GREENWOOD ACADEMY

HANDBOOK
2019-2020
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INTRODUCTION TO GREENWOOD ACADEMY

GREENWOOD’S AIMS AND OBJECTIVES

Our Vision: the Curriculum
We aim to deliver a sustainable curriculum which enables pupils to attain and achieve. Under-pinned by the experiences and outcomes in Literacy, Numeracy and Health and Wellbeing, it is a curriculum which delivers provision for all and reflects the needs of the Greenwood Academy community.

We aim to support young people as they fulfil their potential and develop the four capacities through a curriculum which allows opportunities for creativity, enterprise and citizenship, providing relevant and meaningful learning experience and curricular choices. This is enhanced by our strong partnership working with parents, local organisations and businesses. It is sufficiently flexible to allow capacity to innovate and to respond to the changing nature of the pupil cohort, thus ensuring that all our young people are motivated to achieve positive destinations after school and pursue life-long learning.

Our Aim: Getting It Right at Greenwood

Safe...
Protected from, abuse, neglect or harm

Healthy...
Experiencing the highest standards of physical and mental health and supported to make healthy safe choices

Achieving...
Receiving support and guidance in their learning – boosting their skills, confidence and self esteem

Nurtured...
Having a nurturing and stimulating place to live and grow

Active...
Having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future

Respected...
To be given a voice and be involved in decisions that affect their wellbeing

Responsible...
Taking an active role within their schools and communities

Included...
Getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

Staff, parents, carers and our partners work together to achieve the best outcomes possible for them by putting Focus, Passion and Inspiration into everything we do.
NORTH AYRSHIRE COUNCIL STATEMENT – EDUCATION AND YOUTH EMPLOYMENT

Our Overall Aim
Ensuring people have the rights skills for learning, life and work.

Our Priorities
• We are reducing inequalities and delivering improved outcomes for children and young people.
• High quality learning and teaching is taking place in our establishments.
• Self-evaluation and performance improvement are embedded throughout our schools and central support teams.
• Levels of attainment and achievement are improving for all learners.
• High numbers of young people are entering positive and sustained post-school destinations.

Greenwood Academy School Captains
Dear Parents and Carers,

It gives me great pleasure to present our handbook which offers key information about Greenwood Academy. It offers an insight into the life and ethos of the school as well as advice which you may find helpful in supporting your child’s education.

We are very proud of our achievements which include:

- UNICEF Rights Respecting School Level 1 Silver Award 2016
- 4th Green Flag for our eco-school work from Keep Scotland Beautiful 2018
- Fair Achievers’ status (the highest level) from the Fair Trades Schools Awards 2017
- Scottish Credit and Qualifications Framework (SCQF) Ambassador Status 2017
- Finalist in the Scottish Education Awards for Literacy Across Learning 2016
- Winner in Scottish Education Awards for Education Supporter of the Year 2017
- Sports Leaders UK Leadership Academy status
- Confucius Classroom for North Ayrshire

Staff and pupils have worked effectively together with a real sense of purpose as external agencies have scrutinised their work. We are keen to share our success with our community and beyond and our Twitter account offers regular insight into our activities. (@Greenwood_Acad)

The learning pathways for pupils in Greenwood Academy are extensive with a wide-ranging curriculum which meets the needs of all. We offer traditional academic subjects from Level 3 to Level 6 (Higher) and Level 7 (Advanced Higher) as well as the Scottish Baccalaureate. We are regarded as sector-leading in our response to Developing the Young Workforce and provide a model of increasing skills which has been adopted across Ayrshire and beyond. This has been well supported and promoted by the Prince’s Trust and Ayrshire Chamber of Commerce. Ayrshire College helps us to enhance the offer to learners. Last session we were delighted to see our first pupil successfully complete the two year Foundation Apprenticeship (Level 6) and go on to win Scottish Foundation Apprentice and Overall Apprentice of the Year 2018. Young people are also engaged in activities out-with the classroom and our Chess Club is now in its 44th year! The Duke of Edinburgh Award scheme, which is well recognised by employers, currently has more than 60 young people working through their challenges, including their outdoor expeditions, and last year our first cohort of Gold Award winners was invited to Holyrood Palace for the presentation. Other clubs are on offer across all subjects: there is something for everyone!

Greenwood Academy is a vibrant school: our provision ensures that the number of young people moving on to Positive Destinations post-school is frequently the highest in North Ayrshire and above the national average.

We encourage parents and carers to get involved. Greenwood Connect (our renamed Parent Council) is always looking to for new members. Our Breakfast Blethers and Back to School Days have been recent additions to our P7 transition programme and are a useful way to get to know our staff and to have insight into the secondary subject specialisms. Our Community Cooking has proved so popular that there is a waiting list! We hope that you and your child enjoy the benefits of all we have to offer so that together we demonstrate our school motto, “Aye to Learn”.

C. McGuire (Mrs)
Head Teacher
CONTACTING GREENWOOD ACADEMY

Address
Greenwood Academy, Dreghorn, Irvine, KA11 4HL

Telephone  01294 213124  Fax  01294 211950  School E-Mail  greenwood@ea.n-ayrshire.sch.uk

School Website  www.greenwoodacademy.co.uk  Follow us on Twitter  @Greenwood_Acad (School News) @GreenwoodAcadem (Parent Council)

Parent Council E-Mail  parentcouncil@greenwoodacademy.co.uk

CONTACTING STAFF AT GREENWOOD ACADEMY

We promote an “open door” policy for parents and carers and encourage you to contact us to advise us about issues which may impact on your child’s learning, to find out how best to support your child at home or to raise any concern you may have. In the first instance please phone or text us and we will follow up your comments and arrange meetings as appropriate. Your first port of call in most situations will be the Guidance staff.

PUPIL WELFARE

The welfare of pupils is the responsibility of all Greenwood staff. In order to have more personal form of support for the pupils they are placed in one of 7 houses each led by a Principal Teacher of Guidance. Parents can identify the pupil house by matching the letter in the name of the Guidance class with the house name.

Annick                             Mr Campbell
Gailes                              Miss M Fullerton
Montgomery                 Mrs C Boax, Mrs A Rowatt
Overtoun                        Mr N Barlow and Mrs L McNeil
Perceton                         Mr J Doyle
Shewalton                      Miss C Moore
Warrix                              Mrs A Tickner and Mrs L McNeil

Youth Worker                   Ms A Duncan
Area Inclusion Worker     Mr C Stewart

When joining Greenwood Academy pupils are allocated a House/Guidance class with no more than 20 members, eg 1A1, 1G1, 1M1. Each class has a mixture of abilities, gender and interests. They attend Personal and Social Education as this group and the Guidance/Pupil Support Principal oversees attendance, progress, welfare and behaviour.

Pupils also attend a weekly class with their ACE (Achievement and Attainment, Citizenship and Enterprise) teacher. This staff member provides opportunities for pupils to learn about various aspects of the life of the school and to understand their place in it, in their local community, in their country as well as their global citizenship. This gives them the opportunity to meet another teacher who helps to support them by facilitating additional accreditation. Each year group can gain a different certificate which provides evidence of Skills for Learning, Life and Work.
POLICY REGARDING GUIDANCE IN PASTORAL MATTERS

The single aim of the Pupil Support/Guidance system is to extend to every pupil a feeling that the school cares for and is concerned about him or her as an individual.

The vital elements in this structure are:

- the pupil’s placing in a Guidance Class should remain stable through most of his/her school life;
- the pupil’s placing in a House where the Principal Teacher of Guidance will always be the pupil’s pastor.

Guidance staff may be contacted at any time, though it would be appreciated if an appointment is made first, as staff have teaching commitments.

Guidance staff are also heavily involved with collecting information which will assist pupils in making subject choices from the options available. The Head Teacher and her Deputes will also be involved in appropriate interviews of pupils on subject choices and for making proposals to parents in this matter.

HOME AND SCHOOL LINKS

There is a Parents’ Evening for each year group. These are spread throughout the school year. We are grateful for any feedback which parents can give us. We have moved to a new pupil tracking system which allows us to provide regular interim reports on pupil progress. There are also briefing meetings for parents of second, third, fourth and fifth year pupils before courses are chosen for future studies. Information about these events will be provided throughout the year via letters to pupil, the local press, our twitter feed and via our website.

We are always pleased to have contact with parents. It will help us if you can phone first in order to arrange an appointment with the Year Head, or Guidance Teacher. In emergencies, someone who will meet with you at short notice.

REGISTRATION, ENROLMENT AND TRANSFER

Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school.

In the case of pupils transferring from associated primary schools, parents will receive the appropriate information from the Head Teacher of the primary school.

PRIMARY LIAISON

Greenwood is in regular contact with the associated primary schools and Stanecastle School in order to ensure the pupils’ smooth transition to secondary education.

For the same reason contacts are also made with other schools when requests for exceptional transfers are made.

Part of the regular contact takes the form of visits by the receiving Depute Head Teacher, Guidance and Support Staff, Subject Teachers and former pupils. Primary 7 pupils also attend learning inputs in Greenwood Academy in November and February/March. There are 2 induction days in May when pupils follow their timetable. We also have joint working parties which discuss and coordinate pupils’ learning.

A meeting for parents of Primary 7 pupils is held in the summer term at Greenwood. However parents are very welcome to make an appointment to meet us at alternative times.
ASSOCIATED PRIMARY SCHOOLS

Dreghorn Primary School
Dundonald Road
Dreghorn, KA11 4AP

Head Teacher: Ms E Reeves
Telephone: 01294 211018
Fax: 01294 216739

Elderbank Primary School
St Kilda Bank
Broomlands, Irvine, KA11 1HS

Head Teacher: Mrs J Robertson
Telephone: 01294 218632
Fax: 01294 211380

Glebe Primary School
Kirk Vennel
Irvine, KA12 0DQ

Head Teacher: Mrs E McNeil
Telephone: 01294 271587
Fax: 01294 312651

Lawthorn Primary School
Lochlibo Road
Irvine, KA11 2AY

Head Teacher: Mrs S Gossart
Telephone: 01294 224548
Fax: 01294 222429

Springside Primary School
Station Road
Irvine KA11 3AZ

Head Teacher: Mrs M Shedden
Telephone: 01294 211651
Fax: 01294 215706
SCHOOL IMPROVEMENT PLAN

There are four priorities in the School Improvement Plan in session 2017-2018. In order to achieve these priorities, there is a focus on the quality of learning and teaching and determined efforts are made to ensure all staff embrace the plan’s aims and values.

PRIORITY 1 – Improving performance and outcomes in key measures through a greater consistency in standards for all young people so that they achieve their full potential in all academic subjects and wider accreditation, thus enabling them to achieve positive and sustainable post-school destinations.

PRIORITY 2 – Reducing inequalities by Meeting All Learning Needs and ensuring that, through our relationships, structures and systems, we are Getting It Right for Every Child and developing “nurture” in our support for pupils’ learning and addressing barriers to learning across all Faculties.

PRIORITY 3 – Embedding effective approaches to Improvement through Self-evaluation to ensure a consistency of rigour at all levels, with a particular emphasis on support and challenge by SLT and the development of leadership among staff and pupils in our learning community.

PRIORITY 4 – Providing high quality Learning and Teaching through a more effective Broad General Education and well-considered Senior Phase which reflects our strengths of the school and addresses directly the areas requiring improvement.

The School Improvement Plan is available in full on the school web-site and, on request, a hard copy can be provided.

Every year the school provides a Standards and Quality Report which evaluates the session’s work and captures the achievements of pupils and staff. This report can be accessed in full on the school website – www.greenwoodacademy.co.uk. Parents and carers will be provided with a paper copy on request.

The School Improvement Plan is developed through the Standards and Quality Report of the previous year and in response to local authority and government priorities. Consultation takes place with pupils, staff and parents. The Parent Council participate in a workshop with the Head Teacher and their contributions are fed into the process.
ACHIEVEMENT

Pupils Gaining Wider Accreditation
• 239 S1 pupils have their Stepping Stones ASDAN Award
• 188 S2 pupils have been successfully trained in Heart Start
• 176 S2 pupils have passed their REHIS Elementary Level Certificate
• 189 S3 pupils have successfully achieved their ASDAN Personal Finance Award
• 191 S4 pupils achieved their SQA Morality and Belief Unit at Level 4 and 26 pupils achieved Level 5
• 20 S5 pupils achieved the SQA Developing Positive Road User Attitude Unit
• 46 pupils have their Ayrshire Community Trust Saltire Volunteering Awards recognising that they have given over 50 hours service
• Lovilicious pupils continue to achieve a wide range of Nailcare and Beauty awards
• 98 pupils from S1 to S3 have achieved their Dynamics Youth Award
• 100 pupils in S2 participated in the Youth and Philanthropy Initiative
• 9 pupils from S4 achieved Bronze Youth Achievement Awards
• In the Young Enterprise Examination operated by University of Strathclyde Greenwood pupils in S6 achieved 37 Passes, 16 Credits and 1 Distinction
• 52 pupils achieved SQA Personal Development Awards
• 7 pupils successfully achieved an award in Social Media Marketing with 4 of these pupils also achieving the Social Media Literacy award
• 19 S1 pupils achieved their Discovery CREST Award with a further 60 S3 pupils achieving their Bronze CREST Award
• 12 pupils successfully achieved Level 2 Barista from City and Guilds
• 17 S6 pupils achieved an SQA Higher Leadership Award
• 6 pupils achieved City and Guilds: Introduction to Construction

Groups of pupils have also been highly successful:
• Greenwood Academy is now a Fairaware School, congratulations go to Miss Smith and her Fairtrade Ambassadors for all their hard work in achieving this award
• 19 pupils achieved the John Muir Discovery Award
• 24 pupils achieved the Discovery Award and John Muir Award at Loch Eil
• Bronze Duke of Edinburgh achieved by 116 pupils, Silver achieved by 53 pupils and 6 pupils have successfully completed their Gold Award
• Our RRS Ambassadors continue to work towards achieving the next level of award
Charities
Through a variety of fund-raising events, pupils were able to contribute the following sums to their chosen charities. Staff and pupils donated over £1,600 as part of a Christmas initiative for our local community.

Cash for Kids £205.99
Send a Message £800.00
Sports Relief £213.30
Touched by Suicide £3000.00
Ayrshire Hospice £1082.71
Oxfam £70.93
Little Box of Distractions £400.00
Erskine Hospital £500.00
Teenage Cancer Trust £400.00
Fullarton Church £200.00
MacMillan Cancer £145.00
Earl Haig Poppy Appeal £289.40
Local Charities £487.85
Local Families £1,600.00
Ayrshire Sands £3,000.00

Total: £12,535.18
ATTAINMENT

Pupil attainment is a priority for Greenwood Academy. We are committed to helping our pupils do their best in their subjects. As a result, we have a high success rate in developing learning pathways for pupils and helping them to achieve positive destinations after school, i.e., places in training, work, further or higher education.

Greenwood’s figure for Positive Destinations for the period 2017-18 is 95.4% with 33.8% moving into Higher Education, 36.3% to Further Education, 3.91% to Training and 21.7% to Employment. Our figure is now above the North Ayrshire average and we continue to remain above the National Average.

The levels referred to in the tables below are SCQF levels, i.e., they are taken from the Scottish Credit and Qualifications Framework, www.scqf.org.uk, which cover all qualifications in Scotland from National 1 level through to doctorate degrees.

| Level 3       | National 3       |
| Level 4       | National 4       |
| Level 5       | National 5       |
| Level 6       | Higher           |
| Level 7       | Advanced Higher  |

<table>
<thead>
<tr>
<th>S5</th>
<th>5+ Level 3 or better</th>
<th>5+ Level 4 or better</th>
<th>5+ Level 5 or better</th>
<th>1+ Level 6 or better</th>
<th>3+ Level 6 or better</th>
<th>5+ Level 6 or better</th>
<th>1+ Level 7 or better</th>
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<tr>
<td>2018</td>
<td>88.97%</td>
<td>84.41%</td>
<td>49.05%</td>
<td>54.75%</td>
<td>27.86%</td>
<td>11.41%</td>
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<tr>
<td>2017</td>
<td>86.54%</td>
<td>84.23%</td>
<td>52.30%</td>
<td>53.08%</td>
<td>32.69%</td>
<td>13.46%</td>
<td>-</td>
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<tr>
<td>2016</td>
<td>87.23%</td>
<td>83.94%</td>
<td>53.28%</td>
<td>55.11%</td>
<td>35.40%</td>
<td>14.60%</td>
<td>-</td>
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<tr>
<td>2015</td>
<td>95.25%</td>
<td>86.78%</td>
<td>38.31%</td>
<td>43.05%</td>
<td>21.36%</td>
<td>7.80%</td>
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<th>S6</th>
<th>5+ Level 3 or better</th>
<th>5+ Level 4 or better</th>
<th>5+ Level 5 or better</th>
<th>1+ Level 6 or better</th>
<th>3+ Level 6 or better</th>
<th>5+ Level 6 or better</th>
<th>1+ Level 7 or better</th>
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<td>2018</td>
<td>86.74%</td>
<td>84.85%</td>
<td>58.33%</td>
<td>57.20%</td>
<td>42.8%</td>
<td>29.92%</td>
<td>14.39%</td>
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<tr>
<td>2017</td>
<td>88.76%</td>
<td>85.39%</td>
<td>61.80%</td>
<td>61.05%</td>
<td>46.07%</td>
<td>32.21%</td>
<td>14.61%</td>
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<tr>
<td>2016</td>
<td>94.52%</td>
<td>87.33%</td>
<td>47.95%</td>
<td>54.79%</td>
<td>34.25%</td>
<td>21.58%</td>
<td>9.25%</td>
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<tr>
<td>2015</td>
<td>98.26%</td>
<td>82.23%</td>
<td>55.05%</td>
<td>51.92%</td>
<td>35.89%</td>
<td>24.3%</td>
<td>12.20%</td>
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Our ambitions for the future can be seen in full on the school website at www.greenwoodacademy.co.uk where the School Improvement Plan is available.
SEEKING AND TAKING ACCOUNT OF YOUR VIEWS

Greenwood Academy records all contacts with the school. On occasions when an individual is unable to speak with you on the telephone, the office staff will email on to the relevant member of staff.

Pastoral issues which are discussed with Guidance, Year Heads or the Head Teacher are recorded in your individual child’s record on Pastoral Notes on SEEMIS. This is a confidential area which is only accessed by the fore-mentioned staff, but ensures that we can track matters and ensure that steps are taken to act upon them, where required.

Complaints may also be recorded in this manner, but a separate central log of these is collated. We endeavour to follow up complaints investigate and provide feedback in a timeous manner. The complaints log is reviewed so that we can take action to address procedures and make changes which will improve our service.

At parents’ night, we regularly ask parents and carers to complete questionnaires on aspects of the experience which your child has in Greenwood. We use this information to identify our progress with aspects of the pupil experience and with our School Improvement Plan.

SCHOOL POLICY – LISTENING AND LEARNING

It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership.

We are therefore very interested in feedback of all kinds, whether it be compliments, suggestions or complaints. If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us keep 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 home/school relationship. There will be no negative consequences arising from making a complaint and we will deal with the issue as confiden tally as possible. If we have made a mistake we will apologise quickly and clearly to try and put things right.

There are some things which you should take note of in relation to making a complaint:

In the first instance parents are invited to contact the Depute Head Teacher with responsibility for the year group of which their child is a member. However they may at any time contact the Depute Head Teacher or the Head Teacher directly. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.

We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.

If parents are unhappy with the response they should contact the Head Teacher immediately.
Thereafter if parents remain dissatisfied they still have the right to take up the matter further with the Heads of Service at Education and Youth Employment at Cunninghame House, Irvine, KA12 8EE (Telephone 01294 324400).

You should note that you have the right to raise unresolved concerns with your local councillor or MSP/MP.

Parent Councils have an important role to play in developing links between the school and the wider parent body and can often be helpful in dealing with issues of general concern. However parents are advised that individual, more personal complaints are not appropriate for raising via parent councils due to the need for appropriate confidentiality.

**FEEDBACK FROM PUPILS**

There will be complete confidentiality wherever it is lawful. We will encourage pupils to inform those adults who have a duty to support them.

a. All pupils have a promoted Guidance teacher. Pupils have individual interviews twice each year with Guidance Staff, but can ask to see them about any issue at any time.
b. First Year pupils also can use the sixth year buddies, led by the School Captains, to make their views known.
c. SMT, Guidance and Department Staff regularly survey pupil opinions by the use of questionnaires.
d. There are six year group councils. Each is made up of representatives of every class from year 1 to year 6 and will meet to discuss matters of concern or interest.
e. Pupils can write to Guidance or SMT, using the House Post Boxes in the Atrium.

**FEEDBACK FROM PARENTS**

a. All pupil progress reports have a tear-off slip for parents to use to pass on any comment they wish.
b. Members of the SMT use questionnaires to survey the views of parents in particular areas.
c. The Head Teacher polls parental views during meetings and by random phone calls. She is also available at parents’ evenings and by appointment.

**OUR PARENTAL INVOLVEMENT**

Greenwood has a supportive Parent Council which meets on a monthly basis. In addition, the school is developing workshops for parents of particular year groups in order to assist them in supporting their child’s learning. Parents are also invited to participate in focus group work with staff to help inform our improvement plan and respond to parental views or incorporate their ideas in our work.

At national conferences our staff have regularly presented workshops on our work with parents as it is regarded as good practice.
There will be times when you will wish to speak to the Year Head, who will follow your child through S1 to S4. Currently the arrangements for next session are as follows:

S1  Mrs P MacDougall  
S2  Ms J Greenlees  
S3  Mrs G Dunker  
S4  Mr W Brotherston  
S5  Mrs C Doig  
S6  Mrs J Greenlees

In the event that you do not have satisfaction at any of these stages, please note that you can contact Mrs McGuire, Head Teacher.

PARENT FORUM AND PARENT COUNCIL

The Scottish Schools (Parental Involvement) Act 2006 aims to encourage and support more parents to become involved in their child’s education.

The main aims of the Act are to:

- Help parents become more involved with their child’s education and learning.
- Welcome parents as active participants in the life of the school.
- Provide easier ways for parents to express their views and wishes.

To help achieve these aims, all parents are automatically members of the Parent Forum at their child’s school and are entitled to have a say in selecting the Parent Council (the representative body) to work on behalf of all parents at the school.

The objectives of the Parent Council are:

- To work in partnership with staff to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, its pupils and all its parents.
- To develop and engage in activities which support the education and welfare of the pupils.
• To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils.
• To be involved in the recruitment process for appointing the Head Teacher and Depute Head Teachers of the school.

Parent Council Members at Greenwood Academy are:

Chairperson: C le Maitre
Secretary: C McKinlay
Treasurer: Vacant
Members: T Blackley, A Blakely, H Gilbert, J Gunn, S Hartridge, S Johnstone, L McQuaker, L McDade, S Collow, McDade and E McCormick

Contact Details: parentcouncil@greenwoodacademy.co.uk
Twitter @GreenwoodAcadem

The Head Teacher makes a monthly report to the Parent Council; and this features on the school website.

Other useful contacts: www.educationscotland.gov.uk/parentzone
www.parentforumscootland.org
www.enquire.org.uk
www.sqa.org.uk

Any parent or carer of a child at the school can volunteer to be a member of the Parent Council. The Head Teacher is the professional adviser to the Parent Council and has a right to attend and speak at Parent Council or Parent Forum meetings.

For more information on the Parental Involvement Act or to find out about parents as partners in their children’s learning, please contact the school or North Ayrshire Council Educational Services or visit the Parentzone website on www.parentzone.gov.uk.

HOW WE CONTACT PARENTS AND CARERS

The school communicates with parents and carers in a variety of ways: direct contact; text messaging; newsletters; local press and school web-site.

• Direct Contact: There are times when a class teacher, a Faculty Leader or, more often, the Guidance Teacher may phone parents/carers or letter them to highlight an aspect of attendance, behaviour or effort about your own child.

• Text Messaging is most commonly used in two circumstances:
  o when there is a concern about attendance in the course of the day and
  o when the school wishes to alert parents/carers to a particular event or to the issue of a school newsletter (so that it escapes from the pupil’s school bags!) In some situations e-mail is used, particularly if a parent initially contacted the school via this method.

• Local press coverage is important to us as the way of highlighting positive news about pupil work and we submit school news on a weekly basis to both the Irvine Times and the Irvine Herald.

• We are increasingly emailing parents and would appreciate if you provide us with details of your email address.

• The school website is constantly under review and updated regularly.
TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) 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 about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.
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 (http://www.gov.scot/Topics/Statistics/ScotXed). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland’s people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. 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 or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils’ rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns
If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.
GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

- The act ensures that all children and young people from birth to 18 years old have access to a Named Person.
- The act puts in place a single planning process to support those children who require it.
- The act places a definition of wellbeing in legislation.
- The act places duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

Taking a ‘Getting it Right for Every Child’ approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential. The wellbeing of children and young people is at the heart of Getting it Right For Every Child. The approach uses eight areas to describe wellbeing in which children and young people need to progress in order to do well now and in the future.

- Healthy - Experiencing the highest standards of physical and mental health, and supported to make healthy safe choices.
- Achieving - Receiving support and guidance in their learning
- Nurtured – Having a nurturing and stimulating place to learn
- Active – Offering opportunities to take part in a wide range of activities
- Respected – To be given a voice and involved in the decisions that affect their well-being
- Responsible – Taking an active role within the school
- Included – Receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn
- And above all, to be safe … protected from abuse, neglect or harm

Why we have to get it right for every child

Education and Youth Employment must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them. All who work in Education and Youth Employment and in partnership with Education and Youth Employment have a responsibility to ensure the wellbeing of North Ayrshire’s children and young people.

For more information on Getting it Right for every Child in North Ayrshire go to http://www.girfecna.co.uk.

Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the strategic objectives of Education and Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with parents, teachers and other professionals to help children and young people make the most of their lives, within educational settings and the wider community. Educational Psychologists are involved in working with individuals where there is specific need, but also have a significant role in offering training, support and consultation to education establishments aimed at enhancing outcomes for all children.

Your child’s school has a system of staged intervention for identifying, assessing, monitoring and reviewing
the ongoing progress of all children and young people. As part of this wider system, each school and authority early years centre has a link educational psychologist.

When concerns arise about a particular pupil, the school takes action to address these concerns. If the concerns continue, despite the implementation of appropriate strategies, the school may have an informal discussion with the educational psychologist to ask for general advice and/or consider possible involvement.

If needed and with your consent, a consultation meeting involving the educational psychologist can be arranged. This may be a one off consultation, or may lead to longer term involvement. If the work is longer term, the exact involvement of the educational psychologist will be discussed with you. Through this process the educational psychologist can, if required, contribute to the ongoing assessment and support for your child. The educational psychologist will remain involved while there is a specific role for them within the collaborative process.

Find out more at:
www.northayr-edpsychs.co.uk

Data Protection
The school and the educational psychology service are required to keep records which are, of course, available to you. These records are strictly confidential however both schools and educational psychology are subject to inspection by Her Majesties Inspectors of Education who may look at confidential files in order to make sure children and families are getting the best possible service.

Inclusion
North Ayrshire Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences. Our Inclusion Strategy states that:

- An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences and sees differences between learners as opportunities for learning.
- An inclusive approach to education promotes tolerance and a positive understanding of diversity.
An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.

Only in exceptional circumstances would it be deemed lawful to proceed to consider alternative educational planning for a child or young person.

The Education (Disability Strategies and Pupils’ Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child’s/young person’s education

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason
- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parents/carers and staff from other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

**Additional Support for Learning**

Any child who needs more or different support to what is normally provided in schools or pre-schools is said to have ‘additional support needs’. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

**The Additional Support for Learning Act**


**Main Provisions of the Act**

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.

- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.

- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.

- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.
Duties under the ‘Additional Support for Learning’ legislation
North Ayrshire must assess any pupil with additional support needs and provide any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example by making sure reading is very well taught, and that all pupils get encouragement and support at home, we can hopefully reduce later difficulties.

Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help to pupils achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils, for example on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help then they would talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in seeing your child after seeking your agreement to this.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education.

The authority approach to staged intervention has been updated to ensure it is in line with CYP (2014) and ASL (2001) (amended 2009) Acts. The aim is to ensure children and young people get the right support at the right time.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Detailed advice on transition planning is provided in the Supporting Children’s Learning Code of Practice, which can be accessed at the following link; http://www.gov.scot/resource/doc/348208/0116022.pdf

Dispute Resolution Procedures
You may feel that things are not being done properly to support your child. If you feel like this then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called ‘Resolving Disagreements’. This booklet will give you ways to make sure your concerns are listened to and addressed.

Further Support
The following organisations are able to provide advice, further information and support to parents of children and young people with ASN.

Enquire: Scottish Advice and Information Service for Additional Support for Learning
Website: http://enquire.org.uk
Helpline: 0345 123 2303
E-mail: info@enquire.org.uk

Scottish Child Law Centre
Website: http://www.sclc.org.uk
Telephone: 0345 123 2303
E-mail: enquiries@sclc.org.uk

Scottish Independent Advocacy Alliance
Website: http://www.siaa.org.uk
Telephone: 0131 260 5380
E-mail: enquiry@siaa.org.uk

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CHILD PROTECTION

The Education and Youth Employment Directorate has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents/carers and relevant agencies, primarily the Health and Social Care Partnership and where appropriate the Scottish Children’s Reporter’s Administration. The Service will work in partnership with a number of levels within the establishment or school within the cluster or local area and through Integrated Children’s Services and Community Health Partnership.

The Standard Circular entitled, “Protecting and Safeguarding North Ayrshire’s Children” provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in the North Ayrshire Child Protection Committee, a multi-agency group which takes the lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

Each school has a named Child Protection Co-ordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff-training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies, safeguarding and procedures.

EQUALITIES

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

Equality Act 2010
The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of ‘protected characteristics’. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed via the Scottish Government website:

http://www.gov.scot/Publications/2012/02/7679/3

SCHOOL SECURITY

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the issue of visitors’ books, badges and escorts while visitors are within school buildings. Normally, anyone calling at a school for any reason (including parents/carers) will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school.

Visitors, including parents/carers, are invited to enter by the main door and to ‘sign in’ at the school office where a visitor badge will be issued.
It is the policy of the school that any member of staff will approach a visitor and asks for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

**INSURANCE (PUBLIC LIABILITY)**

Parents are asked to ensure that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should also 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.

**CHILDREN LEAVING SCHOOL PREMISES AT BREAKS**

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and includes taking reasonable care of pupils’ safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils who are younger than the school leaving age should not leave school grounds at intervals or lunchtime. Parents should encourage their children to follow these rules in the interest of safety. Parents should be aware of where their children are if they allow them to leave school at lunchtime.

Our policy is that no one should leave the grounds at the interval and under 16s remain here on site at lunchtime.

**ANTI-BULLYING POLICY**

Greenwood has a policy of responding promptly to suggestions that bullying may be taking place. Pupils are frequently reminded of the need to discuss such problems in confidence with their Year Head, their Guidance Teacher, or with their S6 ‘Buddy’. Indeed, any adult can let the appropriate Year Head know that there may be a problem, and she/he will then take action along with parents. The topic of Bullying features in PSE courses on a regular basis, and in a number of subject courses such as English, as well as specific assemblies.

A central log of bullying is kept so that the Head Teacher and the Senior Managers can identify any pupil who perpetuates an issue or whether there are common themes emerging, such as cyber-bullying. This puts the school in a strong position to address particular problems should they arise.

**POSITIVE RELATIONSHIPS**

The school is committed to developing a nurturing approach and promoting positive relationships. Like every community our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Our expectations of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour, and the school will work positively with the young person and the parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning.
The school has a code of conduct to ensure the safety and wellbeing of all and parents are asked to support the school fully in this matter.

At Greenwood we acknowledge success in any form, through a system of merits, commendations and awards. Every term pupils who have been awarded a sufficient number of merits are issued with certificates. In most cases, we will inform parents of individual commendations.

**SCHOOL PRIZE-GIVING POLICY**

The School believes that ability, effort and interest should be positively encouraged and supported. One way of achieving this is through the Annual Prize-Giving Ceremonies. Individual departments and the school’s Guidance team will identify pupils who merit such awards. The school receives support from several local firms and individuals for a number of specific awards.

There is a clear policy for the management of this information. In a school the size of Greenwood, pupils require several departmental nominations in order to achieve an academic award. The award categories reflect the number of successful nominations, eg 5, 6, 7, etc. For senior pupil the award ceremony is in September and also includes pupils SQA results.

In all cases the final arbitration and decision will rest with the Head Teacher.
ACCOMMODATION PLAN OF SCHOOL

Back of School

Ground Floor
A  Modern Languages, RE
B  Technical, Home Economics
C  Assembly, Dining & Social Area
D  Offices, Medical Room, Senior Management Team
E  PE

First Floor
A  English
B  Science, Biology, Chemistry, Physics
C  Music, PSE
D  Guidance & Pupil Support
E  PSE

Second Floor
A  Mathematics
B  Business Education, Computing, History, Modern Studies
C  Art, Geography

THE SCHOOL DAY

<table>
<thead>
<tr>
<th>Monday, Tuesday and Thursday</th>
<th>Wednesday and Friday</th>
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<tbody>
<tr>
<td><strong>Period 1</strong> 8.55 – 9.45</td>
<td><strong>Period 1</strong> 8.55 – 9.45</td>
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<tr>
<td><strong>Period 2</strong> 9.45 – 10.35</td>
<td><strong>Period 2</strong> 9.45 – 10.35</td>
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<tr>
<td><strong>Period 3</strong> 10.35 – 11.25</td>
<td><strong>Period 4</strong> 11.40 – 12.30</td>
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<tr>
<td><strong>Interval</strong> 11.25 – 11.40</td>
<td><strong>Interval</strong> 10.35 – 10.50</td>
</tr>
<tr>
<td><strong>Period 4</strong> 11.40 – 12.30</td>
<td><strong>Period 3</strong> 10.50 – 11.40</td>
</tr>
<tr>
<td><strong>Period 5</strong> 12.30 – 1.20</td>
<td><strong>Period 4</strong> 11.40 – 12.30</td>
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<tr>
<td><strong>Lunch</strong> 1.20 – 2.00</td>
<td><strong>Lunch</strong> 12.30 – 1.10</td>
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<tr>
<td><strong>Period 6</strong> 2.00 – 2.50</td>
<td><strong>Period 5</strong> 1.10 – 2.00</td>
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<tr>
<td><strong>Period 7</strong> 2.50 – 3.40</td>
<td><strong>Period 6</strong> 2.00 – 2.50</td>
</tr>
</tbody>
</table>
### THE SCHOOL YEAR 2018-2019

#### Term 1
- Teachers return: Friday 16 August 2019
- Pupils return: Monday 19 August 2019
- In-service day: Monday 23 September 2019
- Holiday: Monday 14 October 2019 - Friday 18 October 2019

#### Term 2
- In-service day: Monday 21 October 2019
- Teachers/pupils return: Tuesday 22 October 2019
- Local holiday: Friday 15 November 2019
- Local holiday: Monday 18 November 2019
- School closes (2.30 pm): Friday 20 December 2019

#### Term 3
- Teachers/pupils return: Monday 6 January 2020
- Local holiday: Friday 7 February 2020
- Local holiday: Monday 10 February 2020
- In-service day: Tuesday 11 February 2020
- Pupils return: Wednesday 12 February 2019
- School closes (2.30 pm): Friday 3 April 2020

#### Term 4
- Teachers/pupils return: Monday 20 April 2020
- School closes: Thursday 18 April 2019
- Holiday: Monday 6 April 2020 - Friday 17 April 2020
- Teachers/pupils return: Monday 20 April 2020
- May Day holiday: Monday 4 May 2020
- Holiday: Monday 25 May 2020
- In-service day: Tuesday 26 May 2019
- School closes (1.00 pm): Friday 26 June 2020

#### School Year 2020-2021
- Teachers return: Monday 17 August 2020
- Pupils return: Tuesday 18 August 2020

### NB
1. ALL DATES INCLUSIVE
2. *Pupil attendance will be 190 days after deducting 5 In-service days

Whilst information provided is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time the document reaches parents.
DRESS CODE

It is hoped that parents will continue to work with school staff to ensure that pupils attend school in smart clothing which is robust enough to cope with the demanding environment of a school. The school colours are maroon, white and black. Pupils are encouraged to wear grey/black skirt/trousers and white shirt/blouse together with school tie and a maroon or black cardigan, pullover or sweatshirt. The choice also extends to knitted zip-ups and tank tops featuring the modern Greenwood Tree motif. Polo shirts, sweatshirts, t-shirts and v-neck sweaters with the embroidered school logos are available from JWB Brown, Shewalton Road, Irvine (online order available at www.jw-brown.co.uk) and Olympus Sports, Bank Street, Irvine. Ties can also be purchased through the latter or from the school office. We are encouraging all pupils to wear blazers, especially those in the Senior Phase (S4, S5 and S6). Blazer fittings take place in school each year and orders can then be placed online. Pupils should wear a school t-shirt for PE and tracksuit trousers. NB Leisure trousers which button down the leg or which have tags on them are not permissible.

It is the policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in schools in its area. The Council encourages each school to adopt its own code, after consultation with parents and pupils.

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, positive behaviour and community spirit and a decrease in bullying and in expense for parents.

The Council will support schools in encouraging and helping pupils to conform to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or wellbeing.

Types of clothing which will not be allowed include:

- Clothes which are a health or safety risk
- Clothes which may damage the school building
- Clothes which may provoke other pupils
- Clothes which are offensive or indecent
- Clothes which advertise the use of alcohol or tobacco.

All items of clothing should be clearly labelled with the child’s name in case of loss. It is appreciated that parents and pupils are distressed over the occasional loss of pupils’ clothing and/or personal belongings. **Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school. Parents should note that the authority does not carry insurance to cover the loss of such items.**

Footwear and Clothing Grants

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants must earn less that £610.00 per month or £7,320 per annum. However, some parents who still receive Income Support, Income based Job Seeker’s Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit, Working Tax Credit or Housing Benefit may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council on 01294 310000 for further advice. Information and application forms may be obtained from schools.
ATTENDANCE

It is the responsibility of parents to educate their child(ren); most do this by ensuring that their child(ren) attends (attend) school regularly.

Attendance is recorded twice a day, morning and afternoon. Absence from school is recorded as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. This should be given to their Guidance Teacher. If there is no explanation from a child’s parents, the absence will be regarded as unauthorised.

Every effort should be made to avoid family holidays during term time as this both disrupts the child’s education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term-time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, duration and the provision that will be made for continuing education will be granted and the pupil noted as an authorised absence in the register. Such extended absences will be recorded separately from the norm attendance and absence information.

HEALTH AND ILLNESS AT SCHOOL

Our classroom assistants help and advise pupils who become ill in the course of the day. They deal with minor injuries which may arise during the school day, but it should be noted we do not have a nursing facility available within the school. Sometimes it is necessary to send or take a pupil home, or even to hospital. In these circumstances every effort is made to contact home or to carry out any other instructions which parents have previously agreed with the school.

For this reason, it is important that the school has contact details for parents/carers and an additional contact person in case parents/carers cannot be reached. This information should be updated as required. In the event of a serious illness or accident, medical help will be obtained and parents/carers notified immediately.

Regular medical examinations are carried out by Ayrshire and Arran Health Board personnel. Parents will be informed of such routine examinations. Parents should notify the school of any medical requirements or allergies that their child may have. If medication is required it is better if this can be provided outwith the school day but, in cases where it is necessary during the child’s time in school, parents should contact the school to make appropriate arrangements for this. Staff are not obliged to administer medicine.

There are strict guidelines about medication and pupils must not carry it in school. Medication should be handed in on a weekly basis in original prescription boxes. It will be locked in the medical room and stored appropriately. Pupils can access it at arranged times.

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties with fuel supplies. In such cases we shall do all we can to let you know the details of closure or re-opening. We will keep you in touch by letters, text messages (where possible), Twitter, West FM or North Ayrshire website. Please note that we do not currently use Facebook to inform parents/carers of school closures and information which is put there is not official.
Parents should ensure that the school is aware of the emergency arrangements made for their child(ren) and have responsibility to update the school with contact numbers.

Our S2 Pupils winning the #tasteScotland Burger Competition

SCHOOL TRANSPORT

North Ayrshire Council has a policy of providing free transport to all secondary pupils who live more than three miles from their catchment area school by the recognised shortest walking route. Parents who consider they are eligible should obtain an application form from the school or Education and Youth Employment, Cunninghame House, Irvine, KA12 8EE. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Forms can be obtained from the following link:

https://www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.doc

Applications may be submitted at any time throughout the year but may be subject to delay while arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. 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 Council’s limits (see above paragraph). It is the responsibility of parents/carers to ensure their child arrives at the pick-up point on time. It is also the parents’ responsibility to ensure that the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

Please see attached link to the Council’s School Transport Policy;


Placing Requests
The Education Authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.
THE SCHOOL LIBRARY

Greenwood Academy has a well-resourced library, it is a whole school resource where departments and pupils can find information for subject investigations, projects or essays.

S1 pupils receive an induction on the library and Information Skills as part of the PSE and Learning 2 Learn programme. Staff from Skills Development Scotland also work closely with us on the provision of information to senior pupils and with the guidance staff incorporating the Careers Library into the S3 option programme as well as S4 and S5 PSE courses.

EXTRA-CURRICULAR ACTIVITIES

All pupils are encouraged to develop their skills and talents out with the classroom setting. Pupils are encouraged to have fun and develop their interests. Working with people and developing teamwork are important personal skills which will assist pupils long after they leave school.

Our staff are very committed to working with young people and there is a wide range of opportunities available in Greenwood Academy.

- Science Club
- Scripture Union Club
- Photography Club
- Burns Club
- Chess Club
- Film Club
- Rights Respecting School
- Eco-Committee
- Fair Trade
- Duke of Edinburgh
- Music: Ceilidh Band, Brass Band, Jazz Band, Orchestra, Wind Band
- Robotics
- Sports: Badminton, Basketball, Cheerleading, Fitness, Football, Rugby, Running, Table Tennis, Cricket, Greenwood Community Sports and Leisure Club (Saturdays)

Pupils are able to sign up for theatre trips and major sporting events and participate in competitions at local and national level.

There are also excursions abroad for pupils. The following reflects recent activities:

- Modern Languages department took pupils to Paris to develop their language skills.
- S1-S6 pupils enjoyed a ski trip to France in February.
- Pupils visited the WW1 battlefields in Belgium.
- Pupils attended a football coaching school in Barcelona followed by a full stadium tour and the opportunity to attend a live match.
- Visit to China
- Various theatre and many more one day trips
PUPIL VOICE

Greenwood has established a meaningful and purposeful way of providing opportunities for Pupil Voice through the Pupil Councils. Each year group has a group of pupils who have been voted by their peers. They meet during the ACE period and we are working hard to provide opportunities for them to give feedback to their peers.

We have also formed a Pupil Council Executive which call themselves the Voices of Change. This group includes representatives from each year group and is, in effect a whole school council.

Pupils are placing their agendas and minutes of meetings on Glow the school’s intranet which all pupils can access.

 Twice a year Voices of Change meet with the Head Teacher and her Leadership Team to recognise their leadership role, a number of pupils are being presented for an SQA award in Participative Democracy.

Pupils are also involved in discussing their learning experience with senior staff. They do this in focus groups and plans are in place to involve all 1470 pupils in this activity at least once every two years.

Staff, including the Head Teacher, Deputes and Faculty Leaders also meet with particular classes or groups to discuss their proposals, initiatives or provide feedback on their work or presentations.

SCHOOL MEALS

All pupils will be issued with a national entitlement card which is dedicated to their individual use. Cash value can be added to it using coin machines in the Dining Halls, or by the Catering Manager if parents send her a cheque made out to “North Ayrshire Council” and also by on-line payment.

Our dining halls are used to provide a selection of courses including soups, a choice of main courses and a choice of desserts. Facilities are available for pupils who bring packed lunches and a service is available for those who require a special diet.

Children of parents, who receive job seeker’s allowance or income support, are entitled to a free midday meal. Information for free school meals can be found on North Ayrshire Council’s website at: www.north-ayrshire.gov.uk or telephone 01294 310000.
MOBILE PHONES AND DEVICES

Pupils may, under the clear direction of their teachers, use mobile devices in classes to directly support learning, eg recording of speaking assignments in Modern Languages.

While the benefits of mobile devices are recognised, they can, however, be a serious distraction to work. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent.

If a parent needs to contact a pupil at school, we always advise that this is done via the school office. We ask that you do not try to contact your child on their own mobile phone with important or upsetting news. Please allow us to provide appropriate privacy and support in these circumstances.

Inappropriate use of text messages and/or photographs/videos whilst in school may be treated as a breach of school discipline or a serious incident which could be referred to the police.

POLICY REGARDING SOCIAL, MORAL AND CULTURAL VALUES

Pupils from S1-S6 experience Religious and Moral Education (RME) in line with Government policy, and pupils discuss a range of moral and ethical issues.

In the senior phase pupils can choose to follow courses which lead to SQA qualifications.

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The Head Teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance.

In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from religious observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

CURRICULUM FOR EXCELLENCE

Broad General Education: S1-S3

We are committed to the entitlements for young people which are outlined in Curriculum for Excellence, Building the Curriculum 3 and 4, 16+ Learning Choices, GIRFEC (Getting It Right For Every Child), Additional Support for Learning Act, the Skills Strategy for Scotland and Developing the Young Workforce agenda. In addition, we take into account the local context of Greenwood Academy.

Every child is entitled to experience a broad general education from the early years until the end of S3:

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>Pre-school and P1, or later for some</td>
</tr>
<tr>
<td>First</td>
<td>To the end of P4, but earlier or later for some</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of P7, but earlier or later for some</td>
</tr>
<tr>
<td>Third and Fourth</td>
<td>S1-S3, but earlier for some</td>
</tr>
<tr>
<td></td>
<td>The fourth level broadly equates to SCQF level 4</td>
</tr>
<tr>
<td>Senior Phase</td>
<td>S4-S6 and college or other means of study</td>
</tr>
</tbody>
</table>
The broad general education is represented by learning across all experiences and outcomes within the 4 Contexts for Learning:

- Ethos
- Curriculum
- Inter-disciplinary learning
- Personal Achievement

The Experiences and Outcomes are used as the organisers for our curricular map and embody the attributes and capabilities of the four capacities which pupils are encouraged to develop: successful learners; confident individuals; responsible citizens and effective contributors.

Within S1-S3 pupils are presented with subjects of continuous focus as well as other core curricular areas and further opportunities for personalisation, choice and specialisation.

Continuous focus:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Literacy</td>
<td>The set of skills which allows an individual to engage fully in society and learning, through different forms of language, and the range of texts, which society values and finds useful</td>
</tr>
<tr>
<td>Maths and Numeracy</td>
<td>The confidence and competence in using numbers which will allow individuals to solve problems, analyse information and make informed decisions based on calculations</td>
</tr>
<tr>
<td>Health and Wellbeing</td>
<td>The skills which enable an individual to understand and develop his/her physical, mental, spiritual, social and emotional wellbeing; develop self-awareness, manage change and build resilience; learn about where to find help and resources to inform choices; reflect on strengths and skills to help make informed choices about their next step. All pupils have individual support and pastoral care which they receive primarily through their Principal Teacher of Guidance who also deliver their PSE programme.</td>
</tr>
<tr>
<td>ACE (Achievement and Attainment, Citizenship and Enterprise)</td>
<td>The opportunity to gain accreditation which is awarded by a nationally recognised body and highlights an individual’s ability to master skills for learning, work and life, including teamwork</td>
</tr>
</tbody>
</table>

Other curricular areas experienced by all pupils are: Expressive Arts, Languages, Science, Social Subjects and Technologies.

Pupils learn across all the experiences and outcomes to the third level or fourth level, as far as is consistent with each pupil’s learning needs. S3 is the final year of the Broad General Education and blends learning which is relevant to those experiences and outcomes as well as making the transition into the national qualifications which will be followed in the Senior Phase. This determines an increased pace and challenge in learning. Planning within the context of the Experiences and Outcomes will ensure that learners are well placed to undertake their qualifications in S4.
In each year of the broad general education there is an enrichment period. This provides further opportunities where skills can be applied beyond timetabled classes and into, for example, enterprise, health activities and special events.

In S1 there is a period of L2L (Learning to Learn). This learning is developed beyond S1 in PSE, providing young people with the skills and techniques to study and take responsibility for their learning in class, at home and in other environments.

There may be other personal development opportunities for pupils which are directed by the need of the particular year group. These will vary from year to year.

The totality of S1-S3 experiences provides

- opportunities for young people to be involved in making informed decisions about their learning
- the curriculum which values the learning and personal achievement of all young people and promotes high aspirations and ambition
- a blend of what has traditionally been seen as academic and vocational, using the strengths of staff and resources available
- the context where wider achievement is formally included in the curriculum planning process and is viewed as part of the core offer of Greenwood Academy

At the end of S3, pupils will have a Pupil Profile. This will reflect the content of their e-portfolio, their attainment, and achievement in and out of school.

The Greenwood Academy Certificate of Achievement will be awarded, providing pupils, parents and employers with evidence of the work and development of skills undertaken during the broad general education. Pupils will then make informed curricular choices for the Senior Phase.

**Senior Phase: S4-S6**

At this stage there is a focus on preparation for Further or Higher Education, training or work. Opportunities for Work Experience and college courses will be offered as appropriate and available.

Consultation and discussion takes place on an annual basis with departments re SQA qualifications, ensuring vertical and lateral progression as both Curriculum for Excellence and the Senior Phase evolve.

Discussions with both Kilwinning Academy and Irvine Royal Academy take place to work in partnership in order to extend the choice in the senior phase. There are three areas of focus:

- College provision, using the specialist facilities on the Irvine Royal Campus to develop vocational training and qualifications;
- Courses which can be offered by the other schools, not currently on our option choice, eg Psychology, Early Education and Childcare;
- Advanced Highers, ensuring wider choice for the more able pupil, sustainability, sharing of staff expertise across the schools.

As the school develops its response to Curriculum for Excellence, the range of choice includes other nationally recognised qualifications such as Skills for Work, National Progression Awards, Saltire Awards, REHIS, ASDAN, etc.
ASSESSMENT

What we assess: all aspects of learning
Assessment of the broad range of planned learning is required across the full range of contexts and settings in which the curriculum is experienced. These contexts include the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement. They cover learning both within and out with education establishments and classrooms.

Assessment focuses on the application of standards and expectations of each learner’s progress and achievement in:

- knowledge and understanding
- skills
- attributes and capabilities

As detailed in the experiences and outcomes within curriculum areas and subjects and in the curriculum guidance and specifications for qualifications and awards in the senior phase.

When we assess
The Principles and Practice papers outline the broad features of assessment in each of the curriculum areas and describe the different kinds of evidence of progress from day-to-day learning. In some curriculum areas, the evidence may come from specific assessment tasks or tests to assess specific aspects of learning at key points. Sharing of assessment information has a key function at points of transition, including supporting learners when moving between establishments or to inform options and choices for further study or employment.

The central purpose of assessment is to support learning and this is best achieved by a combination of formative and summative assessment. This means assessing learning both in an ongoing way and by ‘stepping back’ at regular intervals to take stock of learners’ progress and achievements. Evidence and feedback from any assessment can be used formatively to inform planning for improvements in learning, as well as contributing to periodic summaries of progress and achievement for reporting and monitoring as part of ongoing learning and teaching.

Teachers assess constantly as part of daily learning and teaching. They do this, for example, by watching and listening to learners carrying out tasks, by looking at what they write and make and by considering how they answer questions. They get to know their learners well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next.

Effective ongoing assessment is about establishing where children and young people are in their learning, where they are going and how best to get there. It is important that teachers use the evidence about learning to provide useful feedback to learners, to adapt learning and teaching approaches to meet their needs and to revisit areas where learning is not yet secure.

Ongoing assessment, including in the senior phase, will include assessing progress across the breadth of learning, in challenging aspects and when applying learning in different and unfamiliar contexts.

How we assess
Assessment involves gathering, reflecting on and evaluating evidence of learning to enable staff to check on learners’ progress, using a variety of approaches and range of evidence Teachers need a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do. The range and
variety of assessment approaches should take account of the relevance of contexts to learners’ prior experiences, interests and aspirations and should link across learning where possible.

Assessment needs to be planned as part of learning and teaching activities. In planning activities and experiences with young people, staff need to:

- consider and share the outcomes towards which children and young people are working
- use examples that illustrate standards and expectations
- agree success criteria through discussion with each other and with learners
- design learning experiences and activities that are likely to challenge and motivate and give opportunities to children and young people to provide evidence that demonstrates their knowledge and understanding, skills, attributes and capabilities
- plan so that children and young people can show their thinking and provide evidence of what they have learned in response to planned experiences

Staff will also find the four capacities, namely successful learners, effective contributors, responsible citizens, confident individuals, useful in providing a framework for longer-term planning and as a focus for discussions with learners as part of personal learning planning. For example, staff and learners could focus on the four capacities from time to time to discuss and evaluate evidence of the learner’s overall development and plan next steps in learning. (Extract: Building the Curriculum 5)
HOW PARENTS CAN SUPPORT LEARNING AT HOME

Homework and Study are important to successful learning. Homework bridges the gap between learning at school and learning at home. It reinforces work done in class. It helps develop skills such as research and time management. We remind pupils that homework need not be confined to written exercises and that they should read over notes and engage in private reading.

Homework is issued through a variety of forms: School website, Glow Learn and written booklets/sheets. We also use the Show My Homework website which both pupils and parents can log in to. Pupils are encouraged to note homework in their diary and plan their studies. The amount and type of homework set by teachers will vary from year to year.

Homework is given in a regular basis in most subjects throughout all year groups. As the pupils progress up though the school there is a steady increase in the amount of homework which pupils in certificate classes will be required to complete. They are expected to go over work covered in class. Such learning is important in all subjects in order that pupils keep up to date and strive to achieve their full potential.

Our current expectations about homework are spelled out in the homework section on our website. Pupils should set aside approximately one to two hours study per evening. Pupils should draw up a programme of homework and plan their leisure to fit in with their homework. A record of homework is kept by the teacher. A record is also kept of pupils who fail to do homework.

What can parents/carers do to help?
- Take an active interest in your child’s homework.
- Support your child in setting aside time each day for homework.
- Ensure a suitable place for study is available.
- Ask your child to talk about the subject they are doing.

STUDY TECHNIQUES

Pupils are assisted in organising their study through PSE courses and workshops at various stages in their school career. It is important to plan and organise study and not to leave everything until the night before an assessment/exam. Pupils should study in an environment conducive to learning, ie not too cold or hot, drink plenty of water and avoid sugary drinks/snacks. Studies have shown that it is best to study in blocks of approximately one hour and take exercise/fresh air in between.

The school also provides a Supported Study programme for S4-S6 pupils where staff are available to assist out with regular timetabled school hours. Easter School and Study Saturdays have also assisted pupils achieve better grades in the final SQA examinations. Full details of our support programmes for our young people can be found on our website.
At Greenwood Academy we try to keep local councillors, MSP’s and the MP’s informed of progress in the school, including progress in responding to parental complaints. We would encourage parents to contact school staff first when they are unhappy about an issue. Councillors whose constituencies include Greenwood are:

Councillor Foster, Councillor George, and Councillor Larson and can be contacted via Councillor Services, North Ayrshire Council, Cunninghame House, Irvine, KA12 8EE.

Contact MSP Ruth Maguire at 14 Eglinton Street, Irvine, KA12 8AS.

Contact MP Philippa Whitford at 14 Eglinton Street, Irvine, KA12 8AS.

Mr Andrew McClelland
Head of Service
Education and Youth Employment
North Ayrshire Council
Cunninghame House
IRVINE KA12 8EE

Skills Development Scotland
Careers Scotland Centre
Unit 12
Rivergate Shopping Centre
IRVINE
KA12 8EH

Councillor Foster
Councillor George
Councillor Larson
Members Services
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE

The Registrar
North Ayrshire Council
Area Office
Woodlands Centre
16 Kilwinning Road
IRVINE
KA12 8RU

Useful websites:

Education Scotland
https://education.gov.scot
Engage for Education blog
www.engageforeducation.org
The National Parent Forum of Scotland
www.parentforumscotland.org

Please Note:

Although this information 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.