



BANCHORY ACADEMY



HANDBOOK

Information for Parents

2008

Please note that throughout this publication, where we refer to 'parents', this includes guardians and carers.



Banchory Academy
School Handbook 2008

Banchory Academy
Schoolhill
Banchory
Kincardineshire
AB31 5TQ

Tel: 01330 823 357

Fax: 01330 825 409

E-mail: banchory.aca@aberdeenshire.gov.uk

Website: www.banchoryacademy.co.uk

Rector: Mrs Sheila Di Maio M.A.,M.Ed.



BANCHORY ACADEMY HANDBOOK

CONTENTS

NB: The information provided in this booklet is correct at the time of printing but may be amended at any time.

	Page
Section 1 What kind of school is Banchory Academy? Information about the school, its aims, its facilities and the local authority; the Parent Council.	4
Section 2 How is the school organised? Information about the daily routine; attendance, punctuality, equipment, school and personal property, lunches, school council, out-of-school activities.	6
Section 3 What are the expectations of the school regarding standards? Information about uniform and behaviour.	12
Section 4 What is the academic structure of the school? Information about the subjects taught in S1 and S2, teaching groups, special needs, homework, reports, careers work, religious education and sex education.	16
Section 5 Pastoral care? Information about the relationships between parents and teachers, the job of the register teacher, the role of the Guidance teacher, how to meet the teachers, how to find out more about the school, how parents can help the school.	24
Section 6 Banchory Academy staff A list of senior staff, Guidance staff, teaching staff and non-teaching staff.	28
Section 7 Home-school agreement	31
Section 8 Important dates for your diary A list of holiday dates.	32
Section 9 Notes	33
Section 10 Statistical Information	34



Section 1

WHAT KIND OF SCHOOL IS BANCHORY ACADEMY?

General Information about the school and the Local Authority.

1. **What type of school is Banchory Academy?**

Banchory Academy is a six-year (12-18) comprehensive school, drawing its pupils from Banchory and the neighbouring communities of Crathes, Drumoak, Durris, Inchmarlo, Raemoir and Strachan. The school roll is currently around 945 pupils and there are regular placing requests from outwith the catchment area. While accommodation pressures are an issue, the school enjoys many excellent facilities and all classrooms are carpeted and well equipped.

Banchory Academy is an "Investors in People" accredited organisation, a Health Promoting School and has won a number of Enterprise Awards. The most recent school inspection was completed in 2006 and the report is available on www.hmie.gov.uk.

2. **In which education authority is Banchory Academy?**

Banchory Academy falls within the Marr Area of Aberdeenshire Council's Department of Education, Learning and Leisure.

The address of the Area Education, Learning and Leisure Office is:

Aberdeenshire Council
Department of Education, Learning and Leisure
Education Offices
Queens Road
Stonehaven
AB39 2HQ
Tel: 01569 766 960

3. **The Parent Council**

Banchory Academy is fortunate to have the support of a very active Parent Council. Membership of the Council consists of parents, who are always in a majority, staff and co-opted members.

The Council meets approximately once a month and the members discuss a wide variety of matters relating to the school, including policy development, financial planning, staffing and pupil-related issues.

Council members also play an important part in appointing senior members of staff.

At present the parent members of the Parent Council are:

Mrs B Bruce, Thornhill, Woodside Road, Banchory, AB31 4EN
(Tel: 01330 825800)



Mr Iain Stirling, Lochwood Cottage, Drumoak, Banchory AB31 5HE
(Tel: 01330 811952)

Dr McCrone, Corrennie, Raemoir Road, Banchory AB31 4EJ
(Tel: 01330 823423)

Ms Margaret Dorran, 28 Tillybrake Rise, Banchory, AB31 5T2
(Tel: 01330 825305)

Mrs Hanni Willan, Byron Cottage, Drumoak, Banchory, AB31 5EP
(Tel: 01330 811068)

Mr Vernon Fawcett, 22 Lawson Avenue, Banchory, AB31 5TW
(Tel: 01330 823514)

Mrs Sue Paterson, The Stables, Wood of Arbeadie, Banchory, AB31 4EP
(Tel: 01330 825503)

Mrs Linda Stephen, Burnside of Quartains, Drumoak, Banchory, AB31 5EN
(Tel: 01330 811282)

Kathy Davis is Clerk to the Parent Council.

Louise Christophersen is the PTA representative.

The Head Boy and Head Girl are co-opted members of the Parent Council.

The three local Councillors and the Rector attend Council meetings.

Banchory Academy is also fortunate to have fund raising support from parents through the Banchory Academy Parent Teacher Association.



Section 2

HOW IS THE SCHOOL ORGANISED?

Information about the daily routines.

4. How is the school day timetabled?

The school day starts at 8.50 am and ends at 3.40 pm.

The timetable consists of 30 periods per week of 50/55 minutes. The six-period day is organised as follows:

Warning Bell (pupils proceed to Registration)	8.45 am
Assembly/Registration	8.50 am - 8.55 am
Period 1	8.55 am - 9.50 am
Period 2	9.50 am - 10.45 am
Interval	10.45 am - 11.05 am
Period 3	11.05 am - 12.00 noon
Period 4	12.00 noon - 12.55 pm
Lunch	12.55 pm - 1.55 pm
Warning Bell (pupils proceed to period 5 class)	1.50 pm
Period 5	1.55 pm - 2.50 pm
Period 6	2.50 pm - 3.40 pm

5. Will my child be allocated to a House?

Each child is allocated to a House and to a register group. This allocation will be based on a number of factors, including siblings already at the school and the advice of the primary school. Each Guidance teacher has responsibility for a House and for overseeing your child's personal, pastoral, social and academic progress. Guidance teachers should be contacted to discuss any concerns and are pleased to discuss progress with parents. The Depute Rectors are also linked to Houses.

6. What are the names of Years and Houses?

There are five Houses, each one being linked to a Guidance teacher:

Kerloch	(Mrs Bruce)
Lochton	(Mr Trueman)
Monearn	(Miss Middleton)
Scolty	(Mr Kindness)
Ternan	(Mr Ritchie)



7. What happens if my child is absent or becomes ill during the day?

Progress at school is dependent on very regular attendance. The government has recognised the importance of good attendance and demands that schools and local authorities keep accurate statistics on attendance rates and the reasons for pupil absence, which are published annually. Consequently, it is essential that home and school work together to maximise attendance and ensure that all absences can be accounted for.

When it is known that a pupil is to be absent on a particular day or days, parents should provide a note for the register teacher informing the school of the proposed absence and the reason for it. Standard absence notes are produced in House colours and are available from reception. Parents are also requested to phone the school at the start of the day to notify the school office if a pupil is to be absent that day. Banchory Academy uses an electronic system called 'Groupcall' to monitor attendance. Groupcall is used to contact all parents automatically in the event of an unexplained absence.

Permission for absence due to family holidays will be given only on the understanding that such absences inevitably have an effect on progress and that responsibility for catching up on missed work lies with the pupil. Requests for permission to take pupils on family holidays during term time should be submitted to the Rector in writing. It is not school policy to provide separate work for pupils who will be absent for such reasons but pupils should check with their teachers as to what has been covered during their absence and make every effort to catch up on work missed. It should be noted that the government considers pupils going on holiday during term time as a form of unauthorised absence unless there is clear justification for the holiday being taken in term time. The fact that annual leave cannot be taken during school holidays and that holidays is cheaper during term time is not considered significant justification for coding the absence as authorised.

If a child is to be absent for a prolonged period, parents should contact the school by letter or telephone. The information will be recorded and avoids the school sending Groupcall messages or an enquiry form to parents asking the reason for an absence. If homework is required due to prolonged absence, parents should contact the appropriate Guidance teacher for arrangements to be made.



If, following an absence or because of injury, pupils are to be excused PE for a certain length of time, parents are requested to inform the school and/or the PE department. The note should also indicate how long non-participation is likely to last.

Register teachers should be informed of any medical or dental appointments which have been arranged during school hours. Normally this will be done by a pupil bringing the appointment card or a parent's note. Obviously it is in each pupil's interest for such appointments to be arranged after school or during the holidays.

A pupil's record of attendance is shown on her/his report card.

Pupils are not permitted to leave the school grounds without permission during school hours other than during the lunch break. Parents should be aware that the school remains open throughout the lunch break, but pupils are free to leave the school and its grounds.

8. Illness or accidents during school

Pupils who become unwell during the school day should report to reception, where a first aider will be called. A decision will then be taken to either keep the pupil in school or to arrange, after consultation with parents or the emergency contact, for the pupil to be sent home.

If after a short time it is apparent that a pupil cannot continue, it is likely that he/she will be sent home. Pupils will never be sent home to an empty house and pupils must never leave school without permission. Consequently it is very important that parents provide the school with accurate and up to date emergency information.

It would be appreciated if parents of pupils who are present in the morning but are not returning in the afternoon due to illness, could telephone the school to pass on that information.

The School Nurse

The nurse is an employee of Grampian NHS and not Aberdeenshire Council. First Aid is not one of the nurse's duties, but she may attend to pupils who may become ill or be injured during the day if she is available. The nurse's time in school varies as she is also working in primary schools. Her role is to administer immunisations, conduct health questionnaires and screenings, work on health promotion issues and deal with family health issues in liaison with the school Doctor and other agencies. Confidential health advice is offered to pupils and an open door policy is in place.

Nursing Assistant/First Aider

A Nursing Assistant is employed on a part-time basis (0.5 of the school week) to work in Banchory Academy to assist with routine medical and first-aid matters. It is important that children who are ill in the morning are kept at home, as the school has few facilities to accommodate sick children.

First Aiders

A number of school staff hold an HSE approved first aid qualification. Should a child be injured during the school day, every effort will be made to have her/him seen by one of the first aiders.

If the injury is believed to be serious or requiring further treatment, arrangements will be made to have the child treated at the local Health Centre. Alternatively, an ambulance will be requested. Parents will, of course, be informed and consulted. In the event of less serious injuries, parents may be asked to come to school to discuss action to be taken.



9. **Care of property, valuables and books**

Banchory Academy is generally a safe school and it is unusual for things to go missing. However, pupils are expected to be responsible for their property and for items issued to them by the school. Lockers are available for rent and can be used to store heavy items during the school day.

Pupils should have a school bag in which to keep books, jotters and other items which may be required during the school day.

Reasonable wear and tear will be understood, but pupils will be required to pay for damage to books or loss of books. Similarly, accidental breakages will be looked on with sympathy, but deliberate vandalism of any kind will not be condoned a proportion of the repair costs will be charged to parents.

Bags containing money or other valuables should not be left unattended. Money should not be left in changing rooms, but rather should be handed to members of staff for safekeeping. If it is absolutely necessary to bring sums of money or valuable items to school, they should be handed in at Reception and collected at the end of the day.

For reasons of security and safety, jewellery should not be worn to school, as it can be dangerous, particularly when pupils are involved in practical subjects. Mobile phones iPods and MP3 players must be switched off at all times other than morning interval and lunchtime. If any such item is being used during a lesson then it will be confiscated by the teacher. Items will only be returned to pupils once a parent/carer has telephoned the school to discuss the matter with a member of the Senior Management Team.

It is recommended that nametags be sewn into jackets, sweatshirts and jerseys.

Lost Property

The janitor keeps lost property but only for a period of around 6 weeks due to lack of storage space. Any pupil who loses a piece of property should check with the janitor to find out if it has been found. Property which is found should be handed in at Reception. If the janitor does not have the item, the loss should be reported to the appropriate Guidance teacher, who may be able to investigate the matter further. It would be most helpful if parents could ensure that items are marked with the pupils name.



10. **Equipment for school**

The school will provide each pupil with the necessary exercise books, textbooks and a homework diary/planner. However, it is expected that each child will bring the following items of equipment to school each day:

- a school bag;
- a pen, pencil, rubber, ruler, geometry equipment, coloured pencils;
- a calculator of a type recommended by the school;
- PE kit (as necessary);
- their homework diary.

11. **Lunchtime arrangements**

Parents should be aware that while pupils are encouraged to stay in the school or its grounds at lunchtime, there is no way of ensuring that they do so. In general pupils are free to leave the school grounds at lunchtime, and some go into town to purchase their lunch or simply to walk around. Others go home for lunch.

Parents who do not wish their children to leave the grounds at lunchtime should ensure that they are given clear instructions to remain in school. This information should also be conveyed to the appropriate Guidance teacher. While we cannot ensure that pupils will not leave the grounds, we will endeavour to reinforce parent's wishes.

The school building is open to pupils throughout the lunch break and a number of activities are on offer at that time.

School Lunches

The school dining room runs a cafeteria service and is open at the morning interval for the selling of snacks and throughout the lunch interval.

A main course costs £1.30 to £1.50, soup and sweet is 50p, but extras may be added to this. Pupils may also select from a cafeteria style menu and pay per item.

Pupils who bring packed lunches to school are accommodated in the dining room. Additional seating is available in the central hall and may be used by children who bring packed lunches.

Under certain circumstances some children may be entitled to free meals. Any parent who wishes more information in respect of free meals should contact the Rector or the appropriate Guidance teacher.

12. **Good communication between home and school**

We believe that good communication between home and school is of crucial importance. The school undertakes to communicate effectively and regularly with parents on all matters which influence the education of our pupils.



Website

Banchory Academy has a website which contains useful information about the school. The website is being constantly upgraded and improved and we are working towards making it more interactive. School newsletters and parental letters are also published on the website. The website address is: www.banchoryacademy.co.uk

13. What extra-curricular activities will there be?

As a Health Promoting School, Banchory Academy aims to promote the physical, social, spiritual, mental and emotional health and well-being of all children, young people and staff. We strive to identify and respond to the health needs of the whole school community and work towards meeting those needs. Extra-curricular activities can do much to promote a lively and positive ethos within a school.

In Banchory Academy we are keen to offer a broad range of extra-curricular opportunities.

The present range of activities, available either during the school year or as part of Activities Week includes:

Amnesty International	Tae Kwon Do	Flute Choir	Choir
Aerobics	Badminton	Hockey	Netball
Sailing	Chess	Rock Wall	Scripture Union
Debating	Duke of Edinburgh	Soul Academy	String Orchestra
Guitar Ensemble	Basketball	Yearbook	Young Enterprise
Orchestra	Reading Group	Golf	Football
Rugby	Trampolineing	Brass Band	Public Speaking
Table Tennis	Woodwind	Creative Writing	
	Concert Band	Samba Band	

The school is also fortunate to have the services of a School Sports Co-ordinator. The Co-ordinator's role is to increase the number of extra curricular sporting activities available to pupils and to encourage participation in sport and fitness activities.

14. Is there a Pupil Council?

YES—The Pupil Council is a properly constituted and democratically elected body which represents all age levels and enables the pupils to play their part in the running and development of the school. The Council has an advisory and consultative responsibility which is extremely valuable, most of all

in helping to develop the awareness of pupils that the school is a co-operative community.



Section 3

WHAT ARE THE EXPECTATIONS OF THE SCHOOL REGARDING STANDARDS?

Information about uniform and behaviour.

15. Is there a school uniform?

YES—We have a school uniform in Banchory Academy for the following reasons:

- differences between pupils are reduced, which in turn reduces some of the causes of isolation and bullying;
- the self-esteem of particular groups can be improved;
- the security of the school is improved—it is easy to spot who does and does not belong to the school community;
- pupils can feel a stronger sense of belonging and commitment to the school;
- it creates a sense of pride in the school;
- it projects a positive image of the school in the community;
- it creates a sense of purpose within the school environment.
- The support of parents is requested to ensure that the current high standard of dress is maintained.

Boys

White shirt and school tie
or white polo shirt with school crest
Maroon sweatshirt with school crest
Smart black trousers
Black Shoes or black training shoe
style shoes (not trainers)
**Optional: A Banchory Academy
fleece is also available**

Girls

White blouse and school tie
or white polo shirt with school crest
Maroon sweatshirt with school crest
Smart Black skirt or trousers
Black Shoes or black training shoe
style shoes (not trainers)
**Optional: A Banchory Academy
fleece is also available**



16. What if I cannot afford the uniform?

You may apply for a grant towards uniform either direct to the Area Education Office or via the school.

17. Where can I obtain the uniform?

The uniform can be purchased at the School Reception.

18. What is the Physical Education kit?

Dress Code for Girls and Boys

Pupils are expected to bring a full change of clothing for their P.E. lesson. Whether indoors or outdoors this change of clothing should include – top, bottoms, socks and trainers.

Pupils are expected to wear sports clothing such as T-shirts, sweatshirts, shorts, tracksuit bottoms etc.

No garments made from Denim material should be worn during P.E. lessons.

No items of jewellery should be worn during P.E. lessons. All body piercing should be removed or covered with a plaster.

Laces on trainers must be tied to support ankles.

19. Promoting good behaviour

In general, behaviour in Banchory Academy is very good and serious incidents of misbehaviour are very rare. We recognise that effective learning can take place only if pupils are able to enjoy a secure and orderly environment. The school's policy on promoting good behaviour places strong emphasis on the development of a positive ethos. This positive ethos is characterised by good relationships between pupils and between staff and pupils. Staff are also aware of the need to reward and motivate pupils through the use of praise.

We also attempt to promote positive behaviour through setting consistent standards and expectations in every teaching area. These standards and expectations are set out in the Classroom Code, which is displayed in each area, published in the homework diary and is regularly explained to pupils. The code challenges low-level disruption, which may seem trivial but is very harmful to learning. A similar code establishes the expected standards of behaviour in corridors.



The vast majority of our pupils follow the codes carefully. On the rare occasion when a pupil chooses to ignore them, he/she is likely to become the subject of a disciplinary procedure.

This will start with a referral to the Principal Teacher of that subject, but should the problem persist, it may lead to referral to a Depute Rector or the Rector.

Parents will be involved at an early point if it appears that a behavioural problem is developing. The pupil's Guidance teacher, who will have monitored the pupil's behaviour over a variety of classes, may convene a meeting.

The referral system is supported by a series of sanctions such as punishment exercises or detentions. Parents will be informed if a sanction is imposed on a pupil.

In particularly complex situations the Rector may wish to convene a case conference involving the home, the school and appropriate outside agencies such as the Social Work Department, Psychological Services and the Education Network Manager.

If a particularly serious incident of misbehaviour takes place, the Rector has the power to exclude a pupil from school.

20. Is there a detention system?

YES—Detentions run each day at lunchtime, from 12.55 pm to 1.25 pm.

As part of the school's behaviour policy, pupils are placed on detention as a strategy for addressing and reprimanding unacceptable behaviour. If your child is placed on detention, you will be notified the day before by a detention slip, which should be delivered to you at home by your child for you to sign. This slip must be returned to school by the pupil and handed in to the teacher supervising the detention. Failure to attend lunchtime detention results in an after school detention.

21. Anti-bullying policy

Banchory Academy has developed a policy and a strategy to cope with bullying. Pupils are made aware of the school's approach to bullying through social education, assemblies and work in their subject classes.

If there has been an incidence of bullying behavior, in the first instance the school will follow a 'no blame' approach, with appropriate support and advice being provided for all those concerned. Where the problem persists, or a very serious incident takes place, firmer action may be required and disciplinary action may be necessary.

In November, the school celebrates anti-bullying week into a series of lunchtime activities designed to get pupils from different year groups mixing and having fun.



A leaflet for pupils and parents has been produced and is available from the school or on occasions such as parents' evenings. The leaflet offers advice on how to respond to bullying. The leaflet is issued to all families in September/October each year.

Confidential methods of passing on information about bullying are available and made known to pupils. There is a text number that can be used to report bullying incidents and a bully line box at reception.

Any parent who believes that her/his child is being bullied should contact the appropriate Guidance teacher or a member of the senior staff as quickly as possible.

22. Drugs education

The school recognises that the problem of drugs is widespread in society and affects every community, large or small, urban or rural.

The school has a planned programme of drugs education for pupils in all years. Co-operative work is carried out with the Community Learning Service, the Police Schools Liaison Officer and with the Cluster primaries to promote awareness among young people and their parents.

The local authority has produced guidelines for headteachers who may have to deal with drug related incidents. These guidelines, while expressing the need to be supportive of any young person caught in possession of an illegal drug, emphasise the requirement to report the matter to the police and in all probability exclude the pupil from school.

In accordance with this policy, the Rector will report any pupil, under the influence of, in possession of, or suspected to be in possession of, an illegal drug to the Police



Section 4

WHAT IS THE ACADEMIC STRUCTURE OF THE SCHOOL?

Information about primary/secondary transfer, subjects taught, pupil groupings, reports, homework, special needs, sex education.

23. **How are First and Second Year classes organised?**

First year classes are organised on a mixed ability basis. This means that all classes will contain the full range of ability and no class is better than any other. Teaching mixed ability class groups is a very demanding task for any teacher. However, it is part of the school's learning and teaching policy to ensure that each child is set tasks in keeping with her/his ability.

A number of factors are taken into consideration when classes are being made up. For example, care is taken to ensure that a pupil is placed in a class where he/she knows someone. This is particularly important for pupils coming from small primary schools. However, it is not possible to ensure that every pupil is placed with her/his best friend

Care is also taken to ensure that there is a genuine mix of ability in each class. Advice is obtained from primary teachers and learning support staff to ensure that the best balance is achieved.

In second year some setting takes place in Mathematics and English with pupils being broadly grouped according to past performance.

All first and second year pupils follow what is called the common course, which means that they all study the same subjects.

24. **What will my child study?**

The teaching cycle is organised round 30 periods per week, each 55 minutes long.

In first year all pupils study the following subjects. The number of periods allocated **per week** to a subject in S1 is shown below. The number in brackets shows the number of periods allocated in S2.

Art and Design	1	(2)	Modern Studies	1	(1)
Drama	1	(2)	Music	1	(2)
English	4	(4)	Physical Education	2	(2)
French	3	(3)	Religious Education	1	(1)
Geography	1	(1)	Science	3	(3)
History	1	(1)	Social Education	1	(1)
Home Economics	2	(1)	Technical Education	2	(1)
Mathematics	4	(4)	Information Technology	2	(1)



Before the end of second year pupils and parents will make a choice of 8 (in most cases) subjects to be studied in S3 and S4. Most subjects will lead to a Standard Grade certificate, which is awarded at three levels—Foundation, General and Credit. In some subjects/cases, pupils may be presented for new National Qualifications at Access 3, Intermediate 1 and Intermediate 2.

Students returning to school for fifth year will normally study five courses leading to new National Qualifications at either Higher or Intermediate 2. These courses are certificated by the Scottish Qualifications Authority.

Students who successfully complete a course in fifth year may be offered the opportunity to study the subject at a more in-depth level, and work towards a Higher or Advanced Higher in sixth year.

Additional information on the curriculum is provided in three booklets, which are issued to pupils and students at the appropriate times.

S1 and S2:	The First Two Years
S3 and S4:	Which Course S3/4
S5 and S6:	Which Course S5/6

25. **How will your child's work be assessed and reported?**

The school has a policy on assessment and reporting which stresses the close relationship between assessment and effective learning and teaching. We recognise that assessment results should be used to inform the next steps in learning and teaching. The policy also emphasises the importance of reporting information in ways which enable it to be acted on by pupils, teachers and parents.

In addition to regular, on going assessments, principal teachers will arrange more formal tests for S1 and S2 pupils throughout the session.

In September, all S1 pupils are given baseline tests under the auspices of Durham University's Centre for Educational Management. The results of these tests enable the school to establish suitable targets and expectations for all pupils and provide a benchmark against which to judge future attainment.

Formal examinations for other years are held at certain times during the session. Examinations for S3 pupils are held in March/April. These examinations are set in class time and are arranged by departments. Diets of preliminary examinations are arranged for pupils and students in S4–S6. The S4 prelim exams take place in late November and those for S5 and S6 take place in mid-February.



The SQA examinations, which are taken by S4, S5 and S6 pupils, begin in May and run until the beginning of June. Study leave is granted to pupils for these examinations and parents are requested to ensure that their children use this time to study in a planned and consistent manner.

Pupil Reports and Parents' Evenings

Pupils' progress will be communicated in a variety of ways. To assist in this process, subject reports will be issued at key points during the session. Reports are normally issued according to the following timetable:

	Report	Parents Evenings
First Year:	May	December
Second Year	February	February
Third Year	June	November
Fourth Year	January	January
Fifth/Sixth Years	March	November

Reports provide a basis for a positive and constructive dialogue between home and school. Parents are encouraged to make use of the reply slip which allows them to comment on the report. The reports also form the basis for discussion at S2 and S4 parents' evenings which take place shortly after the issue of the reports.

Reports show the grades achieved for each subject (or units within subjects) as well as indicating progress with effort and behaviour. Teachers also complete a comment/advice section on each report.

An appointment system operates on parents' evenings. Pupils are issue with appointment sheets and asked to arrange meeting times between their parents and teachers. Guidance staff may have a commitment to their subjects during parents' evenings, so parents wishing an individual session with a Guidance teacher should make an appointment with them by contacting the school office.



26. Support for Learning (SfL)

Within the SfL department we have a number of staff who have developed extensive experience in supporting children's learning. A number of these teachers have undergone specialist training for supporting children with learning needs. Provision in the SfL department is intended to meet the needs of all pupils, regardless of their academic ability. Support may be provided on a short-term basis, perhaps on returning to school after a prolonged absence. Support may also be provided throughout a child's school career, e.g., for a child with a specific learning difficulty.

In cases where more specialist help may be required, the department liaises with other agencies such as the educational psychology service, speech therapy and occupational therapy. Support from an educational psychologist is only requested after full discussion with and agreement by the child's parents.

In addition to information received from the previous school, SfL staff use curriculum related assessments along with standardised tests to identify pupils facing difficulties in learning.

The information gathered from each of these sources is used to develop the most appropriate programme of work for the pupil. Forms of support are tailored to meet individual needs, but may include team teaching, in-class support, short-term withdrawal from normal classes, a home-school support programme, a paired reading programme, the use of the Successmaker computerised learning programme or drop-in support in the SfL department, e.g., at lunchtimes. The department also identifies the alternative assessment arrangements required for pupils sitting SQA examinations.

All teaching staff are issued with the confidential pupil information required to develop the most effective teaching and learning strategies to meet each child's needs. SfL staff consult with class teachers on a regular basis regarding pupil progress and work closely with class teachers in developing the best programmes of work to help the pupil.

Pupil progress and attainment are regularly monitored, both through informal discussions with class teachers and Guidance staff, and also through formal review meetings. The frequency of review meetings is varied to meet pupil needs.

For parents of pupils with additional support needs, the move to secondary school can bring new anxieties. SfL staff organise specific parents' evenings to address concerns relating to S1 pupils receiving additional support. The principal teacher of SfL can also be contacted to answer questions or discuss your concerns. Parents are also fully involved in progress review meetings. If you feel your child is experiencing a problem with learning and could benefit from additional support, please contact her/his Guidance teacher or the principal teacher of SfL.



27. Are pupils given homework?

YES—A homework policy is in operation and a summarised version is made available to all parents. The policy recognises that homework is an integral part of each child's education. The policy also indicates what is expected of pupils, teachers and parents to ensure that homework is beneficial and leads to educational progress.

Parents will be informed if a pupil regularly fails to complete homework tasks. In turn, parents are encouraged to contact their child's Guidance teacher if they have concerns about any aspect of the school's homework policy.

The frequency and quantity of homework will vary from subject to subject and from pupil to pupil. As a rough guide, the duration of homework in S1 and S2 is expected to be no more than 3 hours per week. S3 and S4 pupils should have no more than 8 hours per week, allowing one hour per subject. S5 and S6 should not have more than 10 hours—two hours per subject.

All pupils are issued with a homework diary/year planner. These are high quality and expensive, and consequently all pupils are expected to take care of them and to use them conscientiously. Pupils will be expected to meet the full cost of replacing a lost or defaced diary/planner. On S1/2, parents are encouraged to regularly check and sign the pupil planner.

28. What type of homework is set and what parents can do to help

The school trusts that parents will encourage and support their children in their homework tasks, especially in setting aside time each evening to go over the work covered in the lessons that day. Pupils should record and learn any new words and also check that they have understood the work done in the lesson by, perhaps, highlighting the important points.



Type of Homework	What your child does...	... and what you could do
<u>LEARNING EVERY EVENING</u>	Here the job is to remember certain words, facts, details or rules. Every evening your child should go over the work covered that day to make sure they understand what they have done.	Act as question master/mistress or a tester. Talk to your child about what they have done in their lessons that day.
COMPLETING	Here, work already started in school is to be finished at home.	Look at the whole piece of work and perhaps make helpful comments. Ask what the whole task is about.
WRITING UP	Your child will use homework time to write about work done in school or write a finished version of rough work done in class.	Again, look at the whole piece or, even better, talk about it briefly first to get the work clearly ingrained in the child's mind and jog the memory.
QUESTIONS	A matter of answering questions following a lesson.	Check the answers. Do they give the exact information wanted in the question?
FINDING OUT	Searching for information on a given subject. Part of this homework might be done in the school library in the pupil's own time.	Don't do too much for them here! But do encourage and help when they are stuck. It's obviously better to suggest where they might find the information than to find it for them.
READING	Reading a passage or some pages, or a set time will be given for reading.	Try to build up a general habit of reading at home. If everybody reads, then the homework becomes a natural activity. Why not hear your child read a part aloud?
REVISION	Quite simply a matter of learning a section of work for a test or an examination.	Get your child to explain the work to you. You ask the questions once they say they're ready. You can even "mark" the answers if you like.
READING AHEAD	Reading on ahead in a textbook to get some idea of what work is to come – and be ready for it.	Be aware of what they are doing in the subject at the moment; be interested in what he or she has found out.
ROUGH WORK	Here, the pupil is asked to prepare for a lesson to come by putting ideas or information into their jotter.	Suggest a starting point perhaps. Once finished, ask them to read the work to you. Even if it is rough work, the rules of spelling and punctuation still apply.



29. Careers information

Careers Scotland provides a career planning service to the school. The Careers Adviser attached to the school is Rosemary Maycock who can be contacted at the Careers Scotland Centre in Aberdeen when she is not in the school – telephone number 01224 285200. The input of Careers Scotland is negotiated annually with school staff to meet the needs of pupils within the available time resource.

Careers Scotland offers a career planning service with particular support for young people at key transition points. The focus is on group work to develop the life long skills of career planning and decision making. To support this, Careers Scotland has developed resources including Career Box which includes materials for use in schools for all years from Primary through to Secondary 6 and enterprise activities such as to research careers ideas, access to on-line vacancies, explore links to job areas, further and higher education – and work towards reaching well informed realistic career decisions. There is also a parent support area. The website address is www.careers-scotland.org.uk

Young people should be able to self help from resources available. The colour coded section of the school careers library have been developed to match the equivalent sections of the Careers Scotland website Resource Centre.

When young people require further help and support, they can complete and return to the librarian a request card – available in the library or form Guidance staff. Support can be in the form of group work, drop in to lunchtime clinic, short assisted interviews or, in some cases, a more intensive individual career planning meeting. Parents are welcome to attend meetings or to follow up the issues discussed.

Young People leaving school for employment can discuss and register their job choices and access help in job seeking skills, creating CV and completing application forms. Where appropriate, they can be submitted to a 'Get Ready for Work' training place if further help and support is required before entering the job market.

Career Planning is not a one-off event which ceases when the young person leaves school, but is a life-long skill to help young people of all ages cope with change. Young people are encouraged to contact Careers Scotland if circumstances change – perhaps after the publication of exam results or after a period of employment or further education.



30. Religious and moral education, religious observance and school assemblies

Banchory Academy is a non-denominational school. All pupils in S1-S4 will spend a certain amount of time each week in the Religious, Moral and Philosophical Studies Department.

The Department's syllabus is based on Christianity but also takes account of the teaching and practices of the principal religions to promote understanding and respect for those who believe in other faiths.

Throughout the year, certain religious services are arranged. The Clergy of the churches in Banchory serve as school chaplains and play an active part in the life of the school, making regular contributions to the assembly programme, Social Education and RMPS lessons. If parents wish to withdraw their children from religious education/observance they should write to the Rector.

Morning assemblies are a regular and important feature of school life. Assemblies are used to provide opportunities for religious observance, to support the school's programme of moral and values education and to provide a direct means of communication with pupils. Assemblies take place on a year group basis in the dining room at 8.50am. Information briefings for S5 and S6 are also held weekly.

School Chaplains

The school has six School Chaplains. They are:

Rev M Haddow, Banchory Ternan East Church

Rev T Stephen, Youth Co-ordinator

Fr A Mann, St. Columba's

Rev D Walker, Banchory Ternan West Church

Dr. S Keir, Deeside Christian Fellowship

Rev L Eunson, Episcopal Church



Section 5 PASTORAL CARE

Information about the relationships between parents and teachers; the job of the Guidance teacher; how to meet the teachers; communications between the school and home.

31. **Guidance**

All staff are expected to take an interest in the general development and welfare of our pupils. In addition there are five principal teachers of Guidance who have particular responsibility for the welfare of the pupils in the school. On entry to the school, each pupil is allocated to a Guidance teacher who will maintain contact with the pupil throughout her/his school career. In addition to personal advice and support, the Guidance teacher will provide assistance with curricular and career matters at the appropriate times.

Guidance Staff also meet with pupils on a weekly basis during timetabled Social Education classes. The Social Education programme covers a wide range of topics which are designed to increase understanding of physical and emotional development, develop the ability to relate well to others, promote awareness of health issues and develop the ability to make positive choices regarding personal health and well being. Further information on the Social Education programme can be found in our curriculum information booklets or can be obtained from the Depute Rector in charge of pupil support. Guidance staff are normally the first point of contact for parents. Should the need for advice, clarification or support or to raise concern arise, parents are encouraged to contact the guidance Staff.

32. **Will sex education be taught?**

YES—Sex education is not only informative and an essential part of each child's education, but it is taught with sensitivity and understanding throughout the school in a co-ordinated programme of personal and social education. The Guidance staff share responsibility for this area. We seek to extend knowledge and understanding of the value of caring and responsible personal relationships for all pupils. Parents who have concerns about aspects of sex education should or wish to find out more about the programme contact the school.



33. Child protection

Everyone has a responsibility to protect children from harm.

School staff are in a unique position to contribute to the protection of children and must share concerns with appropriate colleagues and agencies.

Every school has a Designated Officer who has been specially trained to listen to concerns and act on them as necessary.

Unless satisfied that a child has not been harmed or is not at risk of being harmed, the school must relay their concerns immediately to the social work service and/or the police. Social work and the police will determine when and how the child's parents/carers and other services are to be informed of the concerns.

34. Equality and Fairness

Our school policy is to promote respect for the values of others, together with an appreciation of the diversity cultures within our society. This will encourage equality of opportunity and the elimination of discrimination on the grounds of race, gender, class, religion, disability, sexual orientation or disability.

We do this via the school curriculum by rejecting racism, sexism and other discrimination and by developing a welcoming and understanding climate in classrooms, where learning is not inhibited by antagonism or disrespect for anyone's background. We ensure that all pupils have access to a variety of materials and that they are aware of the needs of individuals and groups.

In the informal curriculum, the school has an ethos in which all people are encouraged to develop positive attitudes and are given a definite sense of self-identify and self-respect. We are a community which promotes acceptance of others and rejects prejudice.

The atmosphere in the school encourages everyone to have an empathy with individuals' disabilities or weaknesses. Our school is multicultural—both in character and philosophy.

All pupils are encouraged to take a balanced view of life, to be able to weigh up opposing arguments and to make decisions based on evidence and sound moral values.



35. Health and safety

In Banchory Academy we recognise and accept our responsibility for health and safety.

To this end we will, in so far as is reasonably practicable, provide safe and healthy working conditions for staff, pupil, parents and other people who may be affected by our activities. Further, we will endeavour to ensure continuous improvement in the quality of the health and safety in and around the school.

The creation, maintenance and improvement of the quality of a safe and healthy working environment requires the full commitment of all member of staff and pupils. To this end, we require all members of the school community to support this policy.

36. I want to talk to somebody about my child, whom do I ask to see?

The Rector is always happy to see you, but under normal circumstances it would be more useful to see the Guidance teacher, who will have developed close day-to-day knowledge of your child. You will need to telephone or write to make an appointment at a time when members of staff are not teaching.

37. How will parents and teachers get to know each other?

We have adopted a number of methods.

A PARENTAL CONSULTATION EVENINGS

Parents of all pupils will be invited to school to discuss their children's progress during the year with subject teachers and Guidance staff.

B INTERVIEWS WITH STAFF

Parents will always be welcome to make arrangements for individual interviews with appropriate staff at any time in the year.

C ENRICHMENT ACTIVITIES AND EVENTS

We provide a full range of events such as concerts, drama productions and sports days, etc., and on these occasions we welcome the whole family to take part in a happy and enjoyable social occasion.



38. What can I do to help?

There is so much that a parent can do that we could write another book on it. But here are a few hints.

- Support the school's aims.
- Encourage self-discipline in your child by reinforcing the school's code of conduct.
- Ensure your child wears the school uniform.
- Always encourage your child in her/his work.
- Working closely with us in the interests of the child. If there is something about which you are not sure, do not hesitate to contact the school.
- Ensure your child attends school regularly and notify us as soon as possible of any reason for their absence.
- Keep us informed of anything that happens at home, which might cause changes in behaviour/ attitude of your child, e.g. illness in the family, divorce, death of a pet, etc.
- Support extra curricular activities such as school productions, social evenings, etc.
- Attend the parents' evenings.
- Check your child's homework diary every week.

39. Resolving complaints

Although school days are usually happy times, unfortunately things can sometimes go wrong. When they do, we are naturally keen to resolve difficulties. Obviously the sooner this is done the better, so that children's learning is not affected.

Banchory Academy has an open door policy. If parents are worried about any aspect of their child's education, they should get in touch with the school, make an appointment and the problem can be talked over. Hopefully this will put an end to the concerns and worries.

However, if parents feel they need to make a complaint, there are procedures for dealing with them. In the first instance, your complaint should be put in writing to the Rector, who after acknowledging the complaint will ensure that it is fully investigated.

It is very unusual for a concern not to be resolved at school level. However, if parents remain dissatisfied after the school's handling of a complaint, it is possible to forward the concern to the Education Network Manager or Director of Education Learning and Leisure at Aberdeenshire Council. When lines of communication between home and school are open, this is not normally necessary. If we know you have a concern, we can do something about it.

We do not investigate anonymous complaints.



Section 6

BANCHORY ACADEMY SCHOOL STAFF

October 2007

Senior Management Team

MAI	Mrs Sheila Di Maio	Rector
BTT	Mr Graham Bett	Depute Rector
CME	Mrs Sue Cameron	Depute Rector
MCD	Mr Graham McDonald	Depute Rector
NCL	Mr Colin Nicoll	Depute Rector
VKR	Mr John Vickers	
	CSN Support Services Coordinator	

DEPARTMENTS

Business Studies

MBS	Mrs Carol Mackie, Acting PT
RKE	Mrs Elizabeth Reekie

Computer Education

MCK	Mr David Mackie, PT
RSS	Ms Fiona Ross

English (Faculty)

FMN	Mrs Lyn Forman, PT
BWS	Mrs Katherine Bews (Maternity Leave)
CPR	Mrs Anne Cooper
KNG	Mrs Pauline De Koning
ELR	Mrs Wendy Elrick
GTS	Mrs Eleanor Griffiths
KEL	Miss Morag Kell
LTH	Mrs Mary Leith
NTN	Miss Emma Naughton
PRK	Miss Gretchen Perk

Expressive Arts (Faculty)

BRC	Mr Andrew Bruce, PT Faculty
-----	-----------------------------

Art & Design

AGS	Mrs Sheila Angus
BCE	Mrs Elizabeth Bruce
HCN	Mrs Cynthia Hutcheon
REI	Miss Alison Reid
TGL	Mrs Anne-Marie Trudgill

Drama

BDR	Ms Margaret Bryce
DDN	Miss Darrell Davidson

Music

RNK	Miss Fiona Rankine
SPR	Miss Louise Spearman

Music - Instrumental Instructors

Mrs Christine Cheyne
Mr Andrew Johnson
Mrs Janet Leadbetter
Mr Kyle McCallum
Miss Moira Ross
Miss Morag Thomson
Mrs Tracey Webster
Mr Peter Wiltshire

Woodwind

Guitar
Cello
Piano
Brass
Percussion
Violin
Double Bass

Home Economics

SKR	Mrs Mairi Skinner, PT
TRS	Mrs Fiona Towers

Humanities (Faculty)

PAT	Mrs Moira Paterson, PT Faculty
-----	--------------------------------

Geography

BLD	Mr Billy Bilsland
MHR	Mr Paul Mather

History

MHI	Mr Allan Mackie, PT Subject
SRT	Mr Alan Short

Modern Studies

PTR	Mr James Paterson, PT Subject
-----	-------------------------------

Religious & Moral Education

JRE	Ms Heidi Jamieson
TPP	Mrs Hannah Topp

Mathematics (Faculty)

MKY	Miss Fiona Mackay, PT
BRY	Mrs Catherine Berry
DMA	Mrs Debs Dixon
FCH	Mrs Ruth French
LSL	Mrs Ros Leslie
MRA	Mr Niall MacRae
SMA	Miss Janice Smith
STT	Mrs Islay Stewart

Modern Languages (Faculty)

SMT	Mrs Lorraine Smith, PT
ALL	Mrs Fiona Allan
GCT	Mrs Joanna Groucott
MUR	Mr James Murray
WRN	Miss Rachael Warrander

Physical Education

PRE	Mr Barry Petrie, Acting PT
BPE	Mrs Lesley Bett
FHY	Mrs Susan Flaherty
SNR	Mrs Brenda Stanger
WLL	Mr Mark Will

Science (Faculty)

RPH	Mr Stuart Reid, PT Faculty
Biology	
AUS	Mr Philip Austin, PT Subject
GLD	Miss Fiona Gold
MCA	Mrs Katherine McAllister (Maternity Leave)
OEN	Miss Nina Owen
RBN	Mrs Jenny Robinson



Chemistry

BLS Mrs Genya Bayliss
CNS Mrs Lesley Clunas
HDN Mrs Susan Henderson
RDH Mrs Catherine Riddoch
SKN Dr Matthew Skellern

Physics

DPH Mrs Hilary Davies
SHN Dr Nabil Shaheen
YNG Mrs Linda Young

Technical Education

SIM Mr Les Sim, PT
JAM Ms Lynn James
RLS Mrs Paula Rowlands

PUPIL SUPPORT

Guidance

BGU Mrs Gill Bruce, PT Kerloch
(also Biology/General Science)
KND Mr George Kindness, PT Scolty
(also Biology/General Science)
MDN Miss Lynn Middleton, PT Monearn
(also PE)
RIT Mr Niall Ritchie, PT Ternan
(also PE)
TMN Mr Douglas Trueman, PT Lochton
(also Music)

Integrated Children's Services Staff

Mrs Karen Murray, Social Worker
Miss Pamela Urquhart, Pupil Support Worker
Ms Sarah Bisset, Pupil Counsellor

Support for Learners

JCK Mrs Susan Jack, PT
ALN Mrs Heather Allan
CLD Mrs Julie Copeland
CPS Mrs Helen Copus
LCK Miss Jo Lockhart
MCC Mr Julian McCormick
MNY Mrs Wendy McNay
RDH Mrs Catherine Riddoch
TLR Mr Graham Taylor
THO Mr Ian Thom
THT Ms Jo Tolhurst
WAT Mrs Val Watt

Behaviour Support

CLD Mrs Julie Copeland
ELS Mrs Christine Eeles

Support for Learning Auxiliaries

Mrs Carmeen Eakin
Ms Sally Hammond
Mrs Louise Haynes (Relief)
Mrs Netta Masson
Mrs Fiona Scrimshaw
Mrs Jennifer Taylor

English as an Additional Language (EAL) Teacher
Mrs Christine Scriven

School Nurse
Mrs S Brenda Johnstone

Nursing Assistant/First Aider
Mrs Brenda Thomson

Careers Adviser
Mrs Rosemary Maycock

KEY STAFF

Library Resource Centre
Mrs Patricia Davidson (Network Librarian)
Mrs Yvonne McLellan

School Office Staff

Mrs Maureen Black, Administrative Assistant
Mrs Lorna Noble, Senior Clerical Assistant
Mrs Diane Mennie
Mrs Sarah Wilson

Classroom Clerical Assistants

Mrs Kate Harding
Miss Michelle Russell

Technicians

Mr Malcolm Littlejohn, Senior Technician
Mr Kenneth Gauld, IT Support Manager
Miss Alison Christie
Mrs Diane Mackie
Mr Bob Reid
Vacancy

Janitors

Mr Gordon Black, Supervisor
Mr Jim Ritchie
Mr Kenneth Walker
Vacancy

Cook/Supervisor

Mrs Roseanne Ferries

Senior Community Learning Worker

Ms Linda Gray

Community Learning Office Staff

Mrs Myra Hutton
Mrs Denise Littlejohn
Mrs Fiona Smith

Psychology Lecturers

Mrs Jane Kerridge
Ms Sue Porter



Home-School Agreement

BANCHORY ACADEMY
Home-School Agreement

School is a place where everyone learns together in an atmosphere of mutual caring, respect and enjoyment. We are committed to individual achievement and education as a lifelong activity.

	Parent(s)/Guardian(s) I/We will	Pupil I will	School We will
Readiness for school	<ul style="list-style-type: none"> ∞ send our child to school in the correct school uniform; ∞ make sure he/she has the right books and equipment for school each day. 	<ul style="list-style-type: none"> ∞ always wear the correct school uniform; ∞ bring the right books and equipment to school each day. 	<ul style="list-style-type: none"> ∞ insist that the correct school uniform is worn at all times. ∞ provide a timetable to enable your child to know which books and equipment are needed for each day.
Attendance and punctuality	<ul style="list-style-type: none"> ∞ make sure my child attends school on time everyday; ∞ advise the school of any unavoidable absence; ∞ provide a written explanation of any absence. 	<ul style="list-style-type: none"> ∞ attend school every day on time; ∞ arrive at lessons on time; ∞ follow the school's procedures if I am ill and need to go home. 	<ul style="list-style-type: none"> ∞ encourage good attendance and punctuality; ∞ contact parents if concerned about absence punctuality or illness at school.
Class and homework	<ul style="list-style-type: none"> ∞ take an interest in the work done by my child; ∞ encourage him/her always to do his/her best; ∞ make sure my child does homework, including learning every evening. 	<ul style="list-style-type: none"> ∞ concentrate; work hard and follow instructions; ∞ remain on task and do my best; ∞ write homework in my planner; ∞ spend time every evening on homework including learning; hand work in on time. 	<ul style="list-style-type: none"> ∞ provide a broad and balanced range of subjects; ∞ encourage him/her to feel a sense of achievement. ∞ provide him/her with the skills to achieve his/her potential in examinations; ∞ provide a homework timetable and planner, and set and mark homework; ∞ reward good work.



Behaviour	<p>∞ encourage my child to have high standards of behaviour at all times;</p> <p>∞ support the school's code of conduct</p> <p>∞ encourage my child to treat all who attend the school with respect.</p>	<p>∞ behave well in and outside of school;</p> <p>∞ follow the school's code of conduct;</p> <p>∞ help ensure that the school is a pleasant place to be by treating everyone with respect; never bullying; keeping the building and grounds clean, tidy and free from litter and reporting vandalism.</p>	<p>∞ encourage high standards of behaviour at all times;</p> <p>∞ treat all those who attend the school with respect;</p> <p>∞ lead by example.</p> <p>∞ punish poor behaviour, especially bullying.</p>
Pastoral support	<p>∞ let the school know if there are any problems likely to affect my child's learning.</p>	<p>∞ let my teacher know if I have any worries.</p>	<p>∞ listen and respond to any concerns.</p>
Links with the school	<p>∞ attend parents' evenings</p> <p>∞ read all letters from the school and reply if necessary;</p> <p>∞ support the school if sanctions eg. detentions become necessary.</p>	<p>∞ take all letters home to parents;</p> <p>∞ return replies from letters as necessary;</p> <p>∞ complete any sanctions given eg. detention.</p>	<p>∞ hold regular parents' evenings;</p> <p>∞ report annually on your child's progress, attendance and punctuality;</p> <p>∞ inform you of any concerns about progress, if necessary.</p>
Extra curricular/ life of the school	<p>∞ support events provided by the school;</p> <p>∞ encourage my child to develop interests beyond the school curriculum.</p>	<p>∞ find out what opportunities are open to me – eg. youth events; sports; drama; music; homework and other class visits, journeys, and events.</p>	<p>∞ inform you of events and functions organised at school or by the school.</p>



Section 8

IMPORTANT DATES FOR YOUR DIARY

A list of holiday dates for Session 2008/09

Autumn Term 2008	Begins:	Tuesday 19 August 2008
	Half Term:	Monday 13 October – Friday 24 October 2008
	Ends:	Friday 19 December 2008
Spring Term 2009	Begins:	Monday 5 January 2009
	Half Term:	Monday 16 February 2009
	Ends:	Friday 3 April 2009
Summer Term 2009	Begins:	Monday 20 April 2009
	Ends:	Friday 3 July 2009

In addition, there are four in-service days and three 'occasional' days to be added to the holiday dates for pupils.



Section 9

NOTES

My child's Register Class is

My child's Register Teacher is

My child's Guidance Teacher is

The school telephone number is: 01330 823 357

The school fax number is: 01330 825 409

The school e-mail address is:

banchory.aca@aberdeenshire.gov.uk

The school website address is

www.banchoryacademy.co.uk

Section 10

STATISTICAL INFORMATION



INFORMATION FOR PARENTS 2007 SECONDARY SCHOOLS

School: Banchory Academy	Id No.: 110 - 5251834
---------------------------------	------------------------------

Leaver Destinations

Number Of Pupils Leaving In School Year 2006/2007 And Percentage With Destination As:

Total Number of Leavers (=100%)	177
Full-time Higher Education	54
Full-time Further Education	12
Training	0
Employment	26
Other Known	7
Not Known	1

Budgeted Running Costs For Financial Year 2007-2008

School Roll at September 2006	961
Total School Running Costs at April 2007 (£)	4,542,593
Cost per Pupil (£)	4,727

Attendance And Absence For School Year 2006/2007

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	62,720	66,582	65,632	65,936	53,924	314,794
Percentage Authorised Absences	3.5	3.6	5.0	4.1	4.5	4.1
Percentage Unauthorised Absences	0.7	0.6	0.9	1.0	0.7	0.8



INFORMATION FOR PARENTS 2007 SECONDARY SCHOOLS

School: Banchory Academy	Id No.: 110 - 5251834
---------------------------------	------------------------------

Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session

2004/2005	2005/2006	2006/2007
82	85	81

Examination Results (within Scottish Credit and Qualifications Framework) (2006/2007 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007
	98	99	99	95	96	96	64	68	63

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007
	73	72	69	54	51	54	36	26	35

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007
	62	60	61	48	51	47	36	35	36



INFORMATION FOR PARENTS 2007 SECONDARY SCHOOLS

School: Banchory Academy	Id No.: 110 - 5251834
---------------------------------	------------------------------

Minimising Overall Absence

	Absence recorded (2005/2006) Average number of half days absence per pupil	Absence recorded (2006/2007) Average number of half days absence per pupil
Absence	19.5	18.7

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

For Information:

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6



INFORMATION FOR PARENTS 2007 SECONDARY SCHOOLS

Education Authority: Aberdeenshire

Leaver Destinations

Number Of Pupils Leaving In School Year 2006/2007 And Percentage With Destination As:

Total Number of Leavers (=100%)	3,021
Full-time Higher Education	34
Full-time Further Education	22
Training	1
Employment	33
Other Known	6
Not Known	1

Budgeted Running Costs For Financial Year 2007-2008

School Roll at September 2006	15,743
Total School Running Costs at April 2007 (£)	80,260,923
Cost per Pupil (£)	5,098

Attendance And Absence For School Year 2006/2007

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	1,094,820	1,155,232	1,179,422	1,156,750	778,513	5,364,737
Percentage Authorised Absences	4.6	5.4	6.2	6.0	5.0	5.5
Percentage Unauthorised Absences	0.9	1.2	1.6	2.3	1.6	1.5



INFORMATION FOR PARENTS 2007 SECONDARY SCHOOLS

Education Authority: Aberdeenshire

*Estimated S5 January Roll As A Percentage Of The S4 Roll
In September Of The Previous Session*

2004/2005	2005/2006	2006/2007
64	64	65

*Examination Results (within Scottish Credit and Qualifications Framework)
(2006/2007 results are pre-appeal)*

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007
	94	94	93	86	85	84	44	43	40

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007
	46	45	43	30	28	26	13	12	12

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007
	37	37	35	25	25	23	17	16	16



INFORMATION FOR PARENTS 2007 SECONDARY SCHOOLS

Education Authority: Aberdeenshire

Minimising Overall Absence

Absence	Absence recorded (2005/2006) Average number of half days absence per pupil	Absence recorded (2006/2007) Average number of half days absence per pupil
Absence	26.5	26.6

For Information:

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6



INFORMATION FOR PARENTS 2007 SECONDARY SCHOOLS

National Data

Leaver Destinations

Number Of Pupils Leaving In School Year 2006/2007 And Percentage With Destination As:

Total Number of Leavers (=100%)	57,366
Full-time Higher Education	30
Full-time Further Education	23
Training	5
Employment	28
Other Known	11
Not Known	1

Budgeted Running Costs For Financial Year 2007-2008

School Roll at September 2006	313,897
Total School Running Costs at April 2007 (£)	1,467,481,078
Cost per Pupil (£)	4,675

Attendance And Absence For School Year 2006/2007

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	21,399,501	21,848,100	22,681,519	22,428,653	15,139,919	103,497,692
Percentage Authorised Absences	5.6	6.9	8.2	8.0	7.3	7.2
Percentage Unauthorised Absences	1.1	1.6	2.3	2.8	2.1	2.0



INFORMATION FOR PARENTS 2007 SECONDARY SCHOOLS

National Data

*Estimated S5 January Roll As A Percentage Of The S4 Roll
In September Of The Previous Session*

2004/2005	2005/2006	2006/2007
64	64	65

Examination Results (within Scottish Credit and Qualifications Framework)

(2006/2007 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:

By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007
		90	91	91	76	77	75	34	35

Percentage of the relevant September S4 roll achieving:

By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007
		39	38	38	23	22	22	10	10

Percentage of the relevant September S4 roll achieving:

By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007
		30	30	29	19	20	19	12	13



INFORMATION FOR PARENTS 2007 SECONDARY SCHOOLS

National Data

Minimising Overall Absence

	Absence recorded (2005/2006) Average number of half days absence per pupil	Absence recorded (2006/2007) Average number of half days absence per pupil
Absence	36.4	35.0

For Information:

Scottish Credit and Qualifications Framework (SCQF) levels:

Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6

Banchory Academy - 5-14 Attainment

Measure Attainment by Year for Banchory Academy

Level E or better by the end of S2

Reading

	Banchory Academy						Aberdeenshire											
	Male			Female			All Pupils			Male			Female			All Pupils		
	No	%		No	%		No	%		No	%		No	%		No	%	
2007	75	76		65	82		140	79		1005	65		1120	75		2125	70	
2006	78	87		68	85		146	86		1047	67		1192	77		2239	72	
2005	65	68		74	89		139	78		941	60		1191	75		2132	68	
2004	72	80		68	83		140	81		950	59		1147	76		2097	67	

Writing

	Banchory Academy						Aberdeenshire											
	Male			Female			All Pupils			Male			Female			All Pupils		
	No	%		No	%		No	%		No	%		No	%		No	%	
2007	70	71		65	82		135	76		678	44		889	60		1565	51	
2006	62	69		64	80		126	74		732	47		982	63		1714	55	
2005	57	60		72	87		129	72		680	44		1046	66		1726	55	
2004	68	76		63	77		131	76		700	43		1033	68		1733	55	

Mathematics

	Banchory Academy						Aberdeenshire											
	Male			Female			All Pupils			Male			Female			All Pupils		
	No	%		No	%		No	%		No	%		No	%		No	%	
2007	73	74		59	75		132	74		1040	67		1042	70		2082	68	
2006	74	82		63	79		137	81		1067	69		1057	68		2124	68	
2005	74	78		71	86		145	81		1024	66		1096	69		2120	67	
2004	75	83		63	77		138	80		1009	63		1060	70		2069	66	