Development of digital literacy among stakeholders

Departmental Links

Eleanor MacKay	Gaidhlig; Mod Langs; Performing Arts
Mark Campbell	Design & Tech; English; Food Consumer Science
Iain Ross	Hist/Mod Studs; Pupil Support; RMPS
Ewan McRae	Art & Design; Geography; PE
Emma Jane Smedley	Business/Computing; Maths; Psychology
Claire Kerr	Biology; Chemistry; Physics
Jody Rushworth	Wellbeing teachers, Youth Dev Worker, PT L, N, HWB, A&A and DL

STAFF LIST 2023/2024

DHT	Depute Head Teacher				
PT	Principal Teacher				
PTBGE	PT Broad General Education				
PTDYW	PT Developing the Young Workforce				
PTE	PT Enterprise & Employability				
PTG	PT Guidance				
PTHWB	PT Health & Wellbeing				
PTL	PT Literacy				
PTN	PT Numeracy				
PTRA	PT Raising Attainment				
PTSTEAM	PT Science/Tech/Engineering/Art/Maths				
PTL&T	PT Learning & Teaching				
NQT	Newly Qualified Teacher				
HEADTEACHER					
Mr I	Donaghey				
ART					
Mrs F	McCreadie		PT		
Ms Z	Dakers				
Mrs C	Robertson				
Mr S	Volder				
BIOLOGY					
Mrs K	Martyn		PT js		
Mr R	Micallef-Eyraud		PT js		
Mrs L	Glen				
Mrs JL	McBride				
Ms J	McBride				
Mr J	Rushworth		Act DHT		
BUSINESS STUDIES & COMPUTING					
Ms N	Quigley		PT js		
Miss L	Phee		PT js		
Ms EJ	Smedley		DHT		
Mr A	Lochran				
Mrs K	Nicholson				
Mrs S	Ramage		PTG		
Mr A	Young				
Mr S	Gaskin				
Mrs B	Allen		NQT		
CHEMISTRY					
Mrs F	Gallagher		PT		
Mr J	Orr		Wellbeing		
Ms E	Young				
Ms A	Hughes				
Ms M	Armstrong				
DESIGN & TECHNOLOGY					
Mr C	Moore		PT		
Mr M	Campbell		DHT		
Mr T	Devine				
Ms H	Ludlow				
Mr C	Mackintosh				
Mr K	Walls				
ENGLISH					
Mrs K	Derrick		PT		
Ms H	Chittick		Act PTG		
Ms K	Egan				
Miss K	Hunt				
Mrs L	Kerr				
Ms S	McKee				
Mr C	Ogilvie				
Ms J	Pollock				
Mr A	Wilson		PTG		
Miss L	Wilson		Act PTL&T		
Miss R	Dott				
Mr C	Akexandersson		NQT		
ENHANCED LEARNING RESOURCE					
Mrs M	Stevenson		PT		
Mrs G	Marshall				
Miss M	McAlister				
Mr R	More				
FOOD & CONSUMER SCIENCE					
Ms L	Cooper		PT		
Mrs A	Currie		PTG		
Ms S	Peteranna				
Ms L	Wilson		Act PTHWB		
Ms K	Kennedy				
Ms J	Main				
Ms N	Stewart				
GAELIC					
Mrs I	MacLeod		PT		
GEOGRAPHY					
Mr C	Wylie		PT		
Miss M	Giffilan				
Ms O	King				
HISTORY/MODERN STUDIES					
Mr T	Laver		PT		
Mrs L	Dawson				
Ms N	Hendrie		PTDYW		
Mr D	Hepburn				
Mrs K	MacEwen				
Miss J	McGee		Act PTL		
Miss S	McLaren		PTG		
Mr I	Ross		DHT		
Mrs E	Richmond				
Miss M	Kerr		NQT		
LEARNING SUPPORT RESOURCE					
Mrs A	Slavin		Act PT		
Mrs E	Allanach				
MATHEMATICS					
Mrs L	Greig		PT		
Mr D	Barry				
Mrs J	Hamilton				
Ms A	Little				
Ms J	McSherry		PTG		
Ms S	Robertson		Act PTN		
Ms J	Watson				
Mr R	McNair				
Mr A	Cunningham				
Mr B	Currie		NQT		
MODERN LANGUAGES					
Mrs C	Robertson		PT		
Mrs N	Fraser				
Mrs AS	McNeish				
Mr D	Summerville				
Mrs Z	Young				
PERFORMING ARTS					
Miss N	Jones		Act PT		
Mrs E	Mackay		Act DHT		
Mrs C	Gray				
Ms E	Kennedy				
Mr G	Pollock				
Mr G	Ratcliff				
Miss J	Park				
PHYSICAL EDUCATION					
Mr J	McQuade		PT		
Mrs L	Atkinson				
Mrs G	Campbell				
Mr S	Johnson		Act PTBGE		
Mr J	McCue		Act PTHWB		
Ms N	McHugh				
Mr E	McRae		Act DHT		
PHYSICS					
Mrs S	Wylie		PT		
Ms D	Carlin		Act PTR		
Mrs C	Kerr		DHT		
Mrs L	Wallace				
Miss J	Highton				
Mr J	Moore		NQT		
PSYCHOLOGY					
Ms K	Dunbar		PT		
Ms S	Cassels				
RMPS					
Dr K	Alexander		PT		
Mr K	Gilmour				
These departments are supported by the following non-teaching staff:					
SCHOOL SUPPORT MANAGER					
Mrs W	Denton				
LIBRARIAN					
HOME LINK OFFICER					
Ms U	Kempinksa				
OFFICE					
Ms J	Whitecross			Finance Assistant	
				Office Supervisor	
Mrs M	Barr				
Mrs S	Henderson				
Mrs C	Macfarlane				
Ms E	Hopkins				
Mrs A	Murray				
TECHNICIANS					
Mr S	Alexander			Science - Senior	
Mr P	Kelly			Science	
Mr K	McCallum			Science	
Mr G	Fletcher			Technical	
SCHOOL ASSISTANTS					
Ms K	Harvey				
Ms K	Hooman				
SUPPORT FOR LEARNING ASSISTANTS					
Mrs V	Conway				
Miss C	Devlin				
Mrs G	Findlay				
Mrs M	Greig				
Mrs K	Kalra				
Mrs L	Lyon				
Miss S	Maclean				
Mrs M	Mooney				
Mrs I	Roopra				
Mrs M	Whitelaw				
Mrs J	Williams				
FACILITIES MANAGEMENT					
				Catering Manager	
Mr D	Rodin			Building Manager	
Mr J	Mitchell			Building Manager	



THE SCHOOL DAY

Monday & Tuesday

Registration	8.50	-	9.00
Period 1	9.00	-	9.50
Period 2	9.50	-	10.40
Interval	10.40	-	10.55
Period 3	10.55	-	11.45
Period 4	11.45	-	12.35
Period 5	12.35	-	1.25
Lunch	1.25	-	2.10
Period 6	2.10	-	3.00
Period 7	3.00	-	3.50

Wednesday - Friday

Registration	8.50	-	9.00
Period 1	9.00	-	9.50
Period 2	9.50	-	10.40
Interval	10.40	-	10.55
Period 3	10.55	-	11.45
Period 4	11.45	-	12.35
Lunch	12.35	-	1.30
Period 5	1.30	-	2.20
Period 6	2.20	-	3.10

ASSEMBLIES

A year group assembly is held each week as shown below:

DAY	YEAR GROUP
MONDAY	First Year
TUESDAY	Second Year
WEDNESDAY	Third Year
THURSDAY	Fourth Year
FRIDAY	Fifth/Sixth Year

These Assemblies are conducted by the Depute Headteacher responsible for the Year. Every month one of the school chaplains attends and addresses the pupils.

At regular times throughout the year Principal Teachers of Guidance will hold House assemblies.

THE SCHOOL YEAR 2023-2024

For Session 2023/2024 the main opening, closing and holiday dates are:

Monday	14 August 2023	Teachers return
Tuesday	15 August 2023	In-Service day
Wednesday	16 August 2023	Pupils return
Friday	22 September 2023	September
Monday	25 September 2023	Weekend holiday
Tuesday	26 September 2023	Pupils return
Friday	13 October 2023	In-Service day
Monday	16 October 2023	October break
Friday	20 October 2023	
Monday	23 October 2023	Pupils return
Friday	22 December 2023	Close for Christmas break
Monday	25 December 2023	School Closed for
Friday	05 January 2024	Christmas Break
Monday	08 January 2024	Pupils return
Monday	12 February 2024	Closed for mid-term break
Wednesday	14 February 2024	In-Service day
Thursday	15 February 2024	Pupils return
Thursday	28 March 2024	Close for Easter break
Friday	29 March 2024	School Closed for
Friday	12 April 2024	Easter Break
Monday	15 April 2024	Pupils return
Thursday	02 May 2024	In-Service day
Monday	06 May 2024	May Day holiday
Friday	24 May 2024	May weekend
Monday	27 May 2024	
Tuesday	28 May 2024	Pupils return
Wednesday	26 June 2024	Close for summer break



GIRFEC

The Scottish Government introduced Getting it Right for Every Child (*GIRFEC*) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and included. These are the eight wellbeing, SHANARRI indicators.

The *Getting It Right* approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The Wellbeing Pathway provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in CYP Act 2014 and ASL Act 2004, 2009.

All assessments to determine the need for Targeted Support fully involve the views of the child and parent.



PASTORAL CARE

The modern comprehensive school has a much more complex structure than the schools remembered by many parents. Pastoral Care assists pupils to gain the maximum benefit from their secondary school experience.

Pastoral Care has a number of aims:

- (1) Curricular**
To ensure that pupils are aware of the various curricular choices they can make.
To assist and advise pupils in selecting courses. Monitoring and progress.
- (2) Personal**
To know the strengths and weaknesses of individual pupils.
To assist pupils to solve personal problems.
To make pupils aware of aspects of adult life through a personal and social education programme.
- (3) Vocational**
To make pupils aware of the range of careers available. To guide pupils towards sources of information on careers.
To help pupils make a realistic assessment of their abilities and of suitable careers.
To assist pupils, once a career area is chosen, to follow the most suitable path towards that goal.

Bishopbriggs Academy has a Pastoral Care Team whose role is to provide specialised support to assist the Senior Management Team in their pastoral duties. Most of them are involved in the delivery of our personal and social development programme to all of our pupils, highlighting the aims mentioned above.

SENSITIVE AREAS OF LEARNING

Information regarding sensitive aspects of learning e.g. LGBT, Counselling, relationships, sexual health, parenthood, drugs awareness etc would be dealt with in school via lessons in PSE (Personal and Social Education). These lessons are delivered to all pupils from S1 to S6 by the pupil's Guidance teacher during timetabled PSE lessons. The content of the PSE course is listed on the school website.

BISHOPBRIGGS ANTI BULLYING POLICY

Definitions of Bullying

Bullying is a combination of behaviours and impacts that can affect someone’s ability to feel in control of themselves; it is behaviour that can make people feel hurt, threatened, frightened and left out.

This behaviour can harm people physically or emotionally and, although the behaviour may not be repeated, the threat may be kept up over time, by actions, looks, messages, confrontations, hitting or hurting or the fear of these.

Prevention of Bullying

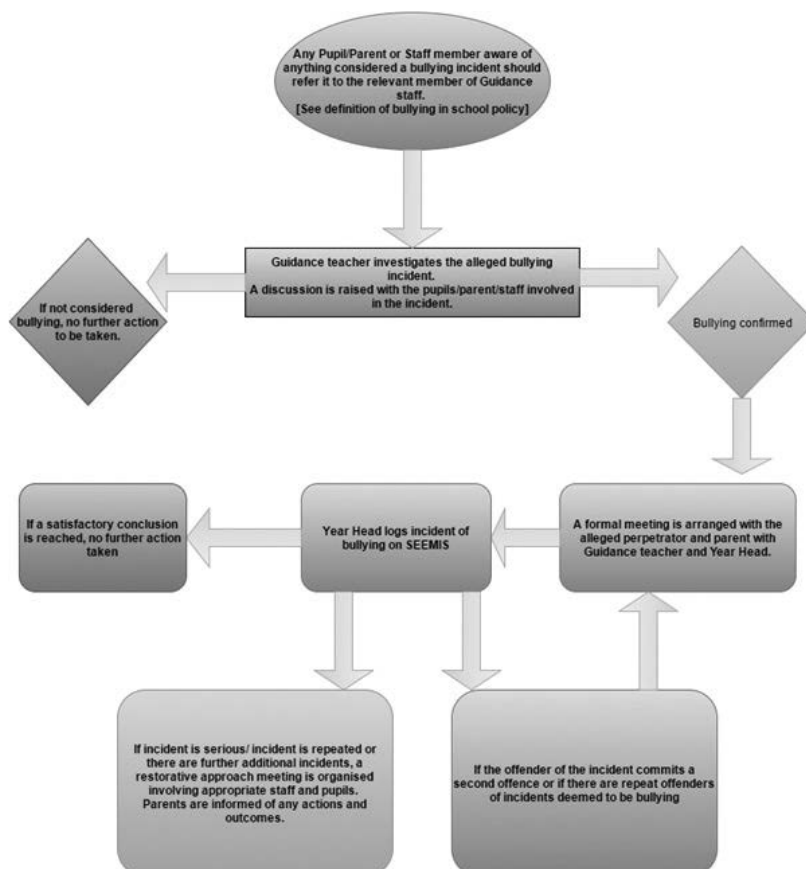
Bishopbriggs Academy will work to create a positive and supportive ethos. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying behaviour to occur or be tolerated

Aims

The aims of Bishopbriggs Academy’s Guidelines are to ensure:

- that all children and young people are provided with a safe, inclusive and supportive environment in which to learn;
- children, young people, parents and carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported.
- a culture is promoted where bullying is recognised as being unacceptable;
- the prevention of bullying of children and young people through a range of approaches;
- effective support for children and young people and their parents and carers who are affected by bullying.

Full details of The Bishopbriggs Academy Anti Bullying Policy can be found on the school web site and the basic steps involved are summarised by the flow diagram.





THE PUPIL SUPPORT TEAM

When pupils join the school they come under the care of a member of the Guidance Team. This teacher is responsible for all aspects of life affecting the education of the pupils in their group. For this purpose the school is divided into six houses by surname.

The structure will be:

Year	Teacher	House
1 – 6	Miss H Chittick	Burns
1 – 6	Miss S McLaren	Fleming
1 – 6	Mrs S Ramage	Kelvin
1 – 6	Ms J McSherry	Macdonald
1 – 6	Mrs A Currie	Muir
1 – 6	Mr A Wilson	Thomson

This means that where parents have more than one child in the school the same member of the Guidance Team will deal with all members of the family. These teachers are the main link between home and school. Pupils should not hesitate to ask advice or discuss a problem with their Guidance teacher. This is particularly important at times when curricular choices have to be made i.e. in Second, Third and Fourth Year. There is close liaison between the Senior Management Team and the Guidance Team. Parents are encouraged to contact the appropriate member of the team with any general concerns, a convenient contact time can then be arranged. Parents may also wish to contact the Guidance team or members of the Senior Management Team by letter.

It is essential that parents do not delay in consulting the school when a matter which concerns them arises. The problem may be curricular, social, medical, emotional or vocational. It may be circumstances outwith the school which could affect behaviour or attitude within the school. Very often, early and frank discussion brings a speedy resolution to the problem whereas delay may compound the difficulties.

Bishopbriggs Academy takes a very strong line in dealing with bullying should it arise. The school adheres to East Dunbarton’s Anti Bullying Policy and makes returns to EDC as required.

If an allegation of bullying is made, all persons involved will be interviewed by either Guidance staff and or Year Heads. If required, parents will be contacted and invited to a meeting at the school. The situation will be monitored and, if required, pupils will be interviewed at a later date.

All pupils coming to the school will visit it in June prior to their starting in First Year in August. Their parents will also be invited to a meeting in the school in June.

Other members of our Pupil Support Team are listed below:

- Mrs A Johnson (Principal Teacher – Support for Learning)
- Ms N Hendrie (Principal Teacher – Developing the Young Workforce)
- Mr S Johnson (Acting Principal Teacher – Attainment & Achievement)
- Miss L Wilson (Acting Principal Teacher – Learning & Teaching)
- Ms L Wilson (Acting Principal Teacher – Health & Wellbeing)
- Mr J McCue (Acting Principal Teacher – Health & Wellbeing)
- Ms J McGee (Acting Principal Teacher – Literacy)
- Ms S Robertson (Acting Principal Teacher – Numeracy)
- Ms L Wallace (Acting Principal Teacher – STEAM)
- Ms D Carlin (Acting Principal Teacher – Raising Attainment)

EDUCATIONAL DATA PROTECTION ACT

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

THE SCOTXED PROGRAMME

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 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 our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Mal Cooke, at Mal.Cooke@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.

DATA PROTECTION ACT 2018

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit - www.eastdunbarton.gov.uk/council/privacy-notices

USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access world wide.

Pupil photographs will be held in the School's Management Information System (SEEMIS), parents will be asked for consent.

PUPIL USE OF MOBILE PHONES IN SCHOOL

There have been many concerns raised by headteachers, staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school.

The Education Committee of East Dunbartonshire Council as a result of these concerns, agreed that each school sets its own policy in relation to pupil use of mobile phones in school.

1. Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.
2. Parents will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.
3. If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Headteachers will have the power to extend the switching off of mobile phones by pupils to the whole school building and also to the school grounds.
4. Where a pupil is found by a member of staff to be using a mobile phone the phone will be confiscated and returned at the end of the school day.
5. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Headteacher, depending on the circumstances, will decide on an appropriate sanction. In certain circumstances, the pupil may be referred to the Head of Education. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed.

ACCESSING YOUR CHILD'S PUPIL RECORDS

Parents have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held out with the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

Age of Child	Child's Legal Rights	Parent's Legal Rights
Under 12	A child's parent or guardian may apply on the child's behalf for access to all records	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records.	Right of access to core education record (PPR) No legal right to all records unless acting as child's representative because child is unable to show suitably maturity or understanding.



FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see section on Accessing Your Child's Pupil Records.

SKILLS DEVELOPMENT SCOTLAND

The School has two Careers Advisers, Sandra Fleming, who is in school on a Monday, Tuesday, Thursday and Friday and Ruth Bell who is in school a Monday and Tuesday.

The Careers Adviser holds a lunchtime drop-in session on Monday, Tuesday Thursday and Friday with Ruth Bell in Room G145 and Sandra Fleming in Room G135. At this time any pupil is welcome to speak to the Careers Adviser, no appointment is needed.

Guidance staff may make a referral to the Careers Adviser following a meeting with a pupil. The Careers Adviser works closely with the Guidance Team to ensure that individual pupils are offered the help and support they need for future career planning.

Careers interviews are tailored to the requirements of individuals and are geared to assist pupils in developing their own career management skills so that they can make well informed and realistic decisions for themselves and plan ahead for leaving school.

In addition to one to one meetings with pupils the Careers Adviser facilitates presentations for fourth, fifth and sixth year pupils.

The Careers Adviser is available to speak to parents/guardians/carers at S4, S5 and S6 parents' meetings and is happy to help any pupil or their parents/guardians/carers with career related queries. (Contact details please see page 66)

Some useful websites for careers research:

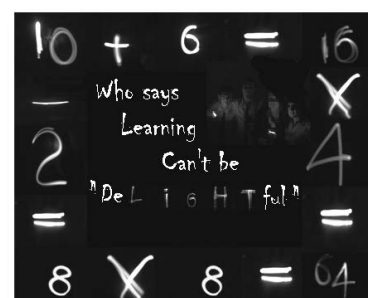
www.myworldofwork.co.uk

www.planitplus.net

www.prospects.ac.uk

www.ucas.com

www.apprenticeships.scot



THE CURRICULUM

Curriculum for Excellence

Bringing **learning to life** and **life to learning**

Curriculum for Excellence spans learning from 3-18 years. Its aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Assessing Progress and ensuring every child achieves their potential is of paramount importance at Bishopbriggs Academy. In S4 pupils are assessed at National 4 and 5 level and in S5-6 pupils are assessed at National 5, Higher and Advanced Higher. Implementation of Curriculum for Excellence and More Choices, More Chances highlighted the importance of robust transition planning in enabling young people to participate and progress beyond compulsory education. 16+ Learning Choices, therefore, was introduced in 2008 as the transition planning model for ensuring an offer of an appropriate place in post-16 learning for every 16-18 year old. It aims to improve the transition for young people choosing to stay on at school; leaving school and for those moving from one post-16 option to another. Integral to Curriculum for Excellence, it supports all young people to make effective transitions.

Opportunities for All

More recently, in response to the economic downturn and the resultant adverse effects on young people's prospects in the labour market, the Government introduced Opportunities for All in its Programme for Government in September 2011. This is an explicit commitment to an offer of an appropriate place in learning or training for every 16-19 year old not currently in employment, education or training. It brings together and builds on existing Scottish Government policies and strategies and embraces relevant UK Government policy in a single priority to support young people to participate in learning or training in order to improve their employment prospects. Opportunities for



All became a live offer from 1 April 2012 and will ensure that the post-16 system delivers for all young people. It focuses on supporting young people who have disengaged, seeking to re-engage them with appropriate learning or training from their 16th, until at least their 20th, birthday. Whilst Opportunities for All commits to offering a place in learning or training, those young people who wish to move into employment should be supported to do so.

USEFUL LINKS

Assessment in a Nutshell - <http://www.npfs.org.uk/assessment-in-a-nutshell/>

Progression in a Nutshell - <http://www.npfs.org.uk/progression-in-a-nutshell/>

Skills in a Nutshell - <http://www.npfs.org.uk/skills-in-a-nutshell/>

Revision in a Nutshell - <http://www.npfs.org.uk/national-5-revision-in-a-nutshell/>

Nationals in a Nutshell - <http://www.npfs.org.uk/nationals-in-a-nutshell/>

Highers in a Nutshell - <http://www.npfs.org.uk/highers-in-a-nutshell/>

BROAD GENERAL EDUCATION (S1 – S3)

FIRST YEAR

Classes are co-educational and of mixed ability, and all pupils follow a common course. There will be an opportunity for pupils with specific needs in basic skills to receive assistance through cooperative teaching, and from teachers with specialist training in learning support.

The modern language studied is either French, German or Gaelic, depending on which language has been studied in Primary. In general this language will be studied for the duration of the Broad General Education (S1 – S3).

Close contact is maintained with the Primary schools both before and after the pupils join Bishopbriggs Academy. Work begun in Primary 7 is continued in S1 to assist the pupils to settle in. Pupils' strengths and areas for development as indicated in their primary school assessments and P7 profiles are taken into account when preparing programmes of work in the first year.



BROAD GENERAL EDUCATION (S1 – S3)

SECOND/THIRD YEAR

In Second and Third Year the classes are again co-educational and of mixed ability. Pupils with specific needs in basic skills receive assistance through cooperative teaching and from teachers with specialist training in learning support. Our aim is that every child achieves his or her full potential.

During the second term of Second Year the Pastoral programme includes a study of the factors involved in choosing Third Year programmes of work. A range of options are presented to the pupils before Easter.

Health and wellbeing is also an integral part of the Broad General Education.

Extensive consultation with parents takes place during this time concerning the choice of Third Year programmes of work. Details of the Pastoral programme, information sheets and reports are issued. A general information meeting with senior staff takes place in addition to an evening with the subject teachers. Arrangements are also made for advice to be obtained from careers advisor.

Pupils choose Third Year programmes of work which take account of their interests, abilities, aptitudes and career requirements. The final result should be a balanced course through which pupils are experiencing all curricular areas.








SENIOR PHASE (S4 – S6)

FOURTH YEAR

S3 is the final year of our Broad General Education which is designed to provide a smooth transition to the Senior Phase (S4 – S6). The new curriculum in our Fourth Year has been designed using the principles of Curriculum for Excellence. The programmes of work will provide pupils with rich learning experiences which will develop skills and knowledge for learning, life and work.

In May 2014 qualifications (known as ‘Nationals’) were implemented for pupils. The table, below, offers a comparison between the Nationals and the qualifications they have replaced –Standard Grade and Intermediate I and II.

<i>Previous Qualifications</i>		<i>Current Qualifications</i>
Advanced Higher		Advanced Higher
Higher		Higher
Standard Grade Credit/Intermediate 2		National 5
Standard Grade General/Intermediate 1		National 4
Standard Grade Foundation/ Access 3		National 3

Programmes of work chosen are the subjects pupils take at the end of S3.

Assessment activities will be planned throughout the Broad General Education to determine the appropriate level of presentation for the S4 qualifications. Learners will be involved in assessing their learning and teachers, pupils and parents will all be involved in deciding on presentation levels.

Each pupil's curriculum should suit not only their career requirements but also develop skills they require for life, learning and work.

As in previous years additional assistance is given to pupils in a number of subjects through cooperative teaching and specialist learning support. Our aim is to allow all pupils to fulfil their potential.



SENIOR PHASE (S4 – S6)

FIFTH AND SIXTH YEARS

A range of options is offered which lead to SQA presentation which currently is at Advanced Higher, Higher and National 5 Level.

Pupils also undertake short courses aimed at developing skills for life, learning and work in order to equip them for later life. The choice made by each person depends on:

- (i) Career requirements
- (ii) Ability
- (iii) Performance in previous SQA examinations

In S6, due to the proximity of other secondary schools, it may be possible to undertake a specialist course at another establishment; this includes other EDC schools and local colleges. However it should be noted that all main subjects continue to be offered at Bishopbriggs Academy.

At all stages, opportunities additional to the normal contacts with Pastoral staff, are available to parents to receive help and information from senior staff, subject teachers and careers services staff on subject progress and choice. These take place through meetings, reports, questionnaires and information papers.

Partnership Working

Bishopbriggs Academy has forged strong partnerships with a wide range of external experts to enrich the curriculum and enhance the experience of our young people.

The school is the only school in Scotland to be awarded the status of Partner School with Germany leading to a wide range of cultural, sporting and academic activities. Working alongside native speakers, staff have planned innovative learning experiences both at home, in Germany and, via the net, with young people across the globe. As a result of this and a wide range of other initiatives the school was given the International School Award for 2012-2015 and again for 2016-2019.

We also work with a number of local and national businesses, colleges, universities and apprenticeship providers. This allows our young people to develop their skills for learning, life and work and also equips them with the necessary career management skills for their next steps.

Through the EDC Active Schools team a wide range of people from the wider community work with our pupils to help young people to become more active and engaged in sport. The team also provides support and training to enable young people to become involved in volunteering within their local community.

MULTICULTURAL AND ANTI-RACIST EDUCATION

Britain is a multicultural society with people from a wide variety of backgrounds. Children and teenagers must develop an understanding of the complex relationships which exist within British society and between Britain and the rest of the world. To this end East Dunbartonshire Council and therefore Bishopbriggs Academy, is committed to providing equal opportunities for all pupils regardless of gender, race or class, to teaching pupils to have respect for all humanity and to have an appreciation of the cultural diversity of our society.



THE AIMS OF MULTICULTURAL EDUCATION

- 1 To seek a way of preparing all children for life in a multicultural society.
- 2 To counter racism and racist attitudes.
- 3 To build on and develop the strengths of cultural and religious diversity.
- 4 To respond sensitively to the specific needs of minority groups.

THE CURRICULUM

Multicultural education in Bishopbriggs Academy is approached in a cross-curricular, whole school manner. Every effort is made to ensure the curriculum:

- ◆ reflects the multicultural aspects of society.
- ◆ takes into account the diversity of pupils' cultural experiences.
- ◆ aims to create an understanding of and interest in different environments and cultures around the world.
- ◆ provides opportunities to show the contribution that different societies have made to the growing understanding and knowledge of mankind.
- ◆ encourages pupils to recognise that each society has its own values, traditions and styles of everyday living.



- ◆ ensures that pupils understand that migration and movement of people are underlying themes in history and the contemporary world.
- ◆ shows how inaccurate and potentially dangerous racial and cultural stereotyping can be.
- ◆ allows and promotes the development of the concepts and skills which will allow pupils to criticise and actively participate in all social institutions.
- ◆ promotes relevant teaching to children from ethnic minority backgrounds taking account of their individual needs.

There will be periodic reviews of material and texts to evaluate the permeation of multi-cultural and anti-racist issues throughout the curriculum.

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

In East Dunbartonshire, all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

The Equality Act (2010)

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between children and young people who share a characteristic and those who do not;
- Foster good relations between different groups.

The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510.

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

ASSESSMENT AND REPORTS

In the Broad General Education (S1 – S3) a system of continuous assessment is used. This means that classes are assessed by a variety of methods at intervals throughout the three years. These intervals vary from subject to subject. A range of assessment methods are used - assignment, case study, performance, portfolio, practical activity, project and question paper. Again the range used depends on the subject.

In Fourth Year a range of assessments are also used, leading to formal Preliminary Examinations for Fourth Year in December.

A full Report Card is issued once in Third Year, with a brief interim report mid-way through the year. In the Senior Phase one Report card is issued in Fourth year, before the Preliminary Examinations.

Assessment methods in S5/S6 follow a similar pattern to Fourth Year such as written, oral and practical. One Report Card is issued after the Preliminary Examinations in February.

The reports are complemented by a Parents' Evening for each year group held at an appropriate time of the year.



HOMEWORK

Homework includes tasks that are to be completed outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. Therefore it is important that information regarding homework tasks is shared with not only pupils but also parents so young people receive the necessary support at school and at home. Pupils will be assigned formal homework tasks via Show My Homework to complement recommended personal revision tasks in order to reinforce the learning that takes place in the classroom. The homework set will vary depending on age, subject and presentation level. The degree of difficulty and length of homework will also be set according to their age and ability.

SHARING AND ACCESSING HOMEWORK INFORMATION

Following a recent homework review, a new and improved electronic homework model has been introduced called Satchel:One that allows them to see the details of the tasks they have been set, all their deadlines and their submission status.

Satchel:One can be accessed by teachers, students and parents in the following ways:

- An overview of the school homework calendar can be accessed without login details via the Satchel:One icon on our school website but a personalised homework calendar is available for all users, pupils, parents and staff, by logging into a private account.
- Pupils and staff access their personal account using GLOW usernames and passwords and parents are issued with a unique pin number. Once logged in, only information specific to that user can be viewed.
- There are iPhone/Android apps available for free for pupils, teachers and parents to download. This allows students to keep on top of their to do list, stay updated when away from school and send messages to teachers to ask for support. If students switch notifications on in the app this will send them reminders of deadlines. Parents can use it to see the positive progress that their child is making.





SPIRITUAL, SOCIAL, MORAL & CULTURAL VALUES

All pupils from First to Fourth years will follow a course in Religious, Moral and Philosophical Studies taught by a specialist teacher. This course, while concentrating on Christianity, looks also at religions such as Judaism, Sikhism, Hinduism and Islam. There is an examination of such things as the ceremonies dealing with events in the individual's life (birth, marriage, death), events in the community (Christmas, Passover, Divali), together with the symbols of the religion (dress, buildings, actions). The approach is non denominational in nature. This approach is continued in Third and Fourth Years when pupils take courses in RMPS as a compulsory part of their balanced programme.

Religious observance is conducted by the chaplains to the school.

At present these are:

Rev. J. MacGregor
Cadder Parish Church

Rev. I. Taylor
Springfield Cambridge Church

Mr Darren Trainer
Woodhill Evangelical Church

Mr Paul Watson
St James the Less Church

Mr James Faddes
Bishopbriggs Community Church

The chaplains are available to any pupil or parent requiring pastoral help.

Any parents who, for religious or philosophical reasons, wish to exercise their right to withdraw their child from religious observance should contact the Headteacher. Parents should note that religious education is compulsory in Scottish schools.

Parents from minority and minor ethnic religions communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

The school will provide several opportunities for religious observance in a school year in addition to traditional celebrations central to the life of the School Community.

For further information refer to Additional Guidance on Religious Observance in East Dunbartonshire schools, October 2006.

EXTRA-CURRICULAR ACTIVITIES

Pupils at Bishopbriggs Academy have the opportunity to take part in a huge range of extracurricular activities both within and out with the school day.



Pupils taking part in activities which require them to leave the school will be given a parental letter and a consent form which must be completed by their parent/carer and returned to the member of staff organising the activity prior to the event. Pupils involved in multiple trips e.g. members of the football, netball teams will complete one form which can be used for all trips.

Staff organising such activities will comply with the procedures set out by EDC.

Voluntary clubs and activities make a very valuable contribution to the atmosphere of the school. It is hoped that parents will encourage and help pupils to participate in these pursuits.

Certain activities require parental approval and relevant medical information, which will be sought in writing before any pupil participates eg skiing.

Extra Curricular Activities which were available during the previous session were:

- | | | |
|---------------------|---------------------------|-------------------------------|
| School Show Club | Bling it up | S1 Time out Tues |
| S1 Art Club | Breakfast Club | S1/S2 Drama Club |
| S1 Enterprise | Foreign Movies Club | Saxophone Ensemble |
| Choir | Kahoot Club | Table Tennis |
| Games Club | Science Club | Senior Chess Club (S5-S6) |
| Volleyball | Badminton | Duke of Edinburgh |
| Basketball | Debating Club | Shinty |
| The Good Food Club | S1 Writing Club | Girls Football |
| Wool Club | Soul Band | Orchestra |
| Ceilidh Band | Dance | S2 Art Club |
| Fitness | S1 Computing Club | BGE Wellbeing Drop In |
| Mindfulness Mon | Seniors Wellbeing Drop In | Homework Club |
| S1/S2 Juggling Club | Guitar & Uke Group | Jolly Geographers |
| S2 Criminology Club | Hot Choc & Chat | String Orchestra |
| Tea and Biscuits | Coding Club | Wind Band |
| Cupcake Academy | Netball | Comic book club |
| Junior Masterchefs | Chamber Woodwinds | Learn Sign Language - Makaton |



As these activities depend on staff giving of their own time and expertise the range provided varies from year to year according to the availability and interests of staff.

In previous sessions the school provided after school classes and Easter Revision for senior pupils prior to national examinations. We have also organised conferences for pupils to assist with course choice, higher education, team building and confidence boosting.

SCHOOL COUNCIL/CLASS REPRESENTATIVES

Bishopbriggs Academy has a School Council which has representatives from each year group S1 to S6. The School Council meets regularly with the Management Team in the school.

Each tutor class votes for 2 representatives who will represent their peers in a meeting called by the Head of House (their Guidance Teacher). Both school council and class representatives take on roles as ambassadors for the school welcoming visitors to the school or acting as ushers for parents at information evenings.

We will continue to use the school council and class representative system to ensure the views of all young people are given full consideration and pupils are given an opportunity to develop self confidence and self esteem through active participation in council meetings.

PROMOTING POSITIVE RELATIONSHIPS

The school has a Code of conduct which all pupils are expected to follow. The Code sets out simple rules to make sure that the school runs smoothly and that pupils have the opportunity to learn in a quiet and settled atmosphere. Pupils are made aware of the Code of Conduct at the start of each session and have regular reminders during registration and at assembly.

The main points of the Code of conduct are:

- Full school uniform to be worn every day
- Keep left and move quickly and quietly between classes
- No eating on the way to or in classes
- Put your litter in the bins provided

Pupils are always reminded to be:

- respectful
- responsible
- focussed
- prepared
- determined

Guidance staff and/or Year Heads will interview pupils whose behaviour is causing concern and will contact parents/guardians as appropriate.

Pupils will be awarded merits for positive behaviour and demerits for failing to follow school rules.

Discipline exercises may be issued to pupils who have not responded to advice/warning about inappropriate behaviour. All such exercises must be completed by the pupil, signed by their parent/guardian and returned to the member of staff that issued it.

At all stages the school looks for the support of parents to establish a strong partnership which can be used to prevent further indiscipline and provide a secure and safe environment within and around the school.



CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

All pupils are supported in their learning by subject teachers, support for learning staff and guidance teachers as they progress through the school. Some pupils may require additional or alternative forms of support during their school career. This may be from staff from within the school or members of external agencies. Assistance will be given to pupils who are identified in terms of Education (Additional Support for Learning) (Scotland) Act 2005, as having additional support needs. Support for Learning for pupils is coordinated by Mrs A Johnson, Acting, Principal Teacher of Support for Learning.

All Teachers, try to meet the needs of pupils in their care by using strategies of support including adapting materials and altering teaching methods. If additional support is needed, help from the Learning Support Resource department is requested. After consultation, Learning Support staff work with class teachers in a number of ways to support pupils' learning, and may also offer direct tuition to a small number of pupils who follow a reduced curriculum. All support is reviewed regularly in consultation with parents.

ENHANCED LEARNING RESOURCE

Bishopbriggs Academy Enhanced Learning Resource (ELR) opened in August 2011 and provides full time support for pupils with significant language and communication needs. Learners from across East Dunbartonshire attend Bishopbriggs ELR.

All ELR pupils have full access to the academic, social and extra-curricular activities available to their peers. Learners within the ELR each have an individual timetable which is updated weekly giving details of subject classes they access across the school and time they spend within the ELR. Pupils benefit from the small-group environment of the ELR for some subjects in order to receive intensive support and access a differentiated curriculum responsive to their individual learning needs. They are supported to gradually access subject areas across the school according to their individual strengths and interests. There is a strong focus on health and wellbeing and ELR staff work very closely with SMT, Learning Support staff and the Pastoral Care team. ELR staff also work collaboratively with a variety of other agencies to meet individual learning needs including Speech and Language Therapy, Educational Psychology and CAMHS.

AUTISM ADVISER

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team - led by an educational psychologist and a quality improvement officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to parents/carers; planning for establishments' Autism Awareness Week; running a parents/carers' support group and supporting individual staff members using existing school structures (eg Pupil support Group).

SUPPORT FOR PUPILS

Children and Young People with Additional Support Needs

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 and the Education (Additional Support for Learning) (Scotland) Act 2009 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

All children require support to help them learn, however, there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education. That support may come from education services but can also be provided by a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations. Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

These additional support needs can arise for many reasons. The reasons why a child or young person may have additional support needs are too many to list here, however, the following are examples:

That the child or young person:

- finds it difficult to behave in school;
- is hearing or visually impaired;
- has a particular health need;
- is living with parents who have a drug or alcohol dependency;
- has English as an additional language;

Some additional support needs may only last for a short period of time other additional support needs will be lifelong.

If you think your child may have additional support needs you should talk to your child's school or pre school provision about this.

All children and young people have their needs continuously assessed and reviewed. Your child's school will be able to show you their assessment of your child's needs and will send you copies of reports on how your child is progressing in school.

All schools and pre school establishments in East Dunbartonshire look at children's needs through a process of staged intervention. This process allows teachers and others to

- identify those children who may need additional support;
- make plans to support those children identified;
- deliver the support the child requires; and
- regularly review the support provided.



In addition to the additional support which schools themselves can provide through individual planning or making specific resources available, schools can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account of in making decisions which affect the child or the young person. If your child requires additional support at school you can provide the school with important information about your child which will be helpful in making plans to support your child. Parents and young people will always be invited to participate in reviews of progress.

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children and young people will already have a staged intervention plan provided for them in school which set out targets for their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person i.e. where the support required must be co-ordinated.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point. If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- mediation
- independent adjudication
- the Additional Support Needs Tribunals for Scotland to assist in reaching a satisfactory conclusion.

The Education (Additional Support for Learning) Act 2004-2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information contact: 0131 313 8844 or go to www.resolve.org.uk

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include parenting workshops, individual support and Triple P as well as, holiday play scheme provision for children and young people with additional support needs. If you wish to access any of the services please contact the team on 0300 1234510.

Protecting Children and Young People

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child.

If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.



Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the East Dunbartonshire Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made with regards to the best possible education to meet the needs of the child within the resources available.

Specialist Support Service – teachers teaching in more than one school

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs;
- children who have language and communication difficulties.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Careers Link: www.careerslink.org.uk, 0141 955 2131

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;

Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

ATTENDANCE AND ABSENCE

Attendance at School

Under Section 30 of the Education (Scotland) Act 1980 parents of school age children must provide education for their children either by attendance at a public school or by other means. Schools in turn must take steps to ensure attendance, maintain an attendance register and record pupil absence. All schools must record pupil absences in respect of each morning and afternoon of every day the school is open to pupils.

Authorities are supported in this process by Children Missing from Education (Scotland), a national co-ordinating body, piloted by the Scottish Government, developed to track and trace children and young people missing from education.

Scottish local authorities have the responsibility to review and revise their procedures for managing situations where children fail to attend their school/early years centre and no explanation for absence is received from their parents/carers. East Dunbartonshire Council recognises that under such circumstances, children may be vulnerable to harm and that timely steps must be taken to ensure that an absent child is safe and well.

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time. Children missing from education will have well-being needs around inclusion and achievement. Consideration also needs to be given to other issues in their lives relation to non-attendance.

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendments, Etc, Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

Un-notified Absence Policy

It is East Dunbartonshire Council's policy that parents should notify their child's school if their child is going to be absent. In some instances it might not be possible for parents to pre-notify the school of an absence because their child may have become unwell during the night. In these circumstances, parents should notify the school before registration begins.

If parents do not inform the school of their child's absence, the school will take action to find your child. This will involve contacting you and, where necessary, your emergency contact person(s). If these actions are not successful, the school will ask the school's Attendance Officer to visit your home. In some exceptional circumstances, where the



school believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. Parents should also give their child a note on his/her return to school confirming the reason for absence.

Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parents, the absence is unauthorised.

Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

Please ensure that your child knows their home/pick up plan each day. If there are any changes to childcare arrangements, please inform the school before 2.30pm. This should only happen in exceptional circumstances.

EDUCATION MAINTENANCE ALLOWANCE (EMA)

The Scottish Government has introduced the Education Maintenance Allowance (EMA) Scheme to encourage access to, and participation in further and higher education. If you are 16 years of age or over before 30 September, you may be eligible for an EMA from the beginning of the school term. If you are 16 years of age between 1 October and February, you may be eligible for an EMA from January. This weekly allowance will be payable by East Dunbartonshire Council to students who attend a school managed by the Council, regardless of where they live. Application forms and further information can be obtained from the Head Teacher or Education Offices, Tel: 0300 1234510 X8947 or www.eastdunbarton.gov.uk



CLOTHING AND SCHOOL DRESS

It is the policy of the Education and Cultural Services Committee to encourage pupils to wear an acceptable form of school dress as determined by Headteachers, Parent Council and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any new proposal will be the subject of widespread consultation with parents and pupils.

The school uniform for Bishopbriggs Academy is that listed below:

- Blazer
- Plain white shirt/blouse
- School tie
- Black Skirt or dress trousers
- Black Shoes

We would ask for the support of parents in ensuring that the highest standard of dress is the norm in our school. In particular the Head Teacher would like to emphasise that pupils, should not wear:

Trainers or any other 'casual' shoes
Jeans (of any colour/shade including black)
Tracksuit trousers
Sweatshirts, 'hoodies' or any other garment which covers their shirt and tie
Caps or any other headgear
Excessively large or bright belts
Excessive jewellery
Football colours

Pupils will be expected to comply with these regulations at all times.

Appropriate clothing to provide a change for physical education activities is listed below:

1. Gym shoes or training shoes (preferably without black soles which mark the gymnasium floor).
2. Swimming trunks or costume.
3. Towel (for after-activity showers).
4. Shorts
5. Plain T-shirt or blouse (girls).

For outdoor activities particularly it is advisable to carry a change of socks and underwear.

If a parent/guardian wishes their child to be excused from a PE lesson because of injury or illness, the pupil should bring a note of explanation to assist staff in complying with parents' wishes.

Unless a pupil is completely incapacitated, eg in plaster, then we would ask that PE kit is still brought in order to allow partial participation – umpiring, refereeing, score-keeping, observing or evaluating. This also facilitates full supervision of classes by the teacher responsible.

For Health & Safety reasons jewellery must not be worn during PE activities. Any piercings (earrings, nose studs, etc) must be removed. Parents should note that if a child has a body piercing that cannot be removed then this would prevent participation. This would be in direct contravention of the Authority's policy and, as such, it is requested that parents ensure such a situation does not arise.

It is also strongly recommended that valuable possessions such as expensive or precious watches or other jewellery are not brought to school.

For pupils taking Home Economics it is advisable to have some form of apron to protect clothing.

Parents/Carers receiving income support or income based job seekers allowance or housing benefit or council tax –rebates (not discount) or employment and support allowance (income related) will normally be entitled to, monetary grants for footwear and clothing for their children. Parents who are in receipt of working tax credit and/or child tax credit may be eligible, the area registration offices can provide more details. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Director of Community Services. Information and application forms may be obtained from schools, the education offices and the area registration offices.

The authority is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that the authority does not carry insurance to cover the loss of such items, and any claims submitted are likely to be met only where the authority can be shown to have been negligent.



TRANSPORT

(i) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to secondary pupils who live three miles or more from their local secondary school by the recognised shortest walking route. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

The Chief Education Officer has discretion in special circumstances to grant permission for pupil's to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August. Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk.

(ii) Pick up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). **It is the parents responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle.** Misbehaviour could result in your child losing the right to free transport.

(iii) Placing Request

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

ADVERSE WEATHER CONDITIONS

Driver's Responsibilities

- In adverse weather conditions drivers MUST liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- * In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.



PARENTAL RESPONSIBILITIES

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).
- If concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

INFORMATION REGARDING EXCEPTIONAL CLOSURES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. There will also be updates on the website www.eastdunbarton.gov.uk.

Parental Communication With School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

COMMENTS, COMPLIMENTS AND COMPLAINTS PROCEDURE

We are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the complainants satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

MEALS

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Our dining area is very popular with pupils. A selection of main meals and hot and cold snacks are available at lunchtime in the school. This area is also available for snacks at the morning interval. A 'healthy eating' diet is encouraged.

A separate snack bar offers, pizza, paninis and healthy snacks

Provision for pupils on special diets can be made. Medical authorisation and details should be given to the Headteacher who will make appropriate arrangements with the Team Leader.

Pupils bringing packed lunches can also eat in the Dining area.

Bishopbriggs Academy operates a cashless catering system, parents/carers/pupils receive information on how this is managed.

Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 1999, may also be eligible. Information and application forms for free school meals may be obtained from schools, the education office and area registration services offices or www.eastdunbarton.gov.uk.



HEALTH AND MEDICAL CARE

During their years in secondary education pupils will follow a programme of health and medical care conducted by doctors of the Greater Glasgow Health Board.

In addition the school will cooperate with the Health Board, in specific immunisation programmes eg BCG skin testing.

Parents will be notified in writing in advance of the date of each of these procedures.

A Medical Room is maintained in the school, where pupils can receive help for minor ailments and injuries. Where an illness or injury requires the pupil to be sent from the school a telephone contact will be made with the parents or a designated person who has agreed to act as an emergency contact.

A pupil in these circumstances will be looked after by one of the Support Staff who if necessary, where hospital treatment is required, will accompany the child to Stobhill Hospital.

It is essential that the school be given, by all parents, a telephone number for contact in an emergency.

Where a pupil has a medical condition which might affect their education, or which requires regular medication, the school should be informed in order to make the best arrangements within the school.

SCHOOL CAMPUS NO SMOKING POLICY

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in certain premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

CHILDCARE INFORMATION SERVICE

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holidays playschemes and parent & toddler groups.

It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.



The Childcare Information Service, launched in May 2000, is a key element of East Dunbartonshire Council's Childcare Strategy which aims to develop, quality, accessible, affordable and flexible childcare across the East Dunbartonshire area.

To use this service please call the helpline number on **0300 123 4510**, email **chis@eastdunbarton.gov.uk** or log onto the service's website at **www.scottishchildcare.gov.uk**

CHILD PROTECTION AND SAFEGUARDING

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141-777 3000, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the school.

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult requests this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child.

If parents or others have concerns for any child, they can speak to the head teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the head teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the head teacher is required immediately to contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the head teacher.

APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their sustainability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have **regular** contact with children and young people;
- parents and co-opted members of Parent Councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's *Child Protection Interagency Guidance* (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.



LIAISING WITH AND INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- Carers who can be parents;
- Foster carers, relatives and friends who are caring for children under supervision arrangements;
- Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication *Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007)*.

This publication is available from schools or the Chief Education Officer who can be contacted at:

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
GLASGOW
G66 1TJ
Tel: 0300 123 4510
email: greg.bremner@eastdunbarton.gov.uk

PARENT INVOLVEMENT ACT

The Scottish Schools (Parental Involvement Act) 2006 aims to improve the quality and extent of parents' involvement in their own child's learning and in the education the school provides. It modernises and strengthens the framework for supporting parental involvement. It also establishes a structure and process to replace School Boards with Parent Councils.

The Act outlines three areas where parents should be supported and encouraged to be more involved in their child's learning:

- At home - providing parents with information on what their children are learning at school and how this can be supported at home
- Through school - providing parents with opportunities to contribute to the life of the school e.g. By helping out in the classroom at school events
- In a more formal way - deciding what kind of parent representation the schools should have

Parent Forum

Every parent in the school is known as a member of the parent forum and as a member can expect to :

- Get information about what their child is learning
- Get information about events and activities in the school
- Get advice / help on how they can be supported in their child's learning
- Be told about opportunities to become involved in the school
- Have a say in selecting a Parent Council to work on behalf of all parents at the school

Parent Councils

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to be:

- involved and engaged with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to -

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;



- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of Early Learning and Childcare education (if applicable) and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role).

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

BISHOPBRIGGS ACADEMY PARENT COUNCIL 2023/24 CONTACT DETAILS

Name	Phone/e-mail
JONATHAN CAMPBELL (CHAIR)	<p>The Parent Council can be contacted via Bishopbriggs Academy School Office</p> <p>Tel: 0141 955 2351 Email: ooffice@bishopbriggs.e-dunbarton.sch.uk</p>
ALLISON LUNAN (VICE-CHAIR)	
SAMANTHA MCLEAN (CLERK)	
SHEENA MURRAY	
LYNN ARMOUR	
KIRSTIE MENDHAM	
ASHWATHY RAJAGOPAL	
SHONA MCCARTHY	
DEBORAH HART	
IAN DONAGHEY (HEAD TEACHER)	
CLLR ALAN MOIR	alan.moir@eastdunbarton.gov.uk
PROVOST GARY PEWS	gary.pews@eastdunbarton.gov.uk
CLLR GORDAN LOW	gordan.low@eastdunbarton.gov.uk



PARENT TEACHER ASSOCIATION

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

EXAM PRESENTATION

In S3 pupils begin preparing for presentation in SQA examinations they will sit at the end of S4.

At all stages a pupil's progress is monitored and parents are kept informed of likely presentation levels. Since the cost of presentation is borne by the Education Authority, those candidates presented must demonstrate reasonable performance in the subject at that level.

Schools, in consultation with pupils and parents, decide on presentation for examinations.

The Scottish Qualifications Authority has provided the following information on the SCQF Awards system which it now operates:-

- National 4 awards are graded pass/fail
- National 5 awards are graded A to D
- Higher and Advanced Higher continue to be graded A to D

OTHER AWARDS

These are also given in Appendices (1) and (2), 3 bands A to C.

Public Examination Results: Analysis

This is given in accordance with government requirements. School, Local Authority and National statistics are provided.

The Authority's and Scotland's figures include all education authority and grant-aided secondary schools.

For Fourth Year SQA results the "percentage of pupils achieving" under any heading is calculated by expressing the number of pupils achieving as a percentage of the S4 roll in September, at the start of the school year. The percentage shown under the fifth and sixth year headings is calculated by expressing the number of pupils achieving in S5 and S6 as a percentage of the original S4 roll.

S4 to S5 staying on rate is calculated by expressing the S5 roll at the start of the second term (January) as a percentage of the roll of the same group of pupils when they were in S4 at September of the previous year.

PROVISIONAL CALENDAR

Parents' meetings are held throughout the academic year and parents are notified in a number of ways including; information on the school website, letters home via pupils, texts, e mails and telephone calls. Parental views and comments are sought following each parental meeting and the information is discussed at SMT meetings and information is passed on to staff.

Out with formal parents' meetings parents are encouraged to contact the school to raise/discuss any issue of concern. In the first instance the calls would be directed to and dealt with by Guidance staff and year heads.

Parents can also check progress on a daily basis as they are strongly encouraged to make regular checks of their son/daughters' planners.

The school gathers information and opinions from parents in a number of ways including issuing of newsletters and seeking parental views on topics such as changes to the school day, changes in uniform etc.

Report Cards

Dates for Report cards and Meetings with Teachers will be published on the School website and Satchel.

Provisional dates for Meeting with Teachers:

S1	November 2023
S2	October 2023
S3	April 2024
S4	January 2024
S5/6	February 2024

It should be remembered that reports can be obtained at any time about a pupil's progress should a parent have a concern. Contact should be made through the appropriate Depute Head Teacher or member of the Guidance team.



USEFUL ADDRESSES

Skills Development Scotland Centre

East Dunbartonshire Campus of Further and Higher Education
Southbank Road
Kirkintilloch
G66 1NH

Tel: 0141 777 5860
email: Sandra.fleming@sds.co.uk
email: Ruth.bell@sds.co.uk

Education Scotland

The Optima
58 Robertson Street
GLASGOW

Tel: 0141 282 5000

School and Community Centre Letting

East Dunbartonshire Council
Southbank House
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1XQ

T: 0300 1234510
Email: letting@eastdunbarton.gov.uk

Education Support Services

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ

Tel: 0300 1234510 Ext 8709.
Email: greg.bremner@eastdunbarton.gov.uk

Area Registration Service Office

Bishopbriggs Library
70 Kirkintilloch Road
BISHOPBRIGGS G64 2LX

Tel: 0141 777 3155

The local councillors with responsibility for Bishopbriggs Academy catchment area are:

Councillor Paul Ferretti,
Councillor Mohrag Fischer,
Councillor Billy Hendry,
Councillor Gary Pews,

Councillor Alan Brown,
Councillor Gordan Low,
Councillor Alan Moir,

GLOSSARY

Certificate Course	A course which, if completed successfully, would lead to the issue of a certificate.
Co-educational	Takes boys and girls.
Common Course	The subjects taken by all pupils of a Year.
Comprehensive School	Takes all pupils from an area without any selection according to ability.
Continuous Assessment	Testing of performance in a subject by a variety of means at short intervals rather than by one or two big examinations only in the year.
Co-operative Teaching	Where two or more teachers work together with a class.
Curriculum	The range of subjects studied.
National 4 and 5	Courses assessed and examined by the Scottish Qualifications Agency
Extra-curricular Activities	Activities provided beyond the time-tabled programme.
Higher Grade	Courses assessed and examined by the Scottish Qualifications Agency
Mixed Ability	Pupils of all abilities taught together as a class.
Non-denominational	Takes all pupils irrespective of religious background.
RMPS	Religious, Moral & Philosophical Studies
PSE	Personal and Social Education
PE	Physical Education
CfE	Curriculum for Excellence



IMPROVEMENT PLAN

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Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Bishopbriggs Academy
Head Teacher	Ian Donaghey
Link QIO	Kevin Kelly

School Statement: Vision, Values & Aims and Curriculum Rationale

Vision

Bishopbriggs Academy offers pupils the opportunity to maximise their talents, develop their skills and unlock their true potential as valued and valuable members of their community.

Values

At Bishopbriggs Academy we:

- Treat everyone equally
- Show respect for others
- Have compassion for those less fortunate than ourselves
- Believe in working hard to achieve your goals

Aims

In Bishopbriggs Academy we aim to promote equality, justice and integrity. We aim to help our young people become:

- Successful learners
- Confident individuals
- Responsible citizens

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- Effective contributors

We seek to:

- Promote equality of opportunity to enable all individuals to achieve their full potential
- Create an ethos of achievement and of raising attainment in a stimulating learning environment
- Promote positive partnership between the school, parents and the wider community
- Prepare pupils for adult life, equipping them to meet the challenges of the future and to become responsible citizens
- Providing a caring, supportive and well ordered school for everyone

Curriculum Rationale

BROAD GENERAL EDUCATION (S1 – S3)

S1 - Classes are co-educational and of mixed ability, and all pupils follow a common course. The modern language studied is either French, German or Gaelic, depending on which language has been studied in Primary. Close contact is maintained with the Primary schools both before and after the pupils join Bishopbriggs Academy. Work begun in Primary 7 is continued in S1 to assist the pupils to settle in. Pupils' strengths and areas for development as indicated in their primary school assessments and P7 profiles are taken into account when preparing programmes of work in the first year.

S2/3 - In second and third year the classes are again co-educational and of mixed ability. During the second term of S2 the Pastoral programme includes learning conversations with pupils and parents to assist with the choosing of S3 programmes of work. A range of options are presented to the pupils in February and extensive consultation with parents takes place during this time. Parental reports are issued at this time to ensure parents are aware of pupil progress. Parents are also invited to attend a curriculum information evening which includes a presentation from senior staff and provides parents with an opportunity to speak with subject teachers from every department. Arrangements are also made for advice to be obtained from the school's careers advisor. Pupils choose S3 programmes of work, nine in total, which take account of their interests, abilities, aptitudes and career requirements. The final result should be a balanced course through which pupils are experiencing all curricular areas.

SENIOR PHASE (S4 – S6)

S4 -Pupils choose S4 programmes of work, seven in total, from the subjects pupils take at the end of S3, pupils can also use the vocational programme to access programmes of work out with the school curriculum. The programmes of work will provide pupils with rich learning

IMPROVEMENT PLAN (Continued)

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experiences which will develop skills and knowledge for learning, life and work. Assessment activities will be planned throughout the Broad General Education to determine an appropriate level of presentation to begin with for the S4 qualifications. Learners will be involved in assessing their learning and teachers, pupils and parents will all be involved in deciding on presentation levels. Each pupil's curriculum should suit not only their career requirements but also develop skills they require for life, learning and work.

S5/6 - A range of options is offered which lead to SQA presentation, pupils also undertake short courses aimed at developing skills for life, learning and work in order to equip them for later life. In S5/6, due to the proximity of other secondary schools, it may be possible to undertake a specialist course at another establishment; this includes other EDC schools and local colleges. Bishopbriggs Academy has forged strong partnerships with a wide range of external experts to enrich the curriculum and enhance the experience of our young people. The school is the only school in Scotland to be awarded the status of Partner School with Germany leading to a wide range of cultural, sporting and academic activities. As a result of this and a wide range of other initiatives the school was given the International School Award. We also work with a number of local and national businesses, colleges, universities and apprenticeship providers. This allows our young people to develop their skills for learning, life and work and also equips them with the necessary career management skills for their next steps.

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2022/23	2023/24	2024/25
Priority 1	Health + Wellbeing	Health + Wellbeing	Health + Wellbeing
Priority 2	Partnerships + Collaborative Working	Enhancement of Curricular Model	Enhancement of Curricular Model
Priority 3	Attainment + Achievement	Attainment + Achievement	Attainment + Achievement

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Section 2: Improvement Priority 1	
School/Establishment	Bishopbriggs Academy
Improvement Priority 1	Health + Wellbeing
Person(s) Responsible	I Ross/Pupil Support Team/M Campbell/E Mackay

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people's health and wellbeing Choose an item. Choose an item.	school leadership Choose an item. Choose an item.	QI 3.1 Wellbeing, equality & inclusion Choose an item. Choose an item.	Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Working Groups to overtake priorities in: -Staff Wellbeing Programme -Extra-Curricular Programme -Learning for Sustainability -Inter Disciplinary Learning	Collegiate time + development Materials required for staff wellbeing programme	Parental consultation in: -Review of primary transition days -Review and update of promoting positive relationships policy



IMPROVEMENT PLAN (Continued)

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Engagement with H+W Es + Os Review of current literature in relation to promoting positive relationships Use of Evolve in planning excursions Mental Health Ambassador Training	Excursions made accessible for every pupil. Funding protected to ensure extra curricular programme is attended by pupils from lower SIMD bands.	Money allocated to support young people in being able to attend any/all school excursions Money allocated to ensure that all young people have materials required which will allow them to access outdoor learning PEF Staffing Costs

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Have a range of events that staff can participate in, that will lead to collegiality and reduction of stress in staff at all levels.	Continue with and develop the staff wellbeing programme from previous session	Numbers of staff participating Staff evaluations Creation of new activities	December 2022	
To have evaluated and re-developed the PSE curriculum to ensure that it continues to provide an active, engaging curriculum, in-line with the Health and Wellbeing Es and Os and meeting the national	Evaluate current PSE courses against national benchmarks and Health and Wellbeing experiences and outcomes. Create new programmes of work across the six health and wellbeing organisers, beginning with S1.	Audit of new materials by guidance staff Feedback from stakeholders Programmes of work align with Es, Os and national benchmarks	August 2023 (Ongoing)	

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benchmarks for personal and social education.	Create new course content, lesson plans and differentiated materials. Inclusion of homework tasks and assessments within PSE. Create a whole school working group to draw upon the expertise of others			
Review of primary transition days and enhanced transition programme, to allow pupils to feel more prepared and less anxious about the transition to secondary school	Seek views on current provision from pupil/staff/parents. Clear plan of transition activities to support most vulnerable pupils Early identification of enhanced transition pupils from work with primary colleagues	Pupil/staff/parent feedback Liaison with LSR/ELR colleagues Collegiate working with primary colleagues	December 2022	
An extensive extra curricular programme of events, offering YP the chance for wider achievement opportunities, and also activities which will support their attainment	Audit and review of extra curricular programme from session 2021/22. Creation of extensive extra curricular programme involving every curricular area and with opportunities for pupils before school, at lunchtime and after school.	Numbers of sessions/activities offered Number of pupils participating Opportunities logged on Evolve Pupil/parent voice M+T data	September 2022	

IMPROVEMENT PLAN (Continued)

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	Generic risk assessments created Pupil attendance recorded + monitored			
Review and update of promoting positive relationships policy	Pupil/staff/parent views considered Revised PPR policy created and launched Evaluation/review of new policy at agreed timescales	Pupil/parent/staff views Analysis of merits/demerits Analysis of number + type of referrals and/or exclusions Restorative behaviour programme developed	February 2023	
Post covid, opportunities are offered for pupils to learn outwith the classroom, and for pupils to engage in learning in a variety of places. School trips and residential opportunities help to shape the ethos of the school	A planned and proportionate programme of excursions and trips is offered to pupils, with clarity for pupils/parents + staff of the time, cost and appropriateness of each trip Pupils for whom poverty is an issue, will have a clear understanding of how to access financial support to attend.	Number of excursions Breadth + depth of excursion available Evolve analysis SIMD breakdown of excursion involvement	October 2022	
Mental Health Ambassadors and youth workers to collaborate and offer a range of mental health support to all YP.	Mental Health ambassadors in the senior school are trained. Clear procedures in place for referral to youth workers	Number of mental health ambassadors trained Number of sessions delivered by MHA.	November 2022	

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	All staff understand their role to support and/or refer YP in relation to their mental health, and all staff have a clear understanding of the procedures for doing so.	Number of YP engaged with YWs Pupil mental health Questionnaire responses		
Restructure of LSR with ASN provision	Working in-line with Including Every Learner (East Dunbartonshire Council's policy and guidance on meeting the needs of all learners) the Learning Support Resource aims to work with young people, parents/carer, class teachers, the wider Pupil Support Team, Senior Management team and external partners to support our young people in attending mainstream classes, accessing the curriculum, experiencing achievement/attainment and to transition into a positive and sustainable destination.	Clear communication of pupil needs across SMT, CORE and Pupil Support Team No pupils will be out of class without a plan to support the reasons for this	January 2023	
Implementation of wellbeing at work policy, to ensure that staff are supported and feel	Wellbeing at work policy is shared with all staff.	Staff absence Staff views	August 2022 - Ongoing	



IMPROVEMENT PLAN (Continued)

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that their wellbeing is considered and valued	Staff have a wellbeing meeting after every absence. Wellbeing at work flowchart is followed at all times.	Occupational health consulted where appropriate		
Audit Outdoor Learning opportunities which are available to young people, and increase pupil participation in DofE programme	Develop outdoor learning activities post COVID Targeted HWB provision for pupils Increase pupil participation in DofE award scheme	Learning & teaching, School clubs & trips CORE team input/ support More pupils presented for bronze, silver and gold awards	August 2022 - Ongoing	
Embed Learning for Sustainability within departmental teaching methodologies	Links made with EDC Sustainability team Continue to develop links within STEAM subjects Establish International Education post Covid	Link member to EDC STEAM PTs/ staff working group Resumption of International Education activities	August 2022 - Ongoing	
Inter – Disciplinary Learning	Audit current S1-3 IDL activities Ensure provision of IDL activities for S1-3 pupils	Staff working group IDL audit Calendar of IDL activities	August 2022 - Ongoing	

*Duplicate tables as required for each priority

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Section 2: Improvement Priority 2	
School/Establishment	Bishopbriggs Academy
Improvement Priority 2	Partnerships + Collaborative Working
Person(s) Responsible	I Donaghey/E McRae/E MacKay/J Rushworth/C Kerr

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in skills and sustained, positive school-leaver destinations for all Choose an item. Choose an item.	parent / carer involvement and engagement Choose an item. Choose an item.	QI 2.7 Partnerships QI 2.5 Family Learning QI 3.3 Increasing creativity and employability	Improvement in employability skills and sustained, positive school leaver destinations for all young people Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
All staff are given opportunity to lead on family learning events. In house CLPL programme gives staff opportunity to lead on areas of particular strength. Working groups created to take forward improvement priorities	Collegiate time and development Materials for family learning events	Family Learning programme to allow parents back into school building. Review of procedures for parental reporting/parental meetings

IMPROVEMENT PLAN (Continued)

East Dunbartonshire: Education Service

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
In-house CLPL programme Awareness of all staff of the role of external partners in school improvement	Family learning programme targeting hard to reach families. Use of external partners to ensure positive leaver destinations for all.	Funding allocated to ensure all families can attend either online or in person family learning events Resources allocated to allow for PT1 PEF posts

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Creation of a family learning programme which builds upon previous work undertaken, and which has a mixture of online provision, and the chance for parents to access the school environment	Family learning programme focusing on literacy, numeracy, health + wellbeing. Clear focus on targeting families who have previously not engaged well with the school	Pupil/parent/staff viewpoints Numbers participating Participation from families from lower SIMD demographic Increase in parental involvement in satchel.	December 2022	
Have a P7 – S1 transition programme that has involvement from most departments in the school and has a mixture of work in the primary sector and opportunities to be at Bishopbriggs Academy	Liaise with associated cluster schools to create a transition programme of events. Review the transition events which took place this year and consideration of activities which work well online and which can now be delivered in person.	Records and evaluations of activities undertaken Detailed information shared across the cluster Cluster Improvement plan which can be shared with all stakeholders Departmental records and reviews of visits/activities undertaken	October 2022	

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	Creation of a cluster improvement plan Planning for the 2 +1 implementation of Modern Languages			
Creation of a handbook for staff/parents and pupils which has concise and relevant information which can be easily accessible.	Review of current school handbook. Identification of key information for each group of stakeholders. Information collated in a coherent fashion with language which is simple and straightforward	Audit of materials Records of amendments to handbook Feedback from pupils/parents/staff Link meetings	June 2023	
Review of provision for reporting information to parents	Review of current procedures in relation to reporting and parents meetings 3 options available for both BGE and Senior Phase and presented to staff and parents Outcome of review clearly communicated to staff and parents and a calendar of events shared with all stakeholders	Staff/parent feedback Analysis of attendance at online parents meetings Analysis of attendance at in person parents meetings Improved feedback from parents and staff as we become more accustomed to online parents meetings	August 2022	



IMPROVEMENT PLAN (Continued)

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Curricular Calendar will be streamlined and utilised by all staff as another means of paperless communication	Train staff in the use of the calendar function on outlook in August In Set days Calendar populated and referenced regularly Clear protocols for updating calendar and this to be communicated to all staff	Number of entries on calendar Staff feedback Phasing out of other forms of information sharing	August 2022 - Ongoing	
Staff In house CLPL programme will be reviewed and developed and delivered primarily in an in person format	Staff to be consulted as to the range of training that they feel is required, and in which areas. All 4 areas of professional standards to be accessible Leaders of learning at all levels to be identified to deliver training Workshops to be offered in 2 main blocks; Aug – Dec and March – June. Programme to be reviewed and amended post PRD process	Number of workshops delivered Range of staff delivering workshops Number of staff attending workshops Impact of workshops on practise across the school Professional learning activities which are linked to the school improvement plan	August – December 2022 March – June 2023	
Further development of the range, scope and visibility of the work of the CORE team in supporting YP with barriers to their learning.	Review of the work of the CORE team this session. Continued focus on literacy, numeracy, H+W and positive leaver destinations.	Increased positive and sustained leaver destinations Improvements in literacy + numeracy at SCQF level 4 + 5	June 2023	

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	Continue to break down poverty related barriers to learning Continue to focus on food poverty. Creation of a barista training programme and associated work experience opportunities	Improved attainment from all young people in SIMD 1-2.		
In person working groups created to allow leaders at all levels to work towards taking forward whole school improvement plan priorities.	Relevant improvement plan priorities identified which may be addressed and overtaken by the scope of a WG. Opportunities to be part of each WG will be open to each member of staff – regardless of subject or experience. WGs to present to staff regularly at In Set days or whole staff meetings WGs to have clear outcomes and timelines	Number of WGs created. Number of staff having sustained involvement in life of WG. Clear, measurable outcomes in place from work undertaken IN service agendas and whole staff/PTs meeting agendas	June 2023	
Increased engagement from external partners/agencies to support career education and further develop skills for Learning, Life and Work	PT DYW, Pupil Support Team, SDS and CORE Team to work collaboratively to ensure a shared understanding of	Increased number of pupils engaging in career-based learning opportunities	April 2023	

IMPROVEMENT PLAN (Continued)

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Collaboration between key staff to identify future pathways for all learners	<p>opportunities available to young people.</p> <p>Use new 16+ Data Capture Tool to target support and plan DYW and Career Education Standard activities that align to pupil occupational and route preferences.</p> <p>Create a central area where key staff can access information on opportunities for support, work based learning and positive destination links</p> <p>Partner database to be updated and shared with all staff</p>	<p>Increased support for our young carers, care experienced and ASN young people to achieve their preferred occupations and routes.</p> <p>Identification of appropriate pupils for participation in school leaver programmes and sector specific employer led activities.</p> <p>Increased positive and sustained leaver destinations</p>		
Create an ethos of Gàidhlig throughout Bishopbriggs Academy to promote the language and culture to all pupils and staff.	<p>CPD offered to staff on the development of Gaelic Medium Education.</p> <p>Offers for all pupils and staff to participate in Gaelic language events.</p>	<p>Pupil engagement and attendance</p> <p>Staff engagement</p> <p>Pupil feedback</p>	June 2023	

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	<p>Establish links with PS staff who are delivering GLPS to support and collaborate.</p> <p>Opportunities to participate in Shinty competitions with other Gaelic Medium Education schools.</p> <p>Organise trip for Senior pupils with Spòrs Gàidhlig.</p>			
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**Duplicate tables as required for each priority*

IMPROVEMENT PLAN (Continued)

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2022/23



sustainable thriving achieving

East Dunbartonshire Council

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Section 2: Improvement Priority 3	
School/Establishment	Bishopbriggs Academy
Improvement Priority 3	Attainment + Achievement
Person(s) Responsible	I Donaghey/J Rushworth/E McRae

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Choose an item.	Choose an item. performance information curriculum and assessment	QI 3.2 Raising attainment and achievement Choose an item. Choose an item.	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Opportunities for collaborative work with colleagues, through lesson study Increased opportunities for pupil leadership through prefect review	Collegiate time for collaborative working Materials required to allow us to celebrate pupil success in a meaningful way.	Engagement with parents through review of pupil award ceremony

East Dunbartonshire: Education Service

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
All staff trained on Insight Clearer understanding of role of universal support Staff working collaboratively through lesson study	Awareness of deprivation when compiling pupil awards Insight allowing us to target cohorts of learners Leadership roles in prefect team for pupils who have poverty related barriers to their learning	Money allocated to ensure all pupils have access to digital resources Money allocated to ensure uniform bank is created and supports pupils PEF Staffing Costs

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
A universal approach to supporting all young people and equity in accessing additional support and resources	Raise awareness of our personalised support process with all staff at an in-service Work with Senior Management, CORE and Pupil Support team to ensure consistency in its application Raise awareness with young people and parent/carers of our model All paperwork associated with a young person's support needs stored digitally and recorded on Pastoral Notes.	Feedback from stakeholders Clear communication of pupil needs across SMT, CORE and Pupil Support Team No pupils will be out of class without a plan to support the reasons for this	Ongoing throughout the Year	
Insight training for all staff so that we can easily identify	PT's to introduce Insight at DMs	Department minutes Inset agendas	August 2022	

IMPROVEMENT PLAN (Continued)

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cohorts of learners who are most risk of attaining poorly. Whole staff understanding of areas for development across the school	Workshops available to PT's to assist with their understanding of this evaluation tool. All staff to attend workshops during August In Set days. Review of whole school and departmental attainment after September Insight update. Departmental attainment meetings to use Insight as the primary data source	Whole school analysis (Feb) Minutes of attainment meetings		
Learning + Teaching (lesson study)	Pilot lesson study with 2 departments Present lesson study to all staff to ensure that we lead with 'what is our why?' Roll out lesson study across departments Every department engaged with this process, and involved with its evaluation.	Minutes of lesson study collegiate discussions Departmental minutes Pupil voice feedback Staff feedback	June 2023	
Celebration of success of young people through a variety of media. Universal approach to how we celebrate the work of YP	Audit of current provision, does our current online profile allow us to access as many people as we would like.	Views/followers on twitter Parental/pupil engagement on satchel	June 2023	

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	Standardisation across the school of methods to celebrate success. Develop links with local media to further publicise the good work of the YP in the school			
Review of school awards ceremony to create a new format which should be more inclusive and more representative of the wider pupil body	Audit of our current format, taking account of pupil/parent/staff feedback Share new format with all staff to ensure standardisation across all departments	Numbers of pupils nominated for awards. Number of pupils achieving an award Investigation of awards by demographic (SIMD, ethnicity) Numbers of parents attending	March 2023	
Prefect Review and Pupil Leadership Opportunities	Review of current procedures for appointing prefects Clear role and remit created for prefects appointed Tasks throughout the session which are led by prefect team Use of prefect team to help understand wider pupil voice across the school	Number of leadership tasks undertaken Staff feedback Parent feedback Pupil voice activities recorded	September 2022	
House Uniform	Consult on element of uniform that pupils/staff want to reflect house	Feedback on house uniform New uniform is launched Number of pupils with new uniform	August 2023	



IMPROVEMENT PLAN (Continued)

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	Contact suppliers to inform of change Launch the suggested changes across school			
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East Dunbartonshire: Education Service

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Review and develop the S1-S3 PEF tutorial programme To have evaluated and re-developed the literacy, numeracy and health and well being tutorial programme to ensure that it continues provides an active, engaging curriculum, in-line with the Health and Wellbeing Es and Os.	Create new course content, lesson plans and differentiated materials. New programmes of study to be developed that are hyperlinked so topics and resources can be shared easily and all staff who deliver tutorials are supported. Pupils in S1-S3 targeted using a range of data to ensure	PEF PT's PEF DHT (£17,043)	Pupil feedback Staff Feedback Parental feedback BGE M+T report cycles highlighting national and individual progress Programmes of work align with Es, Os and national benchmarks Improvements in literacy + numeracy at SCQF level 4 + 5 Improved attainment from all young people in SIMD 1-2.	June 2023	
Develop a whole school tracker that informs all teaching staff on pupils SIMD band, FSM, Clothing grants, young	Tracker developed containing all relevant [PEF] information so staff are more aware of the pupils in their classes to ensure		Tracker shared and updated throughout the session	August 2022 ongoing throughout session	

IMPROVEMENT PLAN (Continued)

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carers, care experience and looked after children.	support and provision is given accordingly.		Departments to use the tracker in DM's throughout the session Tracker shared and discussed at inservice day.		
Families in low SIMD bands/ FSM identified and contacted by guidance to see if school can support them with the help of a weekly food drop off – cost of school day/poverty Improved support towards food poverty	PEF team to collect food weekly from neighbourly scheme and deliver food bags to families in the community who are affected the most by poverty	£3800	Parental feedback Improve trust and confidence with families to gain further support/help through family learning events.	June 2023	
Implement establish a barista facility and service.	Creation of a barista training programme and associated work experience opportunities	£9000 to purchase equipment and to train staff.	Improve well being of pupils and staff. Alternative accreditation and skills developed for sustained and positive destinations.	June 2023	

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Rebuild/ Reintroduce relationships with parents/carers through family learning opportunities (Family Learning Evenings/ Fortnight)	Relaunch family learning events both in school and in the wider community. Sessions delivered to improve parent confidence in Digital literacy, ICT provisions at home. Workshops to support food poverty/ Support FSM and clothing grant applications Support with cost of the school day		Establish and strengthen home-school links. Parental feedback Improved family attendance at school events All pupils entitled to FSM and clothing grants to receive them as barriers to applications removed.	June 2023	
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School Improvement Plans should be emailed to the link Quality Improvement Officer by Wednesday 19 June 2022



BGE Option Form 2023-24

Name:

Class:

- Possible Career Choice:

Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	Col I	
English	Maths	French	Business Management	Biology	Art & Design	Administration & IT	Art & Design	Accounting	X
		Gaelic	Geography	Chemistry	Design & Manufacture	Business Management	Biology	Dance	
		German	History	Physics	Drama	Computing Science	Chemistry	Early Learning and Child Care	
			Modern Studies		Graphic Comm	Drama	Computing Science	Laboratory Skills	
					Health & Food Technology	Engineering Science	Geography	Media	
					Music	Graphic Comm	Health & Food Technology	Spanish	
					PE Studies	Practical Woodworking	History	Sport and Fitness	
							Practical Cookery	STEAM	
							Modern Studies	RMPS	
							Music	Psychology	
							Physics		

All pupils will also take lessons in RMPS, PE and PSE.

Please complete Microsoft Form (link on Satchel and S2 TEAMs page) by 09/03/2023

Handbook 2023/2024

Bishopbriggs Academy BGE (S3) to Senior Phase (S4) Option Form 2023-24



Name Class.....

Possible Career Choice.....

Col A	Col B	Col C	Col D	Column E	Column F	Column G
English	Maths	Business Management	Business Management	Art & Design	Accounting	Accounting
		Biology	Biology	Business Management	Admin & IT	Admin & IT
		Chemistry	Chemistry	Design & Manufacture	Art & Design	Art & Design
		Geography	Geography	Drama	Biology	Chemistry
		History	History	Engineering Science	Computing Science	Computing Science
		Modern Studies	Modern Studies	Graphic Comms	Early Learning and Childcare	Drama
		Physics	Physics	Health & FT	Engineering Science	Early Learning and Childcare
		Psychology	PE	Music	French	French
			Science (N4 only)	PE	German	Gaidhlig
					Geography	German
					Health & FT	Graphics Comms
					History	Modern Studies
					Media	PE
					Music	Psychology
					Physics	RMPS
					Practical Cookery (N4)	Spanish
					RMPS	Practical Woodworking
					Spanish	

Pupils must select 7 subjects from the 9 they are currently sitting. Select one subject in Columns A-E and two subjects in the final section.

S3 pupils must complete their option choices through the Microsoft Form (link on Satchel and S3 TEAMs page) by 17/01/23



Bishopbriggs Academy S5 Course Choice Form 2023-24

Name

Class

Desired Occupation

- S5 must choose 5 subjects.
- Pupils going into S5 MUST not "crash" a subject. You should pick your 5 strongest subjects from S4.
- All choices will be subject to staffing.

Level	Col A	X	Col B	X	Col C	X	Col D	X	Col E	X
H/Lv6	Business Management		English		Accounting		Business Management		Administration & IT	
	Drama		Exercise and Fitness (NPA)		Art & Design		Chemistry		Art & Design	
	English		Health & Food Technology		Computing Science		Engineering Science		Chemistry	
	ESOL		Mathematics		Childcare and Development		Geography		Drama	
	Mathematics		Photography		Design & Manufacture		Health & Food Technology		Engineering science	
	Psychology		Politics		French		History		Gaelic	
					Geography		Human Biology		German	
					Modern Studies		Music		Graphic Communication	
					Physics		PE Studies		History	
					RMPs		Spanish		Human Biology	
					PE Studies				Modern Studies	
									Physics	
N5/Lv5	Application of Maths		Application of Maths		Design and Expressive Activity units in Art (SCOF)		Biology		Administration & IT	
	English		English		French		Media		Criminology (NPA)	
	Health Sector (SMV)		Maths		Cyber Security (NPA)		Practical Cookery		Drama	
	Maths		Practical Cookery		Early Learning and Childcare		Practical Woodworking		German	
	Business Management									
N4/Lv4	Maths									

Vocational College Courses and Foundation Apprenticeships:

Please tick the option below if you would like to undertake a Vocational College Course or Foundation Apprenticeship

- Vocational College Course (Tuesday/ Thursday afternoons)
- Foundation Apprenticeship (bespoke timetable)

Please state the name of the College Course or Foundation Apprenticeship you are interested in

Do you have the qualifications to meet the minimum entry requirements? YES/NO

S4 pupils must complete the Microsoft form (link on Satchel and S4 TEAMS page) by 24/01/22



Bishopbriggs Academy
S6 Course Choice Form 2023-24

Name Class Desired Occupation

- S6 must choose 4 subjects.
- All choices will be subject to staffing.

Level	Col A	X	Col B	X	Col C	X	Col D	X	Col E	X
(S6 only)	History		English		Biology		Chemistry		Art & Design	
AH	Mathematics		Geography		French		Drama		German	
	Modern Studies		Physics		RMPs		Health and Food Technology		PE Studies	
	Business Management		Music				Spanish		Gaelic	
H/Lv6	Application of Maths		English		Accounting		Business Management		Administration & IT	
	Business Management		Exercise and Fitness (NPA)		Art & Design		Chemistry		Art & Design	
	Drama		Health & Food Technology		Computing Science		Engineering Science		Chemistry	
	English		Mathematics		Childcare and Development		Geography		Drama	
	ESOL		Photography		Design & Manufacture		Health & Food Technology		Engineering science	
	Mathematics		Politics		French		History		Gaelic	
	Psychology				Geography		Human Biology		German	
					Modern Studies		Music		Graphic Communication	
					Physics		PE Studies		History	
					RMPs		Spanish		Human Biology	
					PE Studies				Modern Studies	
									Physics	
N5/Lv5	Application of Maths		Application of Maths		Design and Expressive Activity units in Art (SCQF units)		Biology		Administration & IT	
	English		English		French		Media		Criminology (NPA)	
	Health Sector (SfW)		Maths		Cyber Security (NPA)		Practical Cookery		Drama	
	Maths		Practical Cookery		Early Learning and Childcare		Practical Woodworking		German	
	Business Management									
N4/Lv4	Maths									

Vocational College Courses and Foundation Apprenticeships:

Please tick the option below if you would like to undertake a Vocational College Course or Foundation Apprenticeship

- Vocational College Course (Tuesday/ Thursday afternoons)
- Foundation Apprenticeship (bespoke timetable)

Please state the name of the College Course or Foundation Apprenticeship you are interested in
Do you have the qualifications to meet the minimum entry requirements? YES/NO

S5 pupils must complete the Microsoft form (link on Satchel and S4 TEAMs page) by 31/02/23



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