

PENICUIK HIGH SCHOOL

PROSPECTUS 2016-17



Penicuik High School
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The information in this Prospectus is accurate at the time of compilation, but parents will appreciate that changes may take place. Every effort will be made to keep you informed of any changes via letters to parents and our Newsletters.

Primary-Secondary Liaison

Years of collaboration between Penicuik High School and our Associated Primaries have resulted in the formation of particularly good liaison arrangements. Senior staff from the High School and the Primary Schools meet regularly to oversee joint development work involving all the schools and arrangements for the transfer of Primary 7 pupils to the High School.

Members of staff from each of the schools have already made significant progress on national initiatives in English Language, Mathematics, and collaborative work in Science and Technology, as part of Environmental Studies, Modern Languages and in Art and Design.

High School staff who are involved in these developments and Learning Support staff visit the Primaries on a planned basis. This joint approach as a 'cluster' of schools helps to provide both a high quality education and continuity of experience for all of our youngsters as they progress through the primary and secondary schools.

Enrolment

Almost all students transfer automatically at the end of Primary 7 to their catchment area High School from the associated primary schools. Information concerning the transfer is provided by the primary Head Teacher, normally in December.

By January, parents should receive a letter from the authority indicating that a place has been reserved in the catchment area secondary school. A Prospectus is also provided.

If parents have any concerns, they should contact Pupil Placement Section at Midlothian Council, Fairfield House, 8 Lothian Road, Dalkeith, EH22 3AA or the Head Teacher of the Secondary school concerned, for further advice.

Please note that all applications for August admissions for the incoming First Year are administered by the Education and Communities Division until 31 July. Thereafter, applications should be made directly to the school.

All other enquiries for school places should be addressed to the Head Teacher who will provide relevant information and make arrangements for a visit to the school.

P7 Induction Programme

The preparation for secondary school starts in November with a morning visit for pupils followed by a Parents' Open Evening. Primary 7 pupils then visit the High School in June for two full days during which time they get to meet some of their new teachers and follow their S1 timetable.

This also gives the P7 pupils an opportunity to get to know and work with the school prefects, who will have the responsibility of supporting and leading the them from class to class.

This buddying arrangement with the prefects is repeated for around two weeks in August to assist the new year group in finding their way around a relatively complex building.

At the start of the summer term Senior Management and Guidance Teachers from Penicuik High will visit each of our associated primary schools to speak to the Primary 7 pupils about the transition, and there are opportunities for the Primary 7 pupils to raise any questions they may have about their transfer.

A World of Difference

The differences between primary and secondary arrangements may appear obvious to an adult. However, to a youngster who is moving into a new learning environment, these differences can appear quite daunting at first and we would appreciate if parents would contact the school if their child seems anxious about any issues concerning their new school.

Primary 7 pupils:

- spend most of the week with one teacher
- spend most of their school time in one classroom
- will be used to being the oldest pupils in a smaller school
- will have a group of close friends

However, S1 students:

- will be taught by at least twelve teachers
- will move from room to room, depending on subjects taught each day
- will become the youngest people in a relatively large and complex school
- will form new friendships with fellow S1 students from other primary schools.

Associated Primary Schools

Cornbank St James Primary School
34 Marchburn Drive
Penicuik
EH26 9HE
Tel: 0131 271 4575
Head Teacher: Mrs S Bowen

Cuiken Primary School
150 Cuiken Terrace
Penicuik
EH26 0AH
Tel: 0131 271 4580
Head Teacher: Ms J Taylor

Strathesk Primary
4 Eastfield Farm Road
Penicuik
EH26 8EZ
Tel: 0131 271 4705
Head Teacher: Ms V Donaldson

The School Day

29 Period Week Timetable (Total Teaching Time for Week = 1650mins)								
	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6
Monday	8.30-9.30	9.30-10.30		10.45-11.45	11.45-12.45		1.35-2.30	2.30-3.25
Tuesday	8.30-9.30	9.30-10.30		10.45-11.45	11.45-12.45		1.35-2.30	2.30-3.25
Wednesday	8.30-9.30	9.30-10.30		10.45-11.45	11.45-12.45		1.35-2.30	2.30-3.25
Thursday	8.30-9.30	9.30-10.30		10.45-11.45	11.45-12.45		1.35-2.30	2.30-3.25
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6		
Friday	8.30-9.20	9.20-10.10	10.10-11.00	11.15-12.05	12.05-12.55			

School Dress

Our school dress code as outlined below, is compulsory for all pupils from S1–S6. Penicuik High School sweaters and ties are available from the school office.

The following items make up the school uniform:

- White shirt or blouse**
- Black V neck jumper or cardigan**
- School tie**
- Black trousers or skirt**
- Black shoes**

In addition, all pupils should have a school bag and basic equipment including a pencil case containing, a pen, pencil, ruler, eraser and pencil sharpener as well as five different coloured pencils for graphs, bar charts and other design work.

PE Dress Code — White shirt/top, plain black shorts or tracksuit bottoms. No Logos.

SCHOOL TERM DATES 2017/18

Staff Resume		Friday **	18	August	2017
Pupils Resume		Tuesday	22	August	2017
Autumn Holiday		Friday	15	September	2017
Monday			18	September	2017
All Resume		Tuesday	19	September	2017
Mid Term	All Break	Friday	13	October	2017
All Resume		Monday	23	October	2017
Term Ends		Friday	22	December	2017
TERM 2	Staff Resume	Monday*	8	January	2018
Pupils Resume		Tuesday	9	January	2018
Mid Term	Pupils Break	Wednesday	14	February	2018
Staff Break		Thursday*	15	February	2018
All Resume		Monday	19	February	2018
Term Ends		Thursday	29	March	2018
<i>Good Friday</i>		<i>30 March</i>			
<i>Easter Monday</i>		<i>2 April</i>			
TERM 3	All Resume	Tuesday	17	April	2018
May Day		Monday	7	May	2018
All Resume		Tuesday	8	May	2018
Victoria Day		Monday*	21	May	2018
Pupils Resume		Tuesday	22	May	2018
Term Ends		Friday	29	June	2018

Support for Learning

Midlothian has a policy of promoting the inclusion of pupils with additional support needs including pupils with significant special needs.

Support for Learning teachers, Guidance teachers and Learning Assistants work as a team alongside class teachers to meet the additional support needs of pupils. Support is classroom based wherever possible, however, other support mechanisms include:

- Tutorial work with small groups of students
- Co-operative teaching involving subject-based staff and a member of the Learning support team working with a class.
- Liaison between Learning Support Staff and subject staff concerning the production and use of teaching/ learning materials which are most appropriate to the needs of the student(s).
- The organization of Paired Reading partnerships between younger students and sixth year students.
- Programmes of work to be carried out at home to support areas such as spelling.
- Reading programme – using Toe by Toe – an intensive small group teaching situation which aims to address the reading and comprehension difficulties of students who are reading significantly below their chronological age.

On occasion, support for learning teachers may consider that a referral should be made to other agencies and services; for example, Educational Psychological Services and the Children's Services Teams. Parents are consulted if specialist assistance is considered to be advantageous to their child's education.

For some students Individual Education Plans may be drawn up. These are working documents drawn up through consultation between parents/carers, support for learning teachers and subject teachers to support students with specific needs. They provide short term targets and students are supported in aiming to meet these targets. Individual pupil progress is tracked through an electronic database and targets are regularly reviewed.

Guidance System

The organisation of the Guidance System is supervised by the Depute Head Teacher (Student Support), working with Principal Teachers and the Heads of House. The main aims of the Guidance System are:

- to support the individual student's personal, social and intellectual development
- to foster the development of good relations between staff, students and parents
- to liaise with support and welfare services.

Guidance staff meet each Year Group once a week for Social Education.

Guidance staff are always available for consultation at Parents Meetings, but may be seen at other times by appointment. A telephone call or letter to the school will enable this to be arranged. Guidance staff may also initiate meetings with parents of individual students when mutual benefit seems likely. Parents are encouraged to contact the appropriate member of the guidance staff should they have any concerns regarding the progress of their child.

The Guidance Team comprises:

Clerk Maxwell House

Mr R Jamieson		Depute Head Teacher
Mr D Saffhill	C1 + 3C5	Principal Teacher Guidance
Ms S McLennan	C5	Acting Principal Teacher Guidance

Liddell House

Miss J Adamson		Acting Depute Head Teacher
Mrs M Murphy	L2 + 2L3 + 5L3	Principal Teacher Guidance
Mrs M Brandie	L4 + 4L3	Principal Teacher Guidance

Social Education

A Social Education Programme is organised for students from First to Sixth Years and includes topics concerning relationships, careers and health education, as well as other issues relating to society today.

The Guidance Staff are responsible for writing and developing the Social Education Programme. Each class follows a scheme of work which covers the following main areas:

- a) moral values and personal ethics
- b) health education
- c) relationships with the community
- d) careers education

Student Support Group

Guidance staff meet twice monthly with Children's Services representatives, Educational Psychologist and Community Police Officer to look at possible strategies to support students and their families who are experiencing difficulties.

Parents will be consulted before their child is discussed in this group.

Links with other professionals are very close and regular contact and consultation with them is part of the on-going support offered to all students.

Religious, Moral & Philosophical Studies

Religious and Moral Education, taught as RMPS, is part of the Core Curriculum for students in Scottish Secondary Schools and is certificated in S4 and S5/S6.

Parents are responsible for the religious beliefs of their children, and no attempt will be made by teachers to promote one particular faith. Students will be asked to think about such fundamental questions as whether life has meaning, purpose and value.

They will be taught to:

- *recognise the moral and ethical aspects of life*
- *think about the spiritual aspects of life*
- *understand religious and other symbolism*
- *argue a moral case*
- *evaluate moral responses to big questions*
- *evaluate spiritual responses to big questions*

Whether or not we agree with a particular religious outlook, we are all affected by religious views and values. Christianity has been extremely important in Scottish society. However, today Scotland has many different religious traditions and there is a need to teach understanding of each other's beliefs.

Children will learn about different religions in an objective way and will be encouraged to develop positive attitudes to life and a personal world view, while the importance of Christianity to Scottish history and culture is also recognised.

Students' spiritual, moral, social and cultural awareness is promoted through Philosophy and Religious Studies and also through Social Education and Assemblies.

Parents who wish to exercise their right to withdraw their child from classes in Religious and Moral Education should write to the Head Teacher, stating reasons.

Homework Policy

The development of good study habits is an important aspect of learning and the support of parents is clearly desirable in ensuring that youngsters develop the habit of doing homework regularly and thoroughly.

In the early years at secondary school homework will be assigned for a wide range of subjects, many of which are entirely new.

At the start of the session all students are given a short induction on how to use their school Planner to plan and organise homework, assignments, folios, investigations etc.

Hopefully, the information in the file will also help parents to support their youngsters in the wide range of activities which constitute homework or learning out of school. The structure for learning out of school which the Planner provides is supported by two other complementary areas, namely: a short Study Skills programme as part of the First Year Social Education Programme and, resources permitting, after school study provision.

The programme of support initiated in S1 is consolidated throughout the later years. Parents can assist by:

- helping their child to plan their work
- checking the Student Planner
- encouraging their child to set out work neatly
- encouraging their child to take responsibility for arranging and completing assignments on time
- assisting them in finding solutions to problems

If homework exercises are not completed or are done in an unsatisfactory manner, parents will be advised by letter so that any problem can be resolved at an early stage.

Why does PHS encourage Homework?

To motivate students

To build on class work

To check understanding

To develop good study habits

To review and learn class work

To prepare for future class work

To encourage independent learning

To improve performance and confidence

To keep parents in touch with class work

How can parents help?

Check homework noted in Student Planners

Support learning at home

Show regular interest in Homework

Encourage students to take care with work

Help students to plan short/long-term homework.

Contact Guidance teacher if difficulties arise

Expect Planners to be kept up to date

Instrumental Instruction

Instrumental Instruction, under the direction of the Music Department, is offered by an extensive team of instrumental instructors. Any student, usually in S1 or S2, can apply for tuition in Brass, Violin, Cello, Drum kit & Percussion, Singing, Woodwind, Guitar and Clarsach. Midlothian Council has recently implemented a policy which asks for a parental contribution towards instrumental lessons. While still heavily subsidised by the council, parents are asked to contribute £150 per year, which includes tuition, a loan of an instrument where possible, involvement in ensembles both in school and at regional level and opportunities to perform. Pupils receiving free school meals or clothing grants are exempt from charges. There is also a bursary scheme open to a limited number of pupils.

Demand for instrumental instruction can outstrip practical provision, in which case, students are selected on the basis of interest shown and suitability for their chosen instrument. Every effort will be made to provide continuity of tuition for those students who received instrumental instruction at Primary. They will have priority. However, instrumental staff provision will inevitably determine what places are available. The names of students who cannot be given instruction will be kept on a waiting list for future consideration should places become available.

The school has a limited number of instruments which are loaned to students free of charge. However, when sufficient progress has been made, it is hoped that students will buy their own instruments. Midlothian Council operates a scheme which enables parents to purchase instruments through the school, so that families can benefit from education discount prices. All students will be expected to play in one of the Music Department's ensembles, e.g. orchestra, wind band, etc., when they have reached a suitable standard. This expands their musical ability and knowledge, and is very beneficial to their playing ability.

School Playing Fields

Penicuik High School has very good playing fields which are used regularly by the P.E. department and for after school sports clubs such as Rugby, Football etc as part of an initiative to improve students' involvement in sport, the school has a sports coordinator who provides a wide range of sporting activities. The school also has use of a synthetic turf pitch in the Penicuik Park and the swimming pool at the Penicuik Centre.

School Sports Facilities

The current school facilities consist of

- Games hall (6 badminton courts)
- Gymnasium
- Playing fields consisting of one rugby pitch, two football pitches and one hockey grass pitch and athletics track and synthetic turf pitch.

We are delighted to have the use of the newest addition to our facilities, the competition sized swimming pool and community complex. This facility also provides a fitness suite with a wide range of cardiovascular and conditioning equipment that will be used both during curriculum time and as part of our varied extra-curricular programme.

Extra-curricular activities

Extra-curricular activities are a valuable part of the youngsters' educational experience and students are encouraged to take part in a range of activities. All our after-school clubs offer the chance for pupils to be involved recreationally and for many there is the opportunity to compete against other clubs and schools. Since the introduction of the school house system, many of our pupils have enjoyed both inter-house competitions and fixtures against the staff including hockey, basketball and cricket, football and cross country.

Clubs and activities which are normally available include Badminton, Basketball, Choir, Clarsach Group, Dance Club, Discos, Film Club, Fitness Club, Foreign Trips, Hockey, Rugby, Football (Boys/Girls), Golf, Jazz Band, Model United Nations, Orchestra, Orienteering, Rock Band, Skiing, Strings Group, Table Tennis, Theatre Trips, Wind Band, Writers Club, Samba Band, Duke of Edinburgh Award.

We are supported by both parents and senior pupils in both the delivery of our programmes and the transportation of pupils to away fixtures. Our Community Sports Leaders Award programme available to S5/6 contributes to over half of our extra curricular team. This allows our senior pupils to gain a UK recognised coaching award, encourages volunteering in the community as well as addressing the national problems of youth crime and high obesity rates. While most travel is normally by school minibus we do appreciate our parent helpers. Parents may be asked to contribute to the costs involved in providing extra-curricular activities, usually to cover some of the travelling expenses.

The school reserves the right to withdraw students from extra-curricular activities if their behaviour and attitude in normal class time are unsatisfactory.

Registration System

All students are required to register with their Teacher at the start of each period. Immediately after students have registered during period 1, the information is recorded on the computer in the school office. Every member of staff then receives a copy of the computer printout showing attendance each day and can, therefore, check attendance on a period-by-period basis throughout the day. Also shown on this printout are the days medical/dental appointments as notified to the school office via letters/cards.

Students arriving late will be registered late by their period 1 teacher. Pupils arriving after 9.30am, will receive a late slip from the school office, and this information is also recorded on computer. This system enables Guidance Staff to spot attendance problems at an early stage and take preventative measures. Parents will be notified of any pattern of lateness or suspected truancy. The support and co-operation given by parents in all aspects of attendance and conduct are excellent and contribute in no small measure to the high standards enjoyed by the school, (see Attendance Statistics to the rear of this document). It is hoped and expected that this successful collaboration will continue.

Combating Absenteeism

The school has an automatic communication system that contacts parents or guardians directly if a child is marked absent at the start of the school day. This ensures that the reason for the absence is known as soon as possible and alerts the parents or guardians if their child is not in school when they should be. Post-period 1 absences can also be detected and reported through this system. The automatic system allows the school to meet the Government's recommendations in advising parents or guardians of a child's absence. It also provides an early warning system should any child go missing from school. As you would expect the safety of the child is our main concern.

Attendance, Punctuality and Registration

The Law requires all children to attend school until they reach the statutory leaving age. (*See notes on Leaving Dates*)

The legal requirements are as follows:

Parents are responsible for ensuring that their child attends school regularly. In cases of unsatisfactory attendance, the Head Teacher will ask an Education Welfare Officer to visit the home and discuss the problem with the parents. If such unsatisfactory attendance persists, the Head Teacher, following discussions with the Education Welfare Officer and other agencies, will decide whether the case should be referred to the Children's Panel.

Procedures in the event of absence or requests for leave from school

1. If a student is absent from school due to illness, the Parent should call the school in the morning and the student should bring a note signed by a parent or guardian on their return to school.
2. This note should be given to the School Office. Failure to notify the school of the reason for absence may result in an official Absence Inquiry Form being sent home. Parents are requested to avoid school terms when making holiday arrangements. However, there may be special occasions when parents request permission for their child to be out of school. This request should be made in writing to the Head Teacher, giving, where possible, at least one week's notice.
3. In the case of medical / dental appointments, the appointment card should be taken to the school office by the student, so that the appointment can be recorded.
4. Parents are asked to notify the school in advance of any absences where these can be foreseen.

Punctuality

Staff constantly emphasise the importance of punctuality as a good habit. Employers requesting references frequently ask about punctuality as an indicator of attitude to work. If students are late without an acceptable explanation, students will receive a break time detention. If the problem persists parents will be contacted.

Inclement Weather Arrangements

Should there be a possibility that the school might not open in the morning due to severe weather an announcement will be made on Radio Forth during bulletins broadcast half hourly from 6.15am. The decision to close the school early due to severe weather during the school day will be made to the Head Teacher in liaison with the Director of Education. Once again this information will be broadcast on Radio Forth and placed on the Midlothian council website. Pupils who use school transport will be dismissed when we have ensured that the school bus is available to transport them home. Other pupils will be dismissed at the time of school closure, should any of those pupils have a concern about travel or arrival home they should report to the school office. The office staff will make contact with parents, carers or emergency contact people. It is therefore imperative that all contact details are kept up to date. **Please contact the school as soon as possible if your details have changed.**

Assessment

During the **First Year** at Penicuik High School student progress is gauged by means of continuous assessment, i.e. through the use of regular short tests and revision summaries. Classwork and homework are also used as indicators of each student's attainment.

Account is taken of prior student learning in English and Mathematics, as indicated in primary school reports.

An **Interim Report for S1** is issued late October/ early November and a full report, subject by subject, is issued in May/June.

In **Second Year** continuous assessment operates along with a certain amount of formal examination before course choices are made for Third and Fourth Years. A full report on student progress in each subject is issued in March.

Third and Fourth Year courses lead to presentation for National 4 and National 5 awards towards the end of 4th Year. Students are assessed in line with the Scottish Qualification Authority's requirements for each subject.

Assessments take place throughout the year, with a full report being issued in February of Third Year following our interim report in November of this session.

For **Fourth Year** students the formal prelim examinations take place during November and December, and students' performance is reported to parents in January or late December.

Similar arrangements apply to the **Fifth and Sixth Years**, with formal prelim examinations for National Qualification courses being held in January and February. An interim report is issued in late November/early December and a full report is issued in March.

Unit assignments for National Qualification courses take place at points throughout the session, as appropriate to individual courses. Students will maintain a record of their performance in these unit assessments.

For all year groups, records of individual student progress are kept by each department, and copies of reports and formal examination results are sent to Guidance Staff and the Head of Faculty. The information is used as a basis for target setting with each student at annual personal interviews with Guidance staff. It is also part of the process of monitoring teaching and learning, in addition to providing information to parents.

Reports and Consultations with Parents

Each of the full reports outlined above is followed by an opportunity for parents to discuss their child's progress with subject staff. The dates of these Parents' Evenings are provided in the School Calendar issued to parents at the beginning of each session, and information about appointments with staff is issued prior to the appropriate meeting.

Each appointment is scheduled for 5 minutes to allow staff to consult with parents/guardians of up to 30 students in the 2 hour meeting. Should it not be possible for parents to meet with the teacher of each subject, appointments may be made at an alternative mutually agreed time.

Information evenings are held before students make curricular choices (March for S2 and February for S4 and S5), and a booklet containing details of all courses offered is issued prior to these evenings.

Reporting Calendar

S1 Interim Reports	October
S1 Assessment Period	March
S1 Reports	May
S2 Assessment Period	Jan - Feb
S2 Reports	March
S3 Interim Reports	November
S3 Assessment Period	April
S3 Reports	June
S4 Prelim Period	November - December
S4 Reports	January
S5/6 Interim Reports	December
S5/6 Prelim Period	January - February
S5/6 Reports	March

If any parents are concerned about their child's progress at any time of the year, they should contact the appropriate Guidance Teacher and arrange an appointment.

Summary of Contact with Parents

Throughout the year to discuss any issues relating to your child's progress or well-being at school, please contact the appropriate member of the Guidance Staff, or one of the senior staff.

Parents' Meetings to discuss your child's progress with individual subject teachers are planned as follows:

First Year

MAY at the end of S1

Note: The parents of some first year students may be invited to an earlier meeting in November, following the issue of S1 Interim Reports.

Second Year

MARCH as part of the extensive choice process.

Note: The parents of some second year students may also be invited to an additional meeting with Learning Support Staff and Guidance Staff.

Third Year

JUNE, at the end of the Broad General Education phase, to confirm courses for the Senior Phase.

Fourth Year

JANUARY, following prelim exams in November/ December, to gauge progress towards the final examinations/ assessments in April / May.

Fifth and Sixth Years

DECEMBER interim report. March to gauge progress towards the final examinations in April/May

Parents' Information Evenings

At particularly important stages of your child's education.

Primary to Secondary Transfer

JUNE, following the Induction Programme for all Primary 7 pupils transferring to the High School.

Personalisation and Choice from S2 to S3

MARCH, to inform parents about personalisation and choice arrangements for courses in Third and Fourth Years.

Course Choice and transfer to S5/S6

FEBRUARY, following prelim exam results and prior to final stages of the courses and examination leave.

Code of Conduct

Our Code of Conduct has been produced by students and staff and is firmly based on our school values, Participation, Respect, Inclusion, Determination and Excellence (PRIDE).

Courtesy and respect for others

Our reputation as individuals and the reputation of the school largely depend on the way we behave towards others, both in and out of school.

Students should always be polite to others and consider others in their actions. All staff, prefects and other students should be treated with courtesy and respect. Each student should be entitled to be treated with respect and courtesy.

Caring for the Environment

The future of our environment is vital to all of us. Each person has a responsibility to the environment.

Treat the building and school equipment as if they were our own (they do belong to all of us) Put litter in the bins provided. We are part of the environment, therefore we should take pride in our own appearance. The school is our place of work and we should wear appropriate school dress.

Conduct in the corridors

The corridors are probably the most used part of the building by all staff, students and visitors. We should show consideration to all users of the building by acting responsibly at all times when using the corridors.

Walk smartly, keeping to the left side. Carry bags on the right to avoid damaging the walls. Avoid crowding or pushing, especially on staircases.

Conduct in classrooms (GET, SET, GO)

Get to class quickly and quietly
Enter room, sit down, remove jacket
Take out books, pen and pencil

Sit quietly
Empty your mouth (if eating)
Teacher's attention? - raise your hand

Get on with your work
Only leave when the teachers tells you.

The Prefect System and Student Representation

The Prefect System

All Sixth Year students have the opportunity to become Prefects. Although students are free to opt out of the prefect system, to date very few have done so.

The Head Girl, Head Boy, their Deputes and Head of Houses are selected by an interview.

Prefects' status

The prefects are a valued and important group of people in Penicuik High School. They have won the respect and admiration of staff, parents and the community by the vital contribution they make to the running of the school and to after-school and out of school events. Prefects do a great deal to set the tone of the school. They play an important role in leading and caring for their fellow students. Their work for the school is greatly appreciated.

Prefects continue a tradition of service to school and community that their predecessors have established and which helps give Penicuik High and its students a deservedly good reputation. Being a prefect allows senior students to occupy a privileged position in school and to develop qualities of character needed to exercise authority firmly but tactfully, and to accept responsibility for certain duties.

Prospective employers, colleges and universities recognise that prefect status implies such qualities of character. Prefects have a different relationship with school staff and are treated more as adults who share the task of ensuring the smooth running of the school.

Prefects will:

- Assist with evening events on a rotational basis
- Enforce and abide by the school Code of Conduct
- Refer breaches of discipline and other problems to appropriate staff
- Represent the school at outside events and in dealing with visitors
- Assist with the organisation and supervision of school events and with the day to day running of the school as required by school staff
- Assist with the supervision of new First Year students and, in particular, help them to feel welcome in, and to become familiar with, the school
- Support staff in running extra-curricular activities
- Assist the Parent Council with functions and events
- Carry out appropriate duties at the end of term assemblies
- Wear school uniform in school and for all other duties and occasions when representing the school

Student Council

The Student Council consists of students from each year group, who meet on a regular basis throughout the session with a member of the Senior Management Team and a member of teaching staff within the school. The students are elected by their peers to serve on the Council.

The Council acts as a link between the students and the school management team, allowing the exchange of views that is essential for a school ethos where students feel that they have a say in matters concerning their school.

The Student Council is also involved in improving facilities in the school and organising charity events and the students themselves decide which organisations should be supported.

The Parents' Association

The Parents' Association has a number of roles, but its main function is to encourage communication between school and parents on educational matters. The Parents' Association are also involved in the appointment process for senior members of staff, and in interacting with the Education and Communities Division over policies and proposals which affect the school.

You can read more about the Parents' Association by visiting the school website, or the local information section of Penicuik Library, or by contacting chair, Jennifer Martin, on 01968 674013.

All parents of children at the school are automatically members of the Forum. It is up to the Forum to decide what form the 'Association' will take (including whether to have one, and what to call it), within the broad aims of encouraging interaction with and participation by parents in the life of the school.

Please feel free to contact Jennifer Martin, as above, to find out what's going on, or watch the school website for more information.

The School and The Community

The school provides premises and facilities for a wide range of community activities and maintains strong links, both formal and informal, with the local people.

Students are educated and encouraged to feel that they belong to a caring group, having a responsibility towards others.

The school participates in a practical way in a variety of projects:

- Residents of Pentland House and users of Broomhill Day centre are entertained annually by visiting musicians from the school.
- Throughout each session students organise and take part in a range of internal and local charitable fund-raising ventures.
- Visits to local firms of various kinds and assistance in crèches or nursery schools are timetabled activities for a number of students each session.
- Certain school activities and competitions are sponsored annually by local firms and clubs.

Information regarding activities which are currently offered in Penicuik High School is available from the school office in the first instance.

If you would like to book any of the facilities or join existing activities, please contact the school.

Accommodation booking:

School Office

Enrolment into day classes:

**Miss J Adamson
01968 674165**

Community Education (Evening Classes):

01968 664114 (9.00 am - 3.00 pm)

Care of Property

All clothing should be marked clearly and indelibly with the owner's name. Money or valuables must not be left unattended in coat pockets or schoolbags.

PARENTS ARE ADVISED TO SEE THAT STUDENTS' BELONGINGS ARE COVERED BY A DOMESTIC INSURANCE POLICY.

Students who lose or find anything of value should report it to the school office or the janitor.

Student lockers

Lockers have been installed for student use from funds raised by the Parents Association. Lockers may be rented by students for an annual Charge of £7.00. (£5.00 of which is refundable on return of locker key)

Students are issued with a padlock and one key - the second key being kept in the school office.

Mobile Phones and other valuable equipment are brought to school entirely at the owners own risk.

Equipment

Calculators

At the time of transfer from primary to secondary many parents are keen to equip their child with a calculator. If you are thinking of making a purchase, then we would recommend that a Scientific Calculator, rather than just a basic function calculator, is bought. With a Scientific Calculator, most of your child's mathematical needs will be catered for. Furthermore, the Maths Department is able to recommend the most cost effective machine available each year. At present the department makes bulk orders to enable students to make a purchase at a discount price. Students will have an opportunity to buy a calculator from the Maths Department in their first term at the High School or at the incoming S1 Parents Information Evening.

French dictionaries

The Modern Languages Department would like to emphasise the importance and usefulness of pupils having access at home to a bilingual dictionary in the language they are learning. This helps them develop dictionary skills and allows them to complete a wider range of homework tasks. Given that pupils are entitled to use a dictionary in SQA exams, it is extremely important that they are familiar with using a bilingual dictionary.

The department can make a bulk order to enable students to purchase dictionaries at a discounted price shortly after they enter S1, but should you wish to purchase a dictionary in the mean time, we would recommend the Collins' Easy Learning Dictionary which is available in most large bookshops.

Address and School Roll

Penicuik High School is a 6 year nondenominational, coeducational, comprehensive school.

School Address:

Penicuik High School
39A Carlops Road
Penicuik
EH26 9EP

Acting Head Teacher: Mr D MacDonald (Head Teacher: Mark Edie)

School Telephone No: 01968 674165

Fax: 01968 678604

Email: penicuik_hs@midlothian.gov.uk

School website: <http://www.penicuik.mgfl.net>

School Roll

The number of students enrolled at Penicuik High School is shown below. This session 2016/2017, 551 students are attending the school. The year by year breakdown of this figure is as follows:

Session 2016/2017

S 1	100
S 2	117
S 3	102
S 4	99
S 5	82
S 6	51
(Total - 551)	

Penicuik Class Sizes

At Penicuik High School we make a positive commitment to keeping our class sizes as small as possible.

Currently in S1 our average class sizes are:

Non Practical e.g. English, Maths = 20

History & Geography = 23

Practical (e.g. Science, Art, CDT, Home Economics) 17

Leaving Dates

A student who reaches the age of 16 years between 1 March and 30 September ceases to be of school age on 31 May, and may leave school on that date.

A student whose 16th birthday falls between 1 October and the last day of February ceases to be of school age on the first day of the Christmas Holiday, and may leave school on that date by special arrangements via the Head Teacher.

A student may be given permission to attend college before the official leaving date, providing four years of Secondary Education have been completed.

Students **may not leave** before the relevant date in order to take up employment.

School Staff 2016-17		
Acting Head Teacher	D MacDonald	
Depute Head Teacher	R Jamieson	
Acting Depute Head Teacher	J Adamson	
Art and Design J Dixon (PT) S McLennan (<i>PT Guidance</i>) A Dixon NQT	Modern Languages R Docherty (PT) M Brandie (<i>PT Guidance</i>) A Sinclair	Social Studies History L Forbes (Acting PT) G Docherty A Smyth Geography C Archibald Y Tavakoli
Design, Business & Computing Design and Technology P Beards (PT) R Merson C McKaig NQT Business Education C Chisholm Computing Studies M McGovern	Music K Murphy (PT) S McIntosh M Murphy (PT Guidance)	School Office D Razavi (<i>Admin Assist</i>) S Duncanson (<i>Support Assist</i>) L Davidson (<i>Support Assist</i>)
English & Media A Adams (PT Job-share) M Smith (PT Job-share) R Havill R Astor S Fleming M Garland NQT	Instrumental Instructors BJ Waddell (<i>Percussion</i>) F Mitchell (<i>Voice & Violin</i>) S Docherty (<i>Woodwind</i>) A Pilcher (<i>Guitar</i>) R Walker (<i>Brass</i>) H Yule (<i>Clarsach</i>) T Dance (<i>Cello</i>) A Dugan (<i>Piano</i>)	Learning Resource Centre S Downs (<i>Librarian</i>)
Home Economics M Mitchelmore (PT) M Porter	Religious Education L Graham (Acting PT) C Wilson	School Technicians G Brown (<i>Lab Tech</i>) B Furneaux (<i>Lab Assist</i>) E Hall (<i>CDT Tech</i>)
Support for Learning T Edge-Loake (PT) E Buchan	Physical Education N McShannon (PT) C Hunter P Jeans	Learning Assistants C Blyth J Dobbing A Glen K Harley F Laing S Robb G Hardy N Scott L Simpson
Mathematics L Forrester (<i>Acting PT</i>) D Saffhill (<i>PT Guidance</i>) C MacAndrew J Lawson	Science Biology A MacFadyen (PT) C Stacey D Scott Chemistry K Alder K Thornley Physics C Redford	Dining Room D Cochrane (<i>Cook Supervisor</i>) K McFadyen (<i>Lunch Supervisor</i>)
		Janitorial C White (<i>Head Janitor</i>) T Thomas (<i>Janitor</i>) J Wynne (<i>Janitor</i>)

Complaints Procedures

Parents and the school

Parents and schools separately can do a great deal to assist children's educational development. Together, we can achieve even more.

We will keep you informed of your child's progress and we will deal confidentially with any information which will help us in planning her/his education.

We will keep you informed of our policies and procedures and will consult you whenever a significant change is contemplated.

We rely on your support and we welcome your comments on the school.

1 If you are concerned about

A particular aspect of our work, please arrange an appointment to discuss the matter with the Guidance Teacher in the first instance. Where appropriate, the Guidance Teacher may nominate another senior member of staff to act on his/her behalf.

The Guidance Teacher will listen carefully to what you have to say, establishing clearly the issue(s) of concern and, if appropriate, providing you with any relevant information.

In some cases, your concerns can be dealt with immediately. Other matters may require more extended investigation. In the event, the Guidance Teacher will notify you, normally within five working days, of the school's response.

It is anticipated that, in most cases, the above steps will result in a satisfactory solution for all concerned.

2 If you are dissatisfied with the school's response

Please notify the Head Teacher that you wish to pursue the matter further.

He will either review the proposed action or notify you of the appropriate officer of the Authority whom you should contact.

Contact the named officer by telephone or by letter at Education and Communities Division headquarters.

The officer will investigate the matter and endeavour to resolve any difficulties. He/she will report the outcome to you, normally within five working days of being contacted.

3 Nearly all matters of concern are resolved through the above procedures.

If you remain dissatisfied, please contact again the officer involved at Stage 2; he/she will review the situation and/or indicate what other avenues are open to you.

4 In all cases, unresolved matters may be finally referred to the Chief Executive.

**INFORMATION FOR PARENTS 2016
SECONDARY SCHOOLS**

EXAM RESULTS

Results are Post-Review & cumulative

S4	5+ SCQF Level 3 or Better	5+ SCQF Level 4 or Better	5+ SCQF Level 5 or Better
2013/14	95.28%	93.70%	50.39%
2014/15	89.41%	87.06%	25.88%
2015/16	92.39%	91.3%	47.83%

S5	1+ SCQF Level 6 or Better	3+ SCQF Level 6 or Better	5+ SCQF Level 6 or Better
2013/14	52.48%	28.71%	9.90%
2014/15	70.87%	42.52%	21.26%
2015/16	57.89%	28.95%	14.47%

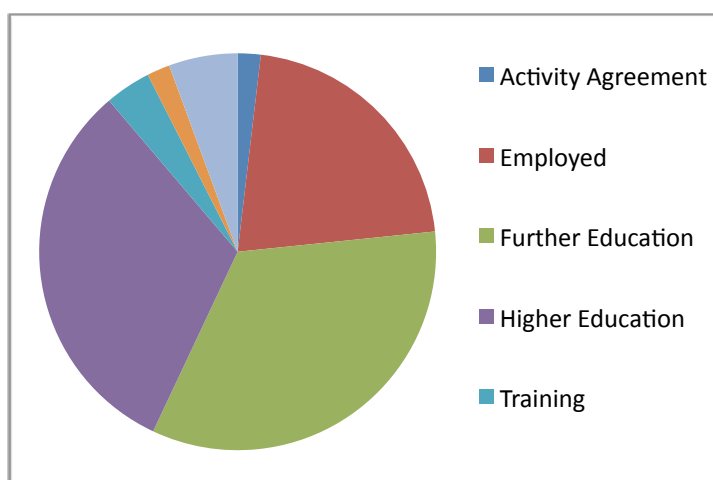
S6	3+ SCQF Level 6 or Better	5+ SCQF Level 6 or Better	1+ SCQF Level 7 or Better
2013/14	47.66%	36.45%	25.23%
2014/15	49.50%	29.70%	26.73%
2015/16	81.82%	54.55%	43.18%

All figures are cumulative

Further information about the school's performance against local and national measures can be found at Parentzone or obtained directly from the school.

SCHOOL LEAVERS' DESTINATIONS

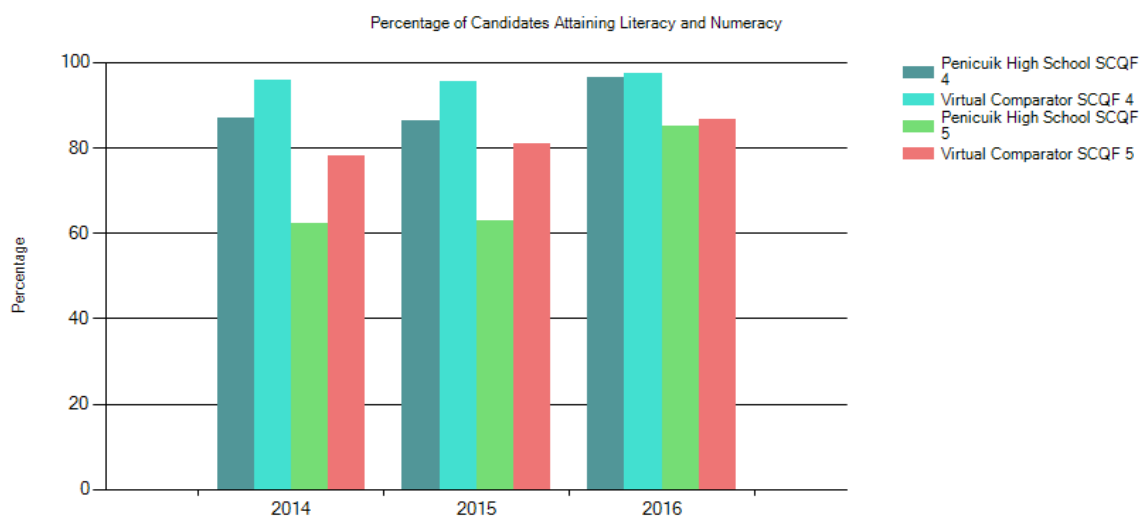
Further Education	34
Higher Education	32
Employment	22
Unemployed Seeking	5
Training	4
Activity Agreements	2
Unemployed Not Seeking	1



ATTENDANCE AND ABSENCE FOR SCHOOL YEAR 2015/2016

Penicuik High School 2015-16	S1	S2	S3	S4	S5	S6	S1-5
Total number of Possible Attendances (Pupil Half Days)	40863	33573	32662	31923	24167	26364	162925
Percentage Authorised Absences	4.35	5.07	5.16	5.31	6.49	6.99	5.16
Percentage Unauthorised Absences	1.37	2.91	2.64	7.54	5.36	3.85	3.74

LITERACY AND NUMERACY



HEALTH AND WELLBEING

Penicuik High School has now established Nurture Groups in S1 and S2 for selected pupils and these approaches are being used as a framework to develop a new Reading Room.

PENICUIK HIGH SCHOOL IMPROVEMENT PLAN 2016-17

In consultation with our students, staff and parents the school plans to drive forward the following improvements from August 2016 until June 2017.

To work on 'Closing the Gap,' as identified by the Scottish government, to reduce the gap between the most and least advantaged.

To improve the learners levels in literacy and numeracy.

Look at ways to engage with parents to improve pupil attendance at school.

To develop classroom experiences for every learner, especially those who require support for learning.

To create a reading culture across the school.

To improve standards of dress and behaviour.

To improve communication between school and home, especially if unit resits are required for examination courses.

Increase attendance at parents' evening.

To link, on a subject basis, with our associated Primaries. So our Science department will engage with Primary teachers about Science learning in Primary school.

To implement the new 'Named Person' legislation

Explore digital learning possibilities for our learners, including review and revise the school policy on mobile phone/digital devices, update the school web site and investigate the possibility of a school app for parents.

Ensure a rich experience of health and well being for all pupils across the school, including initiatives such as

- Rights Respecting Schools
- Better Eating, Better Learning
- Eco Schools
- Nurture & Resilience

To work on a new timetable structure for session 2017-18 in line with best practice..

To map creativity skills across the school and to look at areas for development of creativity and digital innovation

USEFUL ADDRESSES

Based at Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG

Chief Executive	Kenneth Lawrie	0131 271 3002
Director, Education, Communities and Economy	Mary Smith	0131 271 3718
Head of Education	Grace Vickers	0131 271 3719
Head of Communities and Economy	Ian Johnson	0131 271 3460
School Group Manager	Alan Wait	0131 271 3724
Additional Support Needs Officer	Lynne Grant	0131 271 3689
Education Officer, Lifelong Learning	Annette Lang	0131 271 3923
Placing Requests and Primary School Swimming Programme	Fiona Campbell	0131 271 3733
Parent Councils	Kevin McGuire	0131 271 3732
Employment of Children	Julie Currie	0131 271 3719
Education Maintenance Allowance, Bursaries	Gail Robertson	0131 271 3730
Free School Meals and Clothing Grants	Hui Li	0131 271 3655
School Lets	Mhairi MacLennan	0131 271 3705
Home to School Transport Section	Debbie Hunter	0131 271 5453

Scottish Government

Victoria Quay, Edinburgh EH6 6QQ 0131 556 8400

Education Scotland

Denholm House, Almondvale Business Park,
Almondvale Way, Livingston EH54 6GA 0141 282 5000