

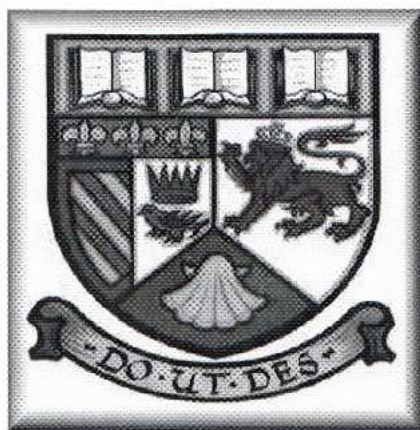
SCHOOL HANDBOOK

2006 - 2007 Session



KEITH GRAMMAR SCHOOL

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SCHOOL HANDBOOK

SESSION 2006-2007

Date of Issue: January 2006

This School Handbook has been prepared by the Head Teacher, Staff and School Board of Keith Grammar School, and follows guidelines set out by The Moray Council.

"Disclaimer": The information contained within this School Handbook is correct at the time of publication.



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THE MORAY COUNCIL

Statement of Values and Objectives

- (1) Real accountability - to learners, parents, communities and society as a whole;
- (2) Commitment to equality of access - regardless of gender, race, disability or economic circumstance;
- (3) Consistent search for excellence through a commitment to quality;
- (4) Allocation of funding in accordance with need;
- (5) Recognition of the place of professional judgement of staff;
- (6) Local responsiveness to the particular needs of individuals and communities;
- (7) Recognition of the value of choices, diversity and innovation;
- (8) Recognition of the role of education in promoting economic, social and cultural well-being;
- (9) Articulation with and progression from current expectations and approaches;
- (10) Development of partnerships and corporate working at every opportunity;
- (11) Efficiency, economy and effectiveness in all departmental working.

Director of Educational Services
Mr Donald Duncan
The Moray Council
High Street
Elgin
IV30 1BX
01343 563267



WELCOME TO K.G.S

In this School Handbook we hope to give parents and pupils a picture of our school, our philosophy, our aims and all the resources, activities and most importantly people who come together to make KGS a happy and successful school.

We hope you will find this informative and that you will gain an understanding of how we try to give each individual young person the opportunity to develop their skills, abilities and interests in the fullest way possible so that when the time finally comes for them to leave, after four, five or six years, they look back fondly on their time with us and go out confidently into the world equipped with the academic qualifications and personal and social skills which will allow them to make the most of the rest of their lives: to be all they can be.

There is a great deal of information in this Handbook, but even at its best it is just words. Should you want to see for yourself, we are always happy to welcome you to have a look round or to have a chat. Just give us a ring and we will make arrangements.

But before that I hope you enjoy the read.

John Aitken
Rector

SCHOOL ADDRESS

School Address:	Keith Grammar School School Road KEITH Banffshire AB55 5GS
Rector:	Mr John Aitken
Tel:	Keith (01542) 882461
Fax:	Keith (01542) 886032
E-mail:	admin.keithgrammar@moray-edunet.gov.uk



SCHOOL AIMS

Keith Grammar School aims to be a learning community committed to excellence where the educational experiences and extra curricular activities are set in a culture which encourages care and commitment. Our pupils should leave school feeling valued having been encouraged to fulfil their potential in all areas of life, academically, morally, physically and be able to take up positive roles in society as responsible citizens.

We aim to achieve this by:

1. Creating an environment based on wisdom, justice and integrity, which encourages learners to participate fully in their education.
2. Ensuring that learning and teaching are effective in order to achieve high levels of achievement and attainment for all our pupils.
3. Providing a broad balanced and appropriate curriculum which both challenges and provides enjoyment for pupils. The curriculum should suit the individual and allow choice progression and cohesion while being relevant to the personal needs.
4. Promoting inclusion, fairness and equality of opportunity in all that we do and fostering appreciation and understanding of human diversity.
5. Developing self-discipline, self-reliance and self-esteem, along with compassion for others and the environment.
6. Creating confident ambitious individuals through an environment of support, praise, encouragement and opportunity for all.
7. Encouraging a view of education as a continuous lifelong process which enables everyone to prosper in a changing society.



SCHOOL INFORMATION

SCHOOL CALENDAR

FIRST TERM	TERM BEGINS	Tuesday, 22nd August, 2006
	TERM ENDS	Friday, 13th October, 2006
SECOND TERM	TERM BEGINS	Monday, 30th October, 2006
	TERM ENDS	Friday, 22nd December, 2006
	In-Service Days	Monday, 20th November, 2006 Tuesday, 21st November, 2006
THIRD TERM	TERM BEGINS	Monday, 8th January, 2007
	TERM ENDS	Friday, 30th March, 2007
	Mid Term Holiday	Monday, 19th February, 2007
FOURTH TERM	TERM BEGINS	Monday, 16th April, 2007
	TERM ENDS	Thursday, 5th July, 2007
	May Day Holiday	Monday, 7th May, 2007
	In-Service Days	Thursday, 24th May, 2007 Friday, 25th May, 2007

SCHOOL HOURS

The school day currently begins at 8.45a.m. and ends at 3.20p.m.

Each day is broken up into six single periods of between 50 and 55 minutes each with two periods before morning interval, two periods after morning interval and before the lunch break.

- Period 1 8.45 - 9.40
- Period 2 9.40 - 10.35
- Tutorial 10.35 - 10.45
- Interval 10.45 - 11.00
- Period 3 11.00 - 11.55
- Period 4 11.55 - 12.45
- Lunch 12.45 - 1.35
- Period 5 1.35 - 2.30
- Period 6 2.30 - 3.20



ASSEMBLIES

A regular pattern of daily assemblies takes place in the school hall.

- | | |
|-------------|------|
| • Monday | S1 |
| • Tuesday | S2 |
| • Wednesday | S3 |
| • Thursday | S4 |
| • Friday | S5/6 |

Pupils in each year group go to the assembly rather than their normal tutor group. The assemblies will usually be taken by either the Year Head or the Head Teacher.

Topics that might be covered include:

- Presentation of awards and merit certificates
- Discussion of issues of health and safety (e.g. fireworks)
- School events and competitions
- News from school committees (e.g. charity campaigns)
- Discipline

In addition, assemblies will be organised for special events (e.g. Remembrance Day) or for the Guidance Staff and House Captains to speak to everyone in their house.



SCHOOL ROLL

Keith Grammar School serves a largely rural area that borders the catchments of Buckie High, Milne's High School, Speyside High School, Banff Academy and the Gordon's Schools at Huntly. The traditional industries and employers have included farming, textiles and distilling. However, the downturn in all these sectors has led to increased social pressure for many, including the need for leavers to look increasingly outside the area for employment.

Keith Grammar School forms part of the Keith Associated School Group along with Bottriphnie Primary, Crossroads Primary, Keith Primary, Newmill Primary, Rothiemay Primary and St Thomas' Primary.

The total school roll on 24th October 2005 was 486 pupils. The distribution of this total number across the six years and across the genders is shown below.

	Boys	Girls	Totals
S1	37	48	85
S2	52	46	98
S3	44	47	91
S4	41	50	91
S5	31	41	72
S6	16	33	49
Totals	221	265	486



SENIOR MANAGEMENT TEAM

The Senior Management Team at KGS comprises John Aitken (Head Teacher), Marion McCallum (Depute Head Teacher), Laurence Findlay (Depute Head Teacher) and Pat McLennan (Depute Head Teacher).

Many of the decisions about how the school operates are devolved to other staff such as Principal Teachers (Subject), Principal Teachers (Guidance), Senior Teachers, Administration Assistant, Janitors, Librarian and Technical Support staff who are responsible for the operation of particular aspects of the school. The Senior Management Team is responsible for having a vision and strategic overview of where the school is going, and each member of the team is responsible for a number of major whole school, administrative and organisational tasks.



THE GUIDANCE SYSTEM

In Keith Grammar School, Guidance is organised on a house basis with a vertical structure. A Principal Teacher of Guidance is responsible for each house. As with all educational establishments, KGS is concerned with the all-round personal development of pupils, including the emotional and social, as well as the cognitive. The special responsibilities of Guidance staff allow them to have a unique contribution within this process.

The Principal Teachers of Guidance for each house are:-

Mair House	Mr Richard Semple
Ogilvie House	Mrs Margaret Farrell
Smith House	Mrs Alison Harper

Each Principal Teacher is responsible for approximately 185 pupils. Support for pupils is underpinned by the system of tutor groups, each comprising 15-20 pupils, which meet for 10 minutes daily. Tutors liaise closely with Guidance staff when necessary.

The planning, organisation and teaching of the Personal and Social Education programme is also the responsibility of each Principal Teacher of Guidance. This is an important curriculum area, preparing pupils for adult life. Sex education forms a key element of personal, social and health education and all parents have the right to contact the rector to discuss school policy and procedures on this issue.

The Objectives of Keith Grammar School Guidance Policy are, and Guidance staff provide:

1. Personal Support for Pupils

- a) by getting to know pupils in some depth and becoming well known to them.
- b) by monitoring their progress in school in their class subjects and in their personal and social development.
- c) by encouraging pupils to become responsible for their own learning, progress, attainment and development.
- d) by helping pupils deal with their personal and social development during their adolescent years.

2. Curricular Support for Pupils

- a) by monitoring and taking a close interest in their class subjects and by being aware of curricular strengths and weaknesses of individual pupils, setting realistic targets where appropriate.
- b) by encouraging and praising whenever appropriate and helping when difficulties arise; by enlisting the support of other members of staff and the Support for Learning staff, if necessary.



c) by making sure that pupils fully understand course-choice information; by helping them and their parents to make the most appropriate course choice.

3. **Careers Support for Pupils**

a) by making sure that pupils make effective use of the whole range of careers materials available to them within a developmental programme of careers education.

b) by ensuring that subject choices are in line with individual pupils' career inspirations, within the confines of the school curriculum.

c) by ensuring that pupils receive advice from the specialist careers adviser and through individual career-guidance interviews.

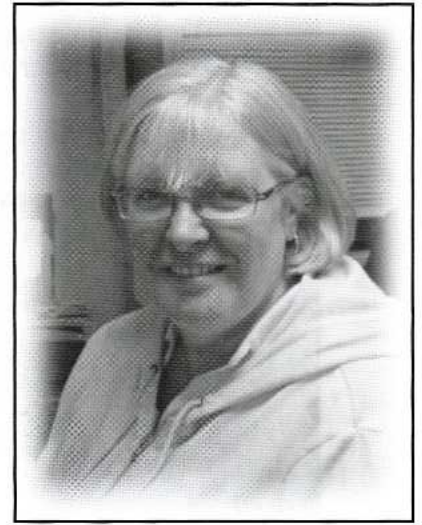
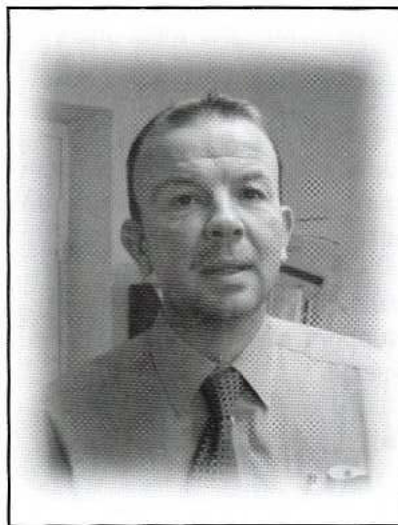
4. **Liaison with Other Agencies**

a) by communicating regularly with parents, through full reports, at parents' meetings and at individual meetings with parents, whether arranged by the school or by the parents themselves.

b) by communicating regularly with other members of staff and particularly with class tutors in their house.

c) by involving, when appropriate, other specialist help, such as the educational psychologist, the social work department, the reporter to the children's panel.

The specialist responsibilities of guidance staff for pupils in their house ensures that pupils receive a first-rate service and that curricular support, careers support, all essential liaison work and the personal and social education programme are also all of a required high standard.



SCHOOL STAFF

SENIOR MANAGEMENT TEAM

Mr John Aitken
Mrs Marion McCallum
Mr Laurence Findlay
Miss Pat McLennan

Head Teacher
Depute Head Teacher
Depute Head Teacher
Depute Head Teacher

TEACHING STAFF (Alphabetically by Department)

Art & Design

Mr Douglas J Heggie
Mrs Iris Wright

Principal Teacher
Teacher

Biology

Miss Joan Glen
Mrs Cate Wright

Principal Teacher
Teacher

Business Studies

Mr Stephen MacBeath
Mrs Elaine Wright

Principal Teacher
Teacher

Chemistry

Miss Jacqueline Bisset
Dr Jeny MacPhee

Principal Teacher
Teacher

Computing Studies

Mr Ian Garioch
Mr Stewart MacPherson

Principal Teacher
Teacher

English

Dr William K Malcolm
Miss Katy Scott
Miss Karin Farrell
Mrs Linda McPherson
Mrs Elaine Malcolm

Principal Teacher
Teacher
Teacher
Teacher
Teacher

Geography

Mrs Sheelagh Smith

Principal Teacher

Guidance

Mrs Margaret Farrell
Mrs Alison Harper
Mr Richard Semple

Principal Teacher
Principal Teacher
Principal Teacher

History

Mrs Vandra Duncan

Principal Teacher

Home Economics

Mrs Evelyn Urquhart
Mrs Isobel Fletcher

Principal Teacher
Teacher



Mathematics

Mrs Stacey Hamilton
 Mrs Elizabeth Sharp
 Miss Jennifer Acton
 Miss Susanna Aguiar

Principal Teacher
 Teacher
 Teacher
 Teacher

Modern Languages

Mrs Elisabeth Percival
 Mrs Michelle Harkness

Acting Principal Teacher
 Teacher

Modern Studies

Mrs Vandra Duncan
 Miss Jill Duncan

Principal Teacher
 Teacher

Music

Miss Helen Beal
 Mrs Emma-Jane Whitehead

Principal Teacher
 Teacher

Physical Education

Miss Lindsay Taylor
 Ms Jacqueline Sewell
 Mr Derek Shepherd
 Miss Jenna Smith

Principal Teacher
 Teacher
 Teacher
 Teacher

Physics

Mrs Ruth Jenkins
 Mr George Cordiner

Principal Teacher
 Teacher

Religious and Moral Education

Mr Clive Smith

Principal Teacher

Support for Learning

Mrs Janet Bruce
 Mrs Morag Browning
 Mrs Sally Hayter
 Mrs Elaine Morrison
 Mrs Cate Wright
 Mrs June Maxwell
 Mrs Joyce Cameron
 Mrs Shirley Ross
 Mrs Heather Riddoch
 Mrs Deborah Dennison
 Mrs Gillian Booth
 Mrs Tracey Scott
 Mrs Maureen Murray
 Mrs Katie Cameron
 Mrs Fiona Gilbert
 Miss Janette Moore
 Mr Charles Smith

Principal Teacher
 Teacher
 Teacher
 Teacher
 Teacher
 Auxiliary
 Auxiliary
 Auxiliary
 Auxiliary
 Auxiliary
 Auxiliary
 Auxiliary
 Auxiliary
 Auxiliary
 Auxiliary
 Educational Auxiliary
 Educational Auxiliary



Technical Studies

Mr Alun Hickman
Mr Ian Buchan

Principal Teacher
Teacher

Vocational Enterprise & Informal Curriculum

Ms Carol Holliday

Principal Teacher

NON-TEACHING STAFF**Library**

Mrs Moira Bangura

Librarian

Janitors

Mr John Boardman
Mr Martin Inkson

Senior Janitor
Janitor

Office Staff

Mrs Ann Shand
Mrs Sheila Nicoll
Mrs Caroline Winchester
Mrs Jane Green
Miss Elaine Scott

Administrative Assistant
Senior Clerical Assistant
Clerical Assistant
Clerical Assistant
Clerical Assistant

Technical Support

Mr Steven Purves
Mrs Linda Innes
Mrs Ruth Clarihew
Mrs Pamela Wilson
Mrs Alison Thomson
Mrs Krista Brown

Technician
Technical Assistant
Technical Assistant
Technical Assistant
General Assistant/Tech. Asst.
General Assistant

Doctor

Dr Helen Green

Dentist

Mr Ian Pollock

Careers Officer

Mrs Gillian Nicol

SUPPORT FOR LEARNING

Support for Learning (SfL) has a key role to play in KGS. The SfL department works in partnership with all other school staff to help provide for all students effective learning, which enables them to reach their full potential.

SfL STAFF

The department comprises a number of teaching and auxiliary staff, who support pupils both within the Support for Learning rooms and in a variety of subject areas.

Support for Learning teaching staff consult with class teachers exploring learning problems. Together staff work towards reaching possible solutions, through, for example, different teaching strategies or in the provision of differentiated materials. Often SfL teaching staff are involved in a team-teaching position in the classrooms, sharing work equally among all students.

Auxiliaries in the classroom work in a supportive role for the pupils. Their work can range from reading and scribing to supporting pupils with concentration and organisation. Auxiliaries also support pupils with emotional and behavioural problems. Their focus is to help the pupils to benefit as much as possible from what is being taught, for example by simplifying some instruction, reinforcing what is being said or keeping pupils' minds on the task in hand.

Support for Learning staff work closely with the Guidance department, identifying needs, monitoring the progress of pupils and ensuring that their educational needs are met. Their work also involves meeting with Agencies such as Educational Psychologists, various Therapists and other such specialist provision for some pupils. The SfL department is also responsible for liaising with Educational Psychologists and SQA regarding any special examination arrangements that may be required.

All SfL teaching staff are involved in target setting and the provision and monitoring of Individual Educational Programmes for pupils with Special Educational Needs. This involves advising all teaching staff on the particular needs of these pupils and the most advantageous teaching and learning strategies to employ.

Individual long-term targets are made and within these each department agrees short-term goals which are evaluated each term. Pupils are advised of their targets and progress on a regular basis.

DEPARTMENT AIMS

The SfL department aims to meet the needs of pupils in a variety of ways. Sometimes the need may be short-term, at other times it may last over a considerable period of time. Our purpose is to help pupils and students access the curriculum to reach their full potential. The work is highly varied. Support is provided within subject departments and in the SfL suite of rooms.

Additionally SfL staff provide and advise on the use of specialised learning and support programmes. The over-riding feature of SfL work is that it is a working partnership. SfL staff work in partnership with subject staff, Senior Management, various Specialist Agencies, the Guidance team and most importantly, with pupils and parents.

The SfL policy is to keep parents fully informed about SfL provision for their children and to update them on a regular basis. This might be informally through the H/W diary or via a report sheet issued by the department alongside the main School Report. The SfL department will always provide opportunity to meet with parents if they or the parents feel such a meeting is needed.



PREFECTS

KGS operates a Prefects System among senior students. The prefects have responsibility for setting an example to younger pupils as well as doing various duties at break time and lunch. These include supervising the canteen and hall areas. Prefects also take the lead in many school activities.

In May of each year all S5/S6 students are invited to become prefects. Anyone interested completes an application form. They will then be interviewed by a guidance teacher (not their own) and a member of the senior management team. In recent years there have been between 40 and 50 senior students chosen.

After the summer holidays S6 students are invited to put their names forward for election to the posts of Head Prefects, Senior Prefects or House Captains. The election is held amongst S5/S6 students and staff.



SCHOOL LIBRARY

KGS Library has now well and truly moved into the 21st century following the completion of the library automation process. This means that all 8,500 books are now on the computer system, which makes it much easier to track down individual titles.

The library is still predominantly book based, with pupils in S1-S4 being able to borrow up to 4 books at a time for 3 weeks and students in S5 and 6 being able to borrow the same number of books for 4 weeks at a time. Fines are not levied on overdue books, but damaged or lost books must be paid for.

The opening hours for the library are from 8.15a.m. to 4.00p.m. each school day. It's also open at lunchtimes, so there's ample opportunity for pupils to come and borrow books outwith class time.

The Careers Library is part of the main school library and is heavily used by the senior pupils. Here they can consult prospectuses, use job related CD Roms or borrow videos on careers or Universities and Colleges.

SCHOOL MEALS

School Meals at Keith Grammar School are freshly prepared each day by a dedicated team of 10 staff. The meals are served in the School Canteen which lies in a separate building just across from the main School entrance.

The Canteen is open from:

- 8.30-8.45
- 10.45-11.00
- 12.45-1.35

A traditional meal is available for the current price of £1.80 e.g. Roast Chicken, Carrots, Potato, Iced Apple Cake & Custard.

Sandwiches, Paninis, Baked Potatoes etc. are also served, with all items priced individually.

Packed lunches can be ordered between 8.30-8.45 and collected at 12.45 from the Dining Room.

Application forms are available at the school office for pupils whose parents or guardians are in receipt of Family Income Support and who may be entitled to Free School Meals. These pupils are allowed items up to the value of £1.80 excluding confectionery.

The Canteen aims to please their customers and therefore welcome any suggestions you may have to improve our service.



KEITH GRAMMAR SCHOOL - SCHOOL HANDBOOK

Daily Sample Menu

Lentil Soup	65p
Roast Beef	£1.00
Chicken Korma	85p
Macaroni Cheese	85p
Hamburger/Hot Dog	80p
Bacon Roll	80p
Sausage Roll	30p
Toasted Sandwich	80p
Panini	80p
Pizza	75p
Sandwiches	from 75p
Baked Potato	80p
Variety of Vegetables	15p
Potatoes	15p
Potato Wedges/Pasta	45p/75p
Apple Apricot Shortcake	65p
Fresh Fruit	25p
Yoghurt	30p
Fruit Juice & Bottled Water	from 10p
Confectionery from	30p
Crisps	30p
Tray Bakes	40p

The above prices could be subject to a slight increase.

K.G.S. ASSOCIATION

The Keith Grammar School Association has been in operation for about four years. It comprises a very active group of parents and staff who take forward a number of projects which help the school in social or financial ways.

Currently the Association has taken the initiative in devising and selling the new school uniform, in helping design and implement improvements to the grounds and in holding a very successful fundraising Tombola.

Chairperson	-	Alison Noakes
Secretary	-	Mary Stewart
Treasurer	-	Vacancy

Meetings are held regularly in the school. Reports on the activities of the Association and dates of future meetings are published regularly in the KGS Newsletter. All parents are warmly invited to join the Association. Just turn up at any meeting.

K.G.S. SCHOOL BOARD

This K.G.S. School Board was reconstituted in 2000. Elected members of the Board are:

Parents	-	Ian Samson (Chairperson) John Spencer (Vice Chairperson) Carolyn Shapiro Michael Papiransky Alison Noakes (Clerk)
Teachers	-	Laurence Findlay Jacqui Bisset
Co-opted	-	Joan Ross Senior Prefects - Peter Dale and Laura Wood
Elected	-	Councillor Linda Gorn Councillor Percy Watt

The Board is a very useful forum for discussion and acting on issues which affect the school and, in particular, issues which are of special interest to parents. Meetings, which are open to all parents as observers, are held in school on a regular basis. Reports on these meetings, and the dates of future meetings, are published regularly in the KGS Newsletter.



PRIMARY LIAISON

Moving from Primary to Secondary School is a huge step in the lives of our young pupils and it is the aim of staff in both sectors to make the transition as smooth and enjoyable as we can.

Preparation for the transfer from primary to secondary is successful in Keith because of the excellent relationships and communication systems which exist between primary colleagues and ourselves and the two way passage of information between parents and the schools involved.

The transfer process, which begins with the issue of the KGS Prospectus to prospective new parents in January, involves the accurate passing of 5-14 attainment records in English and Maths and of specific details of the educational or medical requirements for our new pupils. Careful consultation takes place with each primary headteacher to ensure that each pupil is placed in the correct class and that support can be provided effectively.

The Guidance Team, once classes have been agreed with primary staff, go out to visit their new pupils accompanied by current S1 pupils, who came from the same primary schools last year.

Two induction days at KGS in June are planned, to reassure pupils by giving them a taste of what life will be like at the Grammar School. This is followed by a Parents Evening where parents can meet the staff in an informal and friendly atmosphere and be shown round the school by Guidance staff. This is a good time for parents to ask questions or to raise any issues which have arisen during Induction Days.



SCHOOL CURRICULUM

S1 CURRICULUM

The syllabus for S1 pupils is to provide them with a balanced curriculum. They will have the opportunity to build on the work done in their primary school as well as experiencing new subjects. The courses are based on the national 5-14 guidelines that are also supported by The Moray Council.

All pupils in their first year at Keith Grammar School follow a common course. The only exception is in Modern Languages. Both French and German are taught in Keith Grammar School. Usually, pupils will be able to continue the language that they have been studying in their Primary School. However, the parents of Primary 7 pupils will be contacted about these arrangements.

In first year pupils study the following subjects:

- Art and Design
- Business Studies
- Computing
- English
- French or German
- Geography
- History
- Home Economics
- Mathematics
- Modern Studies
- Music
- Personal & Social Education
- Physical Education
- Religious and Moral Education
- Science
- Technical Studies

S2/S3 CURRICULUM

Towards the end of their first year at Keith Grammar School, pupils must select the subjects that they will continue to study in their second and third years. Considerable help is available to parents and pupils to help make the most appropriate choices.

Usually, all pupils will take eight Standard Grade subjects. English and Mathematics courses are taken by all pupils. In addition to these two core subjects, pupils are required to take Physical Education and Personal & Social Education and Religious & Moral Education. Pupils then choose three other subjects.



SENIOR CURRICULUM

The Senior Curriculum refers to the subjects taken by pupils in S4, S5 and S6.

The traditional academic subjects will continue to be on offer, as before, for the following course levels.

- Intermediate 2
- Higher
- Advanced Higher

Of these, the Higher courses will make use of the time freed up by the early Standard Grade to allow S4 students to study up to 6 Highers over 2 years. Subject staff feel this will allow them to reintroduce the more time consuming aspects which the dash to Higher currently works against. It is hoped that this, in time, will raise enthusiasm, motivation and, thereby, attainment in S5 Higher results. Intermediate 2 and Advanced Higher courses will continue to be 1 year courses.

Similarly, as before, we will continue our distance learning links with Aberdeen College and Edinburgh's Telford College.

In addition, links are continuing with the Wider Access Unit at Robert Gordon's University allowing S6 (and S5 in the future) to follow courses in Management and other departments at RGU, plus Study Skills and Induction materials available. As Associate Students of RGU these KGS students would have access to all materials published on RGU's i-net. This should help prepare our students for the move to Higher Education, and remove some of the fears of transition.

Some students will have the opportunity to choose a Vocational course, if that suits their planned career path. The courses on offer in session 04/05 are:

- Care
- Construction Skills
- Landbased courses
- Hair

The vocational courses on offer in future years may vary.

In addition to academic courses, students are encouraged to widen their horizons by choosing from interest courses on offer, and to develop their skills by taking on responsibilities within the school. This can be done by joining one of the senior school committees, i.e. Charities, PR, Yearbook.

As before, a full programme supporting the students' choice of course is offered by Guidance, Senior Staff and Careers Scotland, and in all cases decisions about which courses can run will depend upon sufficient student numbers to form a viable class.

EDUCATION MAINTENANCE ALLOWANCE

Education Maintenance Allowances (EMAs) are weekly grants payable during term time, with two additional bonuses paid for satisfactory attendance, achievement, progression and behaviour. EMAs are based on a pupil's household earnings and are payable where household earnings is under £30,000 per year.

This is the second year that EMAs have been available to senior pupils in Moray schools. 235 Moray pupils benefited from an EMA during the 2004/2005 school session.

Eligibility - who can apply?

In 2005-2006 pupils born between the following dates are entitled to apply for an EMA:

<u>School Year</u>	<u>Date of Birth</u>	<u>EMA</u>
2005/2006	1st March 1988 - 30th Sept 1989	August 2005
	1st Oct 1989 - 28th Feb 1990	January 2006
2006/2007	1st March 1988 - 30th Sept 1990	August 2006
	1st Oct 1990 - 28th Feb 1991	January 2007

Household income

The weekly allowance will be paid at three levels - £10, £20 and £30 subject to household income as follows:

0 - £20,270	- £30
£20,271 - £24,850	- £20
£24,851 - £30,000	- £10
Over £30,000	- Nil



SUBJECT	COURSE/EXAMINATIONS OFFERED
----------------	------------------------------------

ART & DESIGN

Art & Design: Advanced Higher, Higher, Intermediate 2

BIOLOGY

Biology: Advanced Higher, Higher, Intermediate 2

BUSINESS STUDIES

Accounting & Finance: Higher, Intermediate 2

Administration: Higher, Intermediate 2

Business Management: Higher, Intermediate 2

CHEMISTRY

Chemistry: Advanced Higher, Higher, Intermediate 2

COMPUTING

Computing: Higher

Information Systems: Higher, Intermediate 2,

CISCO Networking Qualifications

ENGLISH

English: Advanced Higher, Higher, Intermediate 2

GEOGRAPHY

Geography: Advanced Higher, Higher, Intermediate 2

HISTORY

History: Higher, Intermediate 2

HOME ECONOMICS

Health & Food Technology: Higher, Intermediate 2

Lifestyle & Consumer Technology: Intermediate 2

Hospitality - Practical Cookery: Intermediate 2

MATHEMATICS

Mathematics: Advanced Higher, Higher, Intermediate 2

SUBJECT	COURSE/EXAMINATIONS OFFERED
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MODERN LANGUAGES

French: Advanced Higher, Higher, Intermediate 2
 German: Higher, Intermediate 2

MODERN STUDIES

Modern Studies: Higher, Intermediate 2

POLITICS

Politics: Higher

MUSIC

Music: Advanced Higher, Higher, Intermediate 2
 Performing Units: Intermediate 2

PHYSICAL EDUCATION

Physical Education: Higher, Intermediate 2
 Practical Performance Units: Intermediate 2, Sports Leader Award,
 Community Sports Leader Award

PHYSICS

Physics: Advanced Higher, Higher, Intermediate 2

RELIGIOUS EDUCATION

Religious, Moral & Philosophical Studies: Higher
 Philosophy: Higher

TECHNICAL STUDIES

Craft & Design: Higher
 Graphic Communications: Higher, Intermediate 2
 Practical Craft Skills-Wood: Intermediate 2



COURSE COSTS

COURSE CHARGES

It is the current policy of Moray Council that parents pay a proportion of the cost of items made in school by pupils which are then taken home. The school will meet the cost of many of the basic ingredients. However, after discussions with the School Board the following charges (which are still considerably lower than many other schools) will apply.

S1 Home Economics	-	£9
S2 Home Economics	-	£15
S2 Home Economics/LCT	-	£12
S3 Home Economics	-	£20
S3 Home Economics/LCT	-	£15
S4/5/6 Int practical cookery	-	£35
S4/5/6 Higher and Int 2 HFT & LCT	-	£3
S1 Technical	-	£6
S2 Technical	-	£10
S3 Technical	-	£10
Senior Furniture Making	-	actual cost

Payment for all courses can be made either as a one off annual charge in September, or in two half yearly instalments in September and February. Details will be issued to all pupils concerned before the date for collecting the money. Parents of pupils in first and second year who receive free school meals will not be asked to pay course charges.



EXAM RESULTS


Pupils and students receive their exam results by post in August. Whole school results statistics (Stacs) are published in September by the SQA and a summary for parents will be published in the monthly Newsletter. They are also published in the annual Standards & Quality Report and presented to the School Board.

REPORT CARDS

In order to keep parents fully involved with their child's progress staff complete report cards that will include both comments and grades or marks. The pattern of report cards is as follows:

- | | | |
|--------|-------|------------------|
| • S1 | April | Main Report |
| • S2 | June | Main Report |
| • S3 | March | Main Report |
| • S4-6 | March | Progress Reports |

Parents wishing an update on progress at other times should contact the guidance teachers.



KEITH GRAMMAR SCHOOL

S6 GRADE REPORT

NAME: _____ CLASS: _____



PARENTS' EVENINGS

Five parents evenings are held throughout the year. These usually combine two or more year groups. Parents are very much encouraged to take the opportunity to come into school to meet with teachers, to discuss progress and to participate in forward planning for each individual child.

All pupils will be issued during the session with a full report to pass on to parents and parents evenings will normally follow on a few days later.

In addition to these regular parents evenings, occasional information evenings will be arranged for parents. At KGS we really value regular contact with our parents and have been delighted by the level of attendance and interest shown by parents in Keith.

COMMUNICATION WITH PARENTS

A regular parental newsletter is issued via pupils. In addition to this there are weekly slots in both the "Banffshire Herald" and the "Northern Scot". The "Banffshire Herald" frequently has articles about KGS. In the summer all parents will have an information pack posted to them, and, as in the past, parents of incoming S1 pupils are given a copy of this "Prospectus" and pupils a CD Rom about KGS.

Information for individual parents is given at Parents' Evenings, by the issue of annual reports, comments in Homework diaries, by use of stickers and certificates for good work, and, by telephone calls, text messages and letters home. Members of the Guidance and Senior Management Teams will also visit the homes of particular pupils on some occasions.

All of the above demonstrates how much we value good communication with parents, but to be fully effective it must work in both ways. As well as comments in homework diaries, we have a strong Association and an established School Board to represent the views of parents.

We also encourage individual parents to make enquiries or state their views on any aspect of KGS, by letter, by telephone or by coming in person to have a chat. Because of class commitments or other prior engagements, individual members of staff may not be available at a particular time, but all telephone calls will be returned. By making an appointment in advance, members of staff will be available when parents drop in.

The school also has its own website at www.keithgrammar.com.



EDUCATION FOR WORK

One of the main purposes of education is to prepare young people for the world of work. The Education for Work programme in Keith Grammar School is comprehensive and includes many of the recommended elements as stated by HM Inspectors for Schools e.g. careers education and guidance, core skills, enterprise activities, work experience etc. This is achieved in a number of ways, through the normal curriculum and via specific activities to promote the world of work.

S3 INDUSTRY AWARENESS DAY

All S3 pupils take part in a full day's activity titled 'Industry Awareness Day'. The main aims of the day's activities are to raise pupil's awareness of the nature and needs of industry; to introduce pupils to a realistic, business environment by giving them defined roles and responsibilities, and to develop pupil's ability to solve business-related problems within a team environment.

S4 WORK EXPERIENCE

All pupils in S4 undertake a week's work placement. They work towards and prepare for this during their Social Education classes. They can select from a list of established placements or opt to arrange their own. This would be screened by the Education Office, Elgin for suitability, especially from the Health and Safety aspect.

Pupils are required to compile a Log Book and this, along with their Employer's Report, forms part of the evidence necessary to obtain an SQA Work Experience Intermediate 1 qualification.

S5 WORK SHADOWING

Opportunities for work shadowing can be negotiated in Senior School, dependent on individual circumstances.

ACTIVITIES DAYS

It is now a tradition in KGS that we organise an Activities Days Programme towards the end of term 4, usually at the beginning of June. The programme is run for S1 and S2 pupils and takes place while the S3 and senior students are on SQA exam study leave. This allows us to use all of our teaching staff and some of our non-teaching staff, and so a large number of different Activities can be staffed. As far as possible the Activities offered will be educational in nature.

Pupils will be encouraged to sample new activities, or perhaps broaden their horizons within already familiar activities. Opportunities will also be provided to visit places of interest, and there is normally at least one trip venturing abroad, lasting for a whole week.

In order to cover more of the costs, there must be a charge for all Activities. Some cost as little as £1, but others involving transport, meals and entry fees will be more expensive.

Each year an Activities Days booklet is produced and issued to each S1-S2 pupil immediately after the Easter Break. The booklet incorporates a Choice Form on which pupils make choices for each of the three days. It is important that these choice forms are returned by the due date so that the staff Activities Days Committee can make the allocations.



EXTRA-CURRICULAR ACTIVITIES

At Keith Grammar staff run a variety of lunchtime and after-school clubs which are available to pupils (and other staff members). By and large, most activities incur no cost for the participants, however, minimal costs will have to be levied for some activities to cover charges associated with travel or equipment.

Art Cafe:

Organiser: Mr Doug Heggie

The Art Cafe is targeted to all students and meets after school on Wednesday afternoons. The Cafe gives pupils the opportunity to improve their art skills in an informal atmosphere with music.

Chess Club:

Organiser: Mr George Cordiner

The Chess Club is open to all students and meets in the library every Tuesday lunchtime.

Computer Club:

Organisers: Mr Ian Garioch and Mr Ivor Lee

The Computer Club offers all students the opportunity to participate in Computing Building on Monday lunchtimes, Video Making on Thursday lunchtimes and the Internet Cafe on Tuesday, Wednesday and Friday lunchtimes.

Debating/Public Speaking Club:

Organiser: Mrs Alison Harper

The Debating Club is open to all S4-S6 students and meets every Wednesday lunchtime. The Club also takes part in debating competitions throughout the school year, at various schools in the region.

Young Enterprise Scotland Program:

Organiser: Ms Carol Holliday

The YES Company Program group is open to all Senior School students (S4-S6) and meets every Thursday afternoon after school.

PERFORMING ARTS ACTIVITIES

School Choir:

Organiser: Mrs E.J. Whitehead

The School Choir is open to all students and meets every Monday lunchtime. This runs in alternate years.

Dance Club:

Organiser: Ms J MacRae

The Dance Club is open to all students and meets every Wednesday after school.

Ceilidh Band:

Organiser: Miss Helen Beal

The Fiddle Orchestra is open to all students and meets every Tuesday lunchtime.



Keyboard Group:

Organiser: Miss Helen Beal

The Keyboard Group is open to all Standard Grade and Higher keyboard players and meets every Thursday lunchtime.

School Show:

Organisers: Miss Karin Farrell, Miss Katy Scott, Mrs E.J. Whitehead

This runs in alternate years.

Recorder Group:

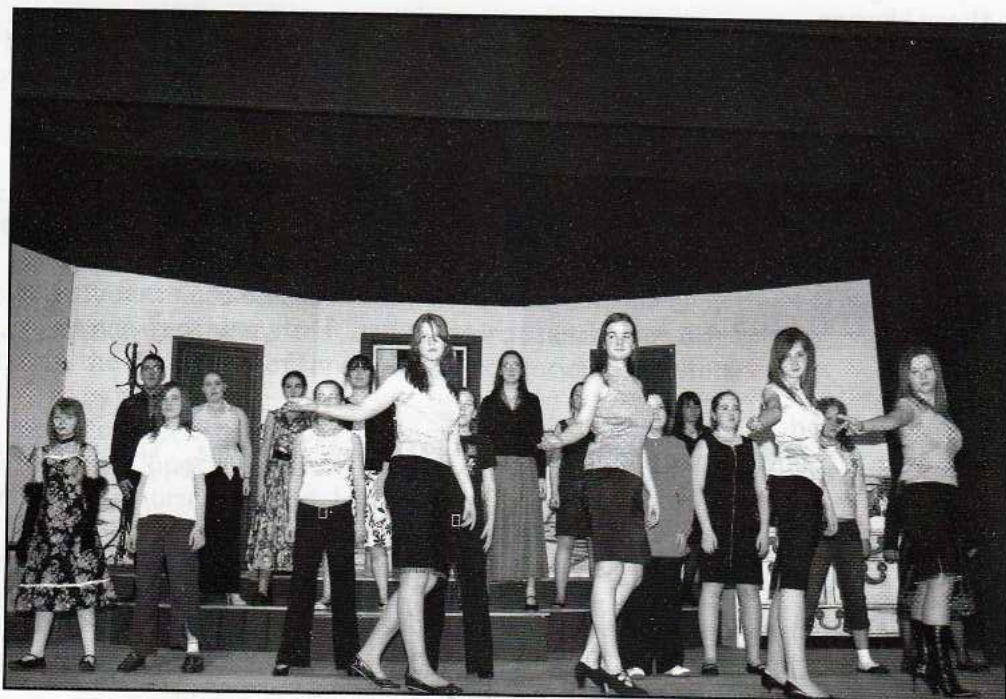
Organiser: Mrs J Dawson

The Recorder Group is open to all students.

Rock Challenge Performance Group:

Organiser: Mrs E.J. Whitehead

The Rock Challenge performance group is open to all students and meets every Monday after school.



SPORTING ACTIVITIES**Badaguish Outdoor Challenge:**

Organiser: Mr Derek Shepherd

The Badaguish Outdoor Challenge is a two-day orienteering competition held in the Cairngorm National Park and is held the last week in April every year. Participation in the Challenge is open to S4 to S6 students.

Badminton, Basketball and Hockey Clubs:

Organiser: Ms Lindsay Taylor

These clubs may run if sufficient numbers.

Duke of Edinburgh Award Scheme:

Organiser: Mrs Stacey Hamilton

The Duke of Edinburgh Scheme is open to all S3 to S6 students. The school arranges involvement in Gold, Silver and Bronze Awards.

Football Clubs: Boys Football

Organiser: Mr Derek Shepherd

The Boy's Football team is open to S3 to S6 boys and train every Monday after school.

Girls Football

Organiser: Mr Derek Shepherd

The Girl's Football team is open to all female students and trains every Wednesday after school.

Horse Riding:

Organisers: Mrs Stacey Hamilton and Mrs Katy Cameron

The Horse Riding Club is open to all students and staff and meets at a local riding school throughout the school year. The club also competes in numerous events in the surrounding district.

Volleyball Club:

Organiser: Mr Derek Shepherd

The Volleyball Club is open to all students and meets for training and games every Monday lunchtime.



OUT OF SCHOOL ACTIVITIES and INSURANCE

During their time at Keith Grammar School we hope that pupils will not just learn in the classroom - but that they will also benefit from different forms of out-of-school activities:

- i Class visits to places of curricular significance e.g. Standard Grade Biology trips to Culbin Forest and Standard Grade Geography trips to Aviemore.
- ii Pupils going out of school unsupervised by staff to pursue local research e.g. surveying local industry and in interviewing local personalities. You will be asked annually to sign a form consenting to your son/daughter taking part in such activities. Pupils will now carry a permission card with them.
- iii The normal extra-curricular activities e.g. football and hockey.

These activities benefit the all-round education of pupils, but one point should be considered by parents - youngsters are not insured for accidental injury whilst a pupil with the Education Authority. Indeed the following statement has been issued by the Authority.

No insurance cover is held by The Moray Council to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

The Moray Council does hold third party liability insurance which indemnifies the Council for claims from third parties (e.g. parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council.

This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. We are also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred, however remote the possibility.

(The Moray Council, 2003)

Parents may wish to consider taking out personal accident insurance for their children - details are available from your local Insurance Broker. You may also wish to consider putting expensive items such as bicycles, badminton racquets etc, onto your house insurance. The local Authority occasionally makes ex gratia payments for stolen items, which have had to be left outside classrooms, but they will not reimburse students for the loss of luxury items e.g. personal stereos or mobile phones.



TRAVEL

Throughout the year there are a number of opportunities for pupils to go on trips as part of extra curricular activities or related to their courses. The Keith Grammar School Fund is used to support the cost of transport. However, a nominal charge is made as follows:

- Trips within the Keith/Elgin/Huntly/Banff area £2
- Trips within the former Grampian region area £3
(including Aviemore/Speyside)
- Trips to other places in Scotland £10

For sports fixtures this charge is raised by a £1.00 payment for each fixture.



PROCEDURES

BEHAVIOUR IN SCHOOL

POSITIVE BEHAVIOUR SYSTEM 2000

The promoting positive behaviour system, introduced at KGS, has the following attributes:-

- i It is a positive approach to encouraging behaviour which promotes success for all.
- ii It leads us towards our goal, which is to make our school a happy safe and challenging place for everyone.
- iii It protects the rights of each pupil to learn and achieve.

PRAISE BREEDS SUCCESS

In KGS all staff regularly try to recognise effort, good conduct and achievement at all levels.

How does the Praise and Reward System work?

- i Credits in the form of stickers are awarded to pupils in S1 and are kept in pupil diaries.
- ii Staff indicate, on a regular basis, pupils whose effort and work is worthy of praise. Parents are then informed by a text message.

Certificates are awarded at strategic times throughout the year during special assemblies.

ENVIRONMENT AIDS LEARNING

All KGS staff work to create a calm but stimulating place in which to learn. To help us to achieve this goal, we use a Time-Out system, the aims of which are:

- i To create a purposeful environment in the classroom
- ii To remove pupils who disrupt this environment
- iii To encourage pupils to reflect on their behaviour
- iv To encourage pupils to accept responsibility for their behaviour

What happens to the very few pupils who fail to meet the standards of behaviour in the school?

Pupils who misbehave in class will be given a verbal warning which is noted in their diary. If their behaviour fails to improve the pupil will be asked to complete a Behaviour Plan.

Continued disruptive behaviour at this stage will result in that pupil being sent to the Time-Out for the rest of the period.



PARENTAL COMMUNICATION

At KGS we appreciate the importance of early communication with parents when pupils have been sent to the Time-Out room. We will inform you immediately by telephone and letter.

How will you know if my child has received a warning in class?

- i Look in your child's Homework Diary. The teacher will have recorded if your child has had to be warned twice in any lesson.

How will I know if my child has been in TIME-OUT?

- i You will receive a phone-call or a letter from your child's Year Head.

What will I be expected to do?

- i Speak to your child about his or her behaviour.
- ii Feel free to contact the school if you are concerned about your child's behaviour.

What about Homework?

- i Homework helps pupils to learn, but we recognise that sometimes there are problems. In order to support our pupils we provide;

- Study clubs
- Revision clubs
- Lunchtime "catch-up" sessions

If homework is not done, departments will request attendance at one of these clubs or sessions until the work is successfully completed.

SCHOOL UNIFORM

All pupils and students at Keith Grammar School are expected to wear school uniform. The KGS Association decided the choice of the present uniform after a major consultation exercise amongst parents and pupils. All items of the KGS school uniform are supplied by Craigdon of Inverurie. Order forms are available from the school.

For S1 to S3 pupils the school uniform is either a navy blue sweatshirt or a navy blue pullover. All these items have the school logo on the left sleeve. For S4, S5 and S6 students the school uniform is currently a black pullover with the school logo. Pullovers should be worn with a white blouse or shirt and the school tie.

Along with the pullovers or sweatshirts, pupils and students should wear dark trousers. Parents are asked not to send their children to school in denim jeans, skirts or jackets, in football shirts, or in other clothes with non-music or similar motifs. For health and safety reasons pupils and students must not wear shell suits to school due to the flammable nature of the material from which they are made.

Sensible and safe sports kit should be worn for PE lessons and games. Football shirts and T-shirts which advertise teams, tobacco or alcohol should not be brought to school.



ATTENDANCE

All parents have a responsibility to ensure that their children who are enrolled at KGS attend school. All absences must be covered by an explanation from the pupil's parent/guardian. This should be done by phoning the special telephone number before 8.45a.m. on the first date of absence and leaving a message. If a pupil is absent and no phone call has been received, our computerised system will ring home, work and mobiles repeatedly until a parent is contacted. This gives parents the security of knowing that if their son or daughter is not at school they will be informed.

Schools have a responsibility to ensure that every absence is covered by an explanation. Tutors, Guidance staff and Senior Management regularly monitor absence patterns and will contact parents if concerns arise. In extreme situations, the Moray Council officials may be involved if absences are affecting a pupil's progress.

If it is known in advance that a pupil will have to miss a day, or longer, then a note should be brought in beforehand. Emergency pre-arranged absences (e.g. a newly made dental or doctor's appointment) can be made by the pupil reporting to the office before 8.55a.m.

It is recognised that some parents' holiday patterns may involve making arrangements during term time. However, we would request that taking pupils off school for holidays should be avoided if at all possible. This will help to ensure that disruptions to your son or daughter's education are kept to a minimum. Should it prove necessary to holiday during the school year, please contact your child's Guidance teacher or tutor beforehand. Pupils out of school for holidays must take responsibility for finding out about work that has been missed and catch up as quickly as possible. We are required to record such absences as being unauthorised, in the same category as truancy.

Students in S6 are considered to be young adults. They are allowed to complete an absence form for themselves rather than obtaining a parent's signature. Any pupil or student leaving the school during any period or at interval must sign out at the school office. This allows us to account for all members of the school should an emergency evacuation become necessary.

PUNCTUALITY

All pupils and students are encouraged to develop good habits of punctuality. After the start of school in the morning and the afternoon anyone entering the building must do so through the front door and report to the school office.

As latecomers will have been marked "absent" on the daily register, they will be given a late slip and must return it to Mrs McCallum at 3.20. Guidance and Senior Management staff monitor patterns of lateness and parents will be informed of any concerns.



ANTI BULLYING

"We openly recognise bullying as being a problem. Our aim is to share information and act upon it. We actively pursue a culture which encourages children and adults to "SHARE & TELL" their fears.

Our mission is to tackle bullying wherever it exists and to challenge the view that bullying is an inevitable feature of school life and experience".

(Extract from Keith ASG Anti-Bullying policy)

Be Cool - Not Cruel is the anti-bullying slogan adopted by KGS pupils to convey the message that we are proactive in our approach to tackling what is recognised as a nationwide problem in schools today. Our anti-bullying policy, formulated in co-operation with our ASG Primary schools, established a shared philosophy, common methods and strategies for children from P1 to S6.

The "Be Cool - Not Cruel" logo provides a powerful focus for 'Social Education Work on Anti-Bullying and Relationships' delivered by the Guidance Team. Individual laminated Cool Cards are issued to primary and S1/2 pupils. These can be passed to teachers, guidance staff or deposited into a "Cool-Box" situated in the S1/S2 coat pegs outside Room 9. Pupils are then contacted discreetly so that any problems can be discussed confidentially.

Information leaflets for parents and pupils are issued annually to new S1 parents along with the Helpline Card - a handy reminder about who to contact when help or advice is required.

ILLNESS & ACCIDENTS

Any pupil who becomes unwell during school hours will be taken to the medical room. Our help there will be of the type a parent would give. If it is thought necessary, we will contact the parent and ask them to make arrangements for collection of the pupil concerned. It is therefore important that Mrs Wilson has up-to-date emergency contact numbers. If a child needs emergency treatment at Turner Memorial Hospital every effort will be made to contact the parents.

It should be emphasised that any pupil feeling unwell must **not** leave the school without permission, but should report to Medical in the first instance. The issue of paracetamol tablets to pupils is now not permitted by Moray Council. If paracetamol is required for a particular child then it should be prescribed in the usual way by the child's GP.



MEDICINES IN SCHOOL

Whilst school staff have a general duty regarding health and safety, it is NHS Grampian who have legal responsibility regarding medical treatment of pupils. Generally, however, in Moray schools, there will be staff who, with appropriate training, will be able to administer essential medication.

Depending on their maturity, it may be appropriate for older children to carry their own medication and be responsible for its use. It is essential, nevertheless, that parents ensure that the School is informed of this.

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as Aspirin and Paracetamol fall into this category and will therefore not be administered on pupil request.

CHILD PROTECTION

The Moray Council is guided by the North East of Scotland Child Protection Committee in Child Protection matters. The following statement applies to all Moray Schools:

"It is the duty of the Moray Council and all its staff to ensure as far as possible, that all children are protected from the danger of child abuse in all its forms; Emotional abuse, Physical abuse, Sexual abuse, Neglect.

Where school staff have concerns about a pupil which suggests the possibility of abuse, then these concerns will be discussed with a member of the Social Work Department to determine what, if any, action needs to be taken. Under these circumstances, parents will not normally be consulted first."

A copy of the "Supporting Pupils with Medical Needs in Schools including The Administration of Medicines" guidance document is available at the school.

SECURITY

There are over 100 lockers available for pupil use. These are situated in various locations in the school. The lockers can be hired by any pupil for a £5 deposit.

Pupils are allowed to bring mobile phones to school. However, pupils must look after these (and other belongings) as the school can take no responsibility for any loss or damage. During lessons, assemblies, etc. phones must be switched off - the parents of anyone whose phone does go off, will be contacted and asked to collect it from a senior member of staff.



PHYSICAL INTERVENTION

A copy of the "Physical Intervention Guidelines" is available at the school. All schools in Moray are aware that there is a need for teachers to physically interact with pupils. In this respect teachers are advised by the Moray Council document "Physical Intervention Guidelines". This document describes Physical Intervention at three levels. These levels and examples from each are described below.

i Routine Level

A teacher may hold a child's hand to demonstrate the use of a pencil, or a young child's teacher may put an arm around his/her shoulder if a fall has caused upset.

ii Crisis Intervention

May be used if it is feared that a child is doing something that will hurt him or herself, or another child. Such interventions will be recorded in the school and parents will be informed.

iii Planned Intervention

This might occur when it is anticipated that a child may put him/herself or others in danger. This could be because of a previously known incident caused by an emotional or physical difficulty experienced by the child. The plan, which guides such intervention, will be agreed in advance by parents in all cases.

PARENTAL CONSENTS

Every year in August parents will be asked to complete and return a consent form relating to the following:

- Out of School Curricular Activities
- Media Filming, Photography and Recording
- Use of ICT Equipment
- Detention and homework catch-up permission

For most pupils these are not a problem, but if they present difficulties please contact your Guidance Teacher. For all non-routine activities separate consent forms will be issued with the details of the activity.



RELIGIOUS OBSERVANCE CHAPLAINCY TEAM

At Keith Grammar School we are extremely fortunate to find ourselves on the brink of a new programme of initiatives involving the participation of our new chaplaincy team. This session we welcome to the school Rev. Doug McRoberts (Keith North, Newmill, Boharm & Rothiemay Church), Rev. Alison Simpson (Holy Trinity), Rev. Ranald Gauld (St Rufus), Rev. Dr Kay Gauld (St Rufus) and Fr. Mark Impson (St Thomas R.C. Church).

The team, which meets regularly with Mr Findlay, are presently planning whole school services for Christmas and Easter and also a new level of participation by the clergy in year assemblies, and perhaps also curricular involvement in RME classes. All parents have the right, on grounds of conscience, to withdraw their children from religious observance and/or religious education. If you are considering exercising this right, you are invited to contact the Head Teacher to discuss the situation.



RACE RELATIONS ACT

POLICY

The Educational Services department of the Moray Council has general and specific duties under the Race Relations Act section 71(1).

The Moray Council is opposed to Racism. It is committed to taking all steps within its power to eliminate discrimination and racist incidents and to promote equal opportunities and good relationships amongst all communities. Educational Services is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. Educational Services strive to prepare all pupils for living in a multi-cultural and multi-ethnic society and will strive to promote race equality in all dimensions of its work amongst service users, staff and partners in the community".

The Moray Council has a Scheme for Race Equality and as part of that scheme, Educational Services has a distinct Race Equality Policy. A copy of the scheme is held in all educational establishments for your scrutiny or should you require a copy you can contact:

Community Development Manager (Strategy),
The Moray Council,
Headquarters Buildings,
High Street,
Elgin, IV30 1BX
(Tel 01343 563404)

RACIST INCIDENTS

"A racist incident is any incident which is perceived to be racist by the victim or any other person".

The Moray Council is a partner in the Grampian Racial Incidents Multi-agency Strategy group. All racist incidents must be recorded as a racist incident using the appropriate form. Parents, pupils or staff can ask to report the incident using the Racial Incident Monitoring Form at the school.

Parents, pupils or users of Educational Services can report a racist incident to any of the other agencies involved in the Partnership. Guidelines for using the form and details of the Racial Incidents Strategy are available in all schools and educational establishments. Moray Council provides an interpreter's handbook in schools and educational establishments can access interpreters if required by parents or pupils.



DISABILITY DISCRIMINATION

Within Moray Council Educational Services strategies to avoid discrimination on the basis of pupil disability are guided by legislation as contained in Part IV of the Disability Discrimination Act 1995, as amended in 2001. This legislation makes it unlawful for a school to discriminate against a child for reasons related to his/her disability.

A "disability" is defined as a condition which prevents or makes it unreasonably difficult for a child or young person to access:

- The school curriculum - e.g. are large print books available for children with visual impairment?
- The school environment - e.g. can a child who uses a wheelchair move readily, as required, from one area of the school to another?

Disability is also defined as a condition which may require the school to introduce appropriate alternative communications systems - e.g. supplying portable electrical vibrators to allow hearing impaired children to be aware of school bells and/or fire alarms.

Full Moray Council Educational Services guidance on disability access strategies is contained in: The Moray Inclusion File - "Accessibility for All". Copies of this file are available in school for your scrutiny, or should you require a copy for closer study you are invited to contact:

The Education Support Services Manager
The Moray Council Headquarters Building
High Street
Elgin IV30 1BX

(Tel 01343 563174)

Also "A Guide for Parents to Part IV of the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001 - Schools" can be obtained free of charge via the Disability Commission helpline (telephone: 08457 622633).

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

Your data protection rights

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



SEED works with a range of partners including Her Majesty's Inspectorate of Education (HMIe) and the Scottish Qualifications Authority (SQA). On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing will be done under the strict control and prior agreement of the Data Sharing Panel in SEED, who will not publish or release any information that allows an individual pupil to be identified. Data will not be used to take any actions in respect of any individual pupils.

Further information

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net. The website also contains answers to commonly asked questions about ScotXed. If you have any concerns about the ScotXed data collections you can email the Senior Statistician at peter.whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available in other languages, audio tape, Braille and large print.

SCHOOL BUS TRANSPORT

Keith Grammar School draws pupils from a wide geographical area, from Deskford in the north to Drummuir in the south, and from Rothiemay in the east to Mulben in the west. Transport therefore plays a large part in school life, with over 250 pupils and students relying on school transport. All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if that is their local catchment school. Door-to-door transport is not guaranteed. In certain instances, children may be required to walk up to 2 miles as appropriate.

Normal day-to-day transport is provided by eleven separate contracts. Buses arrive in the morning at various times between 8.15 and 8.30 but all buses leave the car park at 3.25 each day. For pupils attending school clubs, homework clubs or other activities, transport is available home at 4.30p.m. Pupils requiring this transport home must sign a list on the noticeboard in the Mathematics corridor. Transport is also made available for away sports fixtures and for curricular visits (at a small cost).

Safety on school buses is of paramount importance, and good behaviour is essential at all times. All buses are now provided with seat belts, and these must be worn at all times. Any pupil who refuses to wear a seat belt, or shows persistently bad behaviour, will have their bus pass withdrawn and alternative transport arrangements will have to be made.



INFORMATION FOR PARENTS LEAFLETS

The following series of leaflets have been produced for parents/carers to provide information on educational matters. If you would like further information on anything not covered by this series of leaflets, or would like to see a leaflet produced on topics not covered, please contact Educational Services, Council Offices, Elgin, IV30 1BX, Telephone (01343) 563113, Fax (01343) 563478, Email: fiona.bell@moray.gov.uk

- 5-14 Curriculum
- Admission to Primary School
- Adverse Weather
- Bullying
- Central Support Services for Children with Special Needs
- Deferred Entry to Primary School
- Education at Home
- Educational Psychology Service
- Exclusions
- Financial Assistance for Parents and Pupils
- Funded Pre-School Education - Session 2005/2006
- Instrumental Instruction Servid and Moray Music Centre
- Placing Requests
- Provision for Pupils with Special Educational Needs
- Pupil Transport
- Record of Needs
- S3-S6
- School Boards
- School Health Services
- Structure of Primary Classes



Table 1: SCHOOL RUNNING COSTS

Budget for financial year 2005/06	Total Budget Allocation at April 2005	School Roll at September 2004	Cost per pupil
Keith Grammar	£2,271,688	496	£4,580
Moray Average	£23,865,366	6,022	£3,963
National Average	£1,338,190,036	318,092	£4,207

Table 2: LEAVERS DESTINATIONS

Number of pupils leaving in school year 2004/05 and Percentage with Destination as:

% with destination as:						
No. of Leavers	Full time Higher Education	Full time Further Education	Training	Employment	Other	Not Known
91	27%	12%	**	45%	12%	**

Table 3: SCHOOL ATTENDANCE AND ABSENCE**SCHOOL YEAR 2004/05**

Stage	Total number possible attendances (morning and afternoon)	Authorised absences %			Unauthorised absences %		
		KGS	Moray	Scotland	KGS	Moray	Scotland
S1	36,104	4.0%	4.7%	6.0%	0.8%	0.9%	1.0%
S2	35,354	4.4%	5.6%	7.3%	0.6%	1.2%	1.5%
S3	35,542	5.4%	6.6%	8.7%	1.4%	1.9%	2.1%
S4	32,438	6.1%	6.3%	8.8%	1.6%	2.9%	2.8%
S5	29,340	6.5%	5.7%	8.0%	2.5%	1.8%	2.1%
Total S1-5	168,778	5.2%	5.8%	7.7%	1.3%	1.7%	1.9%

Table 4: ESTIMATED S5 JANUARY ROLL**As a Percentage of the S4 Roll in September of the Previous Session**

2002/03	2003/04	2004/05
67%	57%	78%



Table 5: 5-14 YEAR ATTAINMENT

Target Measure		Previous level of performance (June 2004) % S2 roll attaining or exceeding minimum 5-14 levels for their stage	Present level of performance (June 2005) % S2 roll attaining or exceeding minimum 5-14 levels for their stage
Reading	KGS Moray	65% 65%	70% 65%
Writing	KGS Moray	65% 54%	56% 52%
Mathematics	KGS Moray	52% 56%	66% 59%

Table 6: MINIMISING OVERALL ABSENCE

Target Measure		Absence recorded (2003/2004) Average number of half days absence per pupil	Absence recorded (2004/2005) Average number of half days absence per pupil
Absence	KGS Moray National	30.5 29.4 37.4	25.4 29.0 37.4

Table 7: EXAMINATION RESULTS

(within Scottish Credit and Qualifications Framework - 2004/05 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		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
	94%	96%	97%	78%	88%	83%	26%	32%	25%

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		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
	47%	36%	51%	18%	14%	24%	4%	6%	7%

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 or better		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
	29%	32%	28%	17%	16%	12%	7%	14%	10%

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





Look Forward to Seeing You.....*Tesus maximus cornelius*