

BRAE HIGH SCHOOL

Secondary Department



“Wirk tagidder wi ean anidder”

Information for
Parents/Pupils

August 2011

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GENERAL INFORMATION

Brae High School Secondary Department, along with the Primary and Nursery Departments, is housed in very good accommodation in the middle of the town of Brae in the north of Shetland Mainland. It serves the whole of the North Mainland and normally has intake from 6 local Primary Schools as well as the school's own primary department - details are given below:

Brae High School
Brae
Shetland
ZE2 9QG

Head Teacher : Colin Kirkness
Depute HT (Secondary): Garry Spence
Depute HT (Primary/Nursery): Billy Forsyth

Phone: (Secondary) 01595 745600
(Primary) 01595 745601
Fax: (Secondary) 01595 745602
(Primary) 01595 745603
email: brae.school@shetland.gov.uk
Website: www.brae.shetland.sch.uk

Local Primary Schools

Mossbank (has a nursery class)

Joint Head Teacher: Patricia Brown
Mossbank
ZE2 9BR
01595 807280
mossbank@shetland.gov.uk

Olnafirth (Voe)

Joint Head Teacher: Patricia Brown
Voe
ZE2 9PT
01595 745090
olnafirth@shetland.gov.uk

Lunnasting (Vidlin) (has a nurse class)

Head Teacher : Fiona Marshall
Vidlin
ZE2 9QB
01595 745690
lunnasting@shetland.gov.uk

Urafirth (has a nursery class)

Head Teacher: Wilma Missenden
Urafirth
ZE2 9RH
01595 747460
urafirth@shetland.gov.uk

Ollaberry

Head Teacher: Marianne Raikes
Ollaberry
ZE2 9RT
01595 807270
ollaberry@shetland.gov.uk

North Roe

Head Teacher: Hazel Cranie
North Roe
ZE2 9YR
01595 745685
northroe@shetland.gov.uk

Useful Contacts

Shetland Islands Council
Education Services
Community Services Department
Hayfield House
Hayfield Lane
Lerwick
ZE1 0QD Telephone: Lerwick 744000

Head of Schools:

Mrs Helen Budge Telephone: Lerwick 744000

Quality Improvement Officer

Mr Robert Sim Telephone: Lerwick 744000

Principal, Shetland College of Further Education

Mr D Gray Telephone: Lerwick 771000
Enquiries about Further Education, Open University, Open Learning

Education Service Administration Assistants:

Mrs Z Anderson Telephone: Lerwick 744000
Enquiries regarding Bursaries, Education Maintenance Allowance
Enquiries regarding Free School Meals or Clothing Grants

Transport/Service Manager

Enquiries regarding School Transport Telephone: Lerwick 744868

Principal Child Psychologist:

Ms A Bain MA Telephone: Lerwick 694488

Child Psychologists visiting this school:

Ms A Bain / Miss R Simpson Telephone: Lerwick 694488

Careers Officer

Ms V Angus Telephone: Lerwick 695791

School Medical Officer

Lindsey Scott Telephone: Lerwick 743076

The secondary offers a wide curriculum and presentation for examination (mostly Scottish Qualification Authority - SQA Exams) for pupils from Secondary 1 (S1) to Secondary 6 (S6)

The roll for each of the six yearly stages in Session 2011-2012 is as follows
Secondary 1 - 45, Secondary 2 -35, Secondary 3 - 39,
Secondary 4 - 49, Secondary 5 - 38, Secondary 6 - 30

The anticipated roll is 236

Secondary 1 for the following year should be around - 28

The school day is divided into 16 periods, mainly of 20 minutes. This allows great flexibility with pupils having lessons between 40 minutes and (occasionally for S5/6) 2 hours.

Detailed timings are given below

THE SCHOOL DAY

08.50 to 08.55	REGISTRATION
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	8.55,	9.15,	9.35,	9.55,	10.15,	10.35
start of period	1	2	3	4	5	6

10.55 to 11.15	INTERVAL
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	11.15,	11.35,	11.55,	12.15,	12.35,	12.55
start of period	7	8	9	10	11	12

1.20 - 2.00	LUNCH
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	2.00,	2.20,	2.40,	3.00,	3.20
start of period	13	14	15	16	school closes

A parents' calendar is distributed around mid September, but main dates are given below - the main term dates are confirmed, local holidays and in service days are provisional, although likely to be as shown:

Session 2011-2012

The important dates in the school calendar

First Term	Staff return to duty Pupils return	Monday 15 August 2011 Wednesday 17 August
(October Break)	School Closes (3.20)	Friday 7 October
Second Term	In-Service (no pupils) Pupils return	Mon 24, Tues 25 October Wednesday 26 October
(Christmas)	School Closes (3.20)	Wednesday 21 December
Third Term	Pupils and staff return	Wednesday 4 January 2012
	Local Holiday	Wednesday 1 st February
	Local Holiday	Friday 24 February
	Local Holiday	Monday 27 February
(Spring Break)	School Closes (3.20)	Friday 30 March
Fourth Term	In-Service (no pupils) Pupils return	Monday 16 April Tuesday 17 April
	Local Holiday	Friday 25 May
	Local Holiday	Monday 28 May
(Summer Break)	School Closes (3.20)	Thursday 28 June
	Staff return for duty Pupils return	Monday 13 August 2012 Wednesday 15 August 2012

TRANSFER AND ENROLMENT

The majority of our pupils join the Secondary Department in S1 from our local primary schools, including Brae. There is a great deal of contact and consultation between Primary and Secondary staff, and teachers in Primary Schools pass on to us necessary information about pupils, including any individual difficulties that may have emerged.

The First Year in 2011-2012 will consist of three classes, each of which will be a mixed ability group. Close attention is given to the composition of the classes, to ensure that there is a good mix of pupils from various primary schools, and to take into account where possible the recommendations of primary staff and parental requests. It will be understood that it is not always possible to meet all of these (sometimes conflicting) desires.

Families moving into the area should contact the school with a view to registering children of secondary age. They will then have the choice of enrolling at Brae High School or making a placing request for attendance at another school.

PLACING REQUESTS

Parents who live outwith the area normally served by the school may apply to have their children enrolled in the Brae High School secondary. Such placing requests should be made in writing to the Education Service. Normally we are able to accept placing requests.

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

ATTENDANCE AT SCHOOL

Good attendance is vital for progress at school, and this is reflected in the law of the land. Section 30 of the 1980 Education (Scotland) Act lays a duty on every parent of a child of school age to "provide efficient education for him suitable to his age, ability and attitude, either by causing him to attend a public (that is local authority) school, or by other means". The overwhelming majority of parents choose to meet this duty by enrolling their child at a local authority school and therefore must ensure that their child attends school regularly. Attendance must be recorded by the school twice a day, morning and afternoon.

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

There have been a very small number of tragic events in other parts of the UK over the last few years, involving pupils being absent from school, without their parents' knowledge. Because of this we would now request that parents contact the school as soon as possible on the day of any absence, and would be grateful for information in advance for any anticipated absence.

When a pupil returns to school after absence, parents are asked to provide a note giving the reason.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Before going on holiday, parents should inform the school by letter of the dates. The Scottish Executive has revised its guidance to authorities and clearly states that family holiday absence must be recorded as unauthorised by the school.

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

If a pupil's attendance is unsatisfactory, the school may, in serious cases, refer the matter to the Reporter to the Children's Panel. Fortunately very few cases lead to such referrals. Where a pupil's attendance is causing concern, Pupil Support staff will be active in offering guidance.

Late Comers

Pupils arriving too late for registration are expected to report to the main office to register their presence in school, otherwise they will be marked absent. All late coming is recorded and persistent offenders will be seen by the appropriate member of staff.

Child Protection

The safety and wellbeing of our pupils is of major importance to our school and we take every precaution to ensure that all of our procedures bear this in mind.

- All visitors to the school must use the main security entrance and report to the School Office on their arrival in the building.
- Children in the lower school attending medical/dental etc. appointments should be collected by an adult from school.
- If a child is being collected from school by someone other than the parent/guardian known to the school who normally collects them we should be informed of this change.
- Parents/Carers will be contacted if an S1 pupil does not arrive in school in the morning if we do not know the reason for the child's absence.

We encourage our pupils to take responsibility for their personal safety at all times.

On the very rare occasion where staff have serious concerns over a child's safety it is the schools statutory duty to pass this information onto social work and the police. These agencies then decide whether or not to take the matter further and possibly proceed with a formal investigation.

Behaviour

Good behaviour is closely linked with many aspects of the life of the school:

- ❖ an appropriate curriculum for all pupils.
- ❖ effective teaching and learning.
- ❖ good organisation.
- ❖ a commitment to the needs of each pupil.
- ❖ the involvement and support of parents.
- ❖ a common sense of purpose and responsibility.
- ❖ a sense of identity for each pupil within the school.
- ❖ a positive atmosphere, with good relations among pupils, staff and parents.

Generally speaking, pupil behaviour is good and relationships between staff and pupils and among pupils are very positive.

We have a simple code of conduct, based on mutual respect and individual classrooms will also have specific rules, often related to safety matters.

On the rare occasions pupils are significantly misbehaving, appropriate sanctions will be taken up to and including exclusion from school, although this is only in exceptional circumstances such as acts of violence. It remains, however, our expectation and experience that almost all pupils behave well almost all of the time.

To help with this a few guidelines and the code of conduct is given on the following pages

GUIDELINES FOR PUPILS

1. What is Expected

A few simple things are expected of you in school. You should always:

- work to the best of your ability.
- be co-operative, helpful and polite towards all members of staff, and always follow their instruction.
- be helpful and polite towards visitors to the school.
- be helpful and friendly to each other.

2. Coming to School and Going Home

You should arrive at school in good time.

If you arrive too late for Registration (8.50 – 8.55), you must report to the Office immediately.

3. Moving about

You should always behave in an orderly manner on school buses, or when walking to and from school. At all times you should move promptly and quietly about the school: you should never run.

4. Interval and Lunchtime

There is a huge range of nutritious and filling hot and cold meals served in a cafeteria setting and in our more conventional canteen. We expect pupils to behave reasonably calmly and quietly when eating inside and most importantly not to leave any litter.

Pupils should normally remain within the school grounds at interval and only S5/6 pupils are allowed to leave the school at lunchtime.

In light of the excellent choice available and our promotion of healthy initiatives we would very much discourage all younger pupils from leaving the school at lunchtime unless parents have signed a slip indicating they insist that their son or daughter can leave the school at this time, with the understanding that pupil health and safety is the parents' responsibility on these occasions.

5. Absences and Appointments

If you are absent from school, you should bring a note from your parent or carer giving the reason; you should give the note to your Register Teacher on your first day back at school.

Appointment cards for hospitals, clinics, doctors and dentists should be shown to the General Office for signing before a visit is made, so that a pupil will not be marked absent.

6. Dress for School

There is no school uniform. Pupils are expected not to wear any clothing which may give offence, or may be a health and safety risk. Some activities in for example technical require specialist clothing which the school will provide. Appropriate kit is expected for PE, although details are not specified - pupils will be warned well in advance of a swimming or an outdoor block, which may require different kit.

7. Your Belongings

Clothes and personal equipment should be marked clearly with your name.

Money or valuables should never be left in pockets of clothes in cloakrooms or dressing rooms. Ideally such items should not be brought to school. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent. Parents should note that the authority does not carry insurance to cover the loss or misuse of mobile telephones. Secondary pupils carrying mobile phones must have them switched off at all times during classes. Pupils misusing their mobiles will have them placed in the school office for collection at the end of the day.

8. Care of the School

You should always:

- do your best to keep the school building and school property in good condition.
- keep off the grass in the playground.
- put litter in a bin: do not leave it on the ground or on the floor, or in the streets near the school.
- Do not bring glass bottles into school.

9. Code of Conduct

This is displayed throughout the school:


Brae High School

Code of Conduct for Pupils

Pupils are expected to accept the authority of staff.

Pupils are expected to take responsibility for their own actions and to show courtesy and respect to staff, visitors, and each other at all times.

School premises and other peoples' property must be treated with respect. The school and grounds should be kept clean and tidy by making full use of litter bins provided.



BRAE HIGH SCHOOL
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Approach to Bullying

Many pupils feel worried about the possibility of being bullied at school. All staff at Brae High School think that nobody has the right to hurt other people by hitting them, calling them names, spreading rumours about them or doing anything which is meant to upset them. Bullying can take many forms but it all comes down to someone trying to use their power, size or influence against another person.

If pupils feel they are being bullied they should approach Pupil Support Staff or Senior Staff (or any member of staff) with their concerns.

Similarly, if you feel, as a parent or guardian, your son or daughter is being bullied, remember it is not their fault - the bullies need to change.

You must contact the Pupil Support staff or Senior staff at the school immediately, do not be afraid that this will make the situation worse, do not think the bullying will stop by itself, and do not tell your son or daughter to hit or fight back.

Bullies try to justify what they are doing by saying they were "only having fun" and they did not realise they were upsetting the bullied person. Staff at school are experienced in dealing with these situations, they will handle incidents firmly, fairly and tactfully.

If you are concerned that your child may be suffering from a bully some suggestions are listed below.

WHAT TO DO

- ✓ Do something! Bullying only stops if you take action.
- ✓ Try to talk to your son or daughter to find out if there is a problem.
- ✓ Contact the Pupil Support staff at school to explain your concerns.
- ✓ Ask your child to talk to a teacher at school.

WHAT NOT TO DO

- ✗ Do not ignore bullying, it will not go away.
- ✗ Do not try to deal with the problem yourself, contact a teacher.
- ✗ Do not tell your child to fight back.
- ✗ Do not blame your child. It is not their fault.

Staff at school will investigate your concerns, talk to witnesses and discuss this problem with all pupils concerned.

There will initially be a "no-blame-approach" to ensure pupils understand the consequences of their actions and realise how other pupils feel.

Bullying will also be tackled in Social Education lessons where pupils are issued with anti-bullying leaflets.

With your help we will ensure Brae High School is a "bully-free" school.

HEALTH AND MEDICAL CARE

If pupils feel unwell during the school day, or if they have minor cuts and bruises, our First Aid staff look after them in the first instance. However we do not have any nursing staff in the school, and sometimes it is necessary to arrange for a pupil to go home, or even to hospital. In these circumstances, we make every effort to contact parents. This is why we ask all parents, at the start of each session, to give us an emergency contact and to complete a form giving details of their son/daughter's health.

If your son or daughter has any special requirements arising from medical conditions, please contact Pupil Support staff at an early stage, so that appropriate arrangements can be made, e.g. retention of certain medicines by the school.

Regular medical examinations of pupils are arranged by the NHS and are carried out on school premises. Parents will be advised in advance of these examinations and they are always welcome to be present when these medical checks are made.

The Standards in Scotland's Schools etc. Act 2000 (Section 57) requires establishments to ensure that the child (if of the age of legal capacity) has given their personal consent to receiving medical or dental treatment at school before any treatment is given.

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of provision of transport, power failures or difficulties with fuel supply. In such cases we shall do all we can to let you know about the details of closure, re-opening or temporary arrangements. Updated details in relation to this will be distributed each year in November

DATA PROTECTION ACT 1998

Pupils, their parents or guardians, have the right to be informed of processing being undertaken, the right to inspect personal data, to rectify, block or erase data and to prevent processing under certain circumstances. Personal information on pupils their parents or guardians may be processed for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and will only be disclosed in accordance with the appropriate Code of Practice. For further information please contact the school.

TRANSPORT

The law says that pupils under 8 years old who live more than two miles from school and pupils over 8 who live more than three miles away are entitled to transport.

In addition Shetland Islands Council provides transport for pupils living some distance from the school bus routes and also considers special cases, usually based on ill health or unusually difficult conditions. Winter transport may be provided between the October and Easter holidays for pupils who live more than 1.5 miles from school. Parents should contact the school office or Ian Bruce if they have any transport queries.

School bus hirers are not obliged to carry occasional passengers and may have no room or insurance cover for extras. Your child is **not entitled** to a seat on other buses. Please arrange transport in advance and also tell your own bus driver about any changes.

CUSTOMER CARE

The school values most highly our relationship with parents/carers and welcomes any contact in almost all circumstances. The Head Teacher and/or Secondary Depute Head Teacher are always delighted to hear from any parent/carer and will endeavour to respond very quickly to any parental contact, normally within 1 working day. However in order to deal with matters most efficiently you may wish to note the points below.

General factual enquiries/communications (for example about pupil absence/appointments/ meeting or holiday dates/exam arrangements etc.) can often be answered or recorded by school office staff directly or by the office staff seeking details and then passing these on to parents. It is therefore often worthwhile, with a routine communication, asking office staff in the first instance.

Where parents feel it is a more complex matter they can contact either the Head Teacher or the Secondary Depute Head or the appropriate Principal Teacher of Pupil Support (Guidance) namely Mr Whitten or Mr Murphy. It should be noted that, unless a special arrangement has been made, parents would not normally be put directly in touch with classroom teachers or subject Principal teachers in the first instance.

Parents can of course raise an enquiry/concern/complaint in writing to the school and when a parent wishes to make a formal complaint he or she will often be asked to do so in writing. *The School's email service is effectively in the public domain and as such we would discourage parents from using this method except for the simplest, most factual of enquiries.*

Formal written complaints will be acknowledged by return and investigated quickly and confidentially - parents will receive feedback within 5 working days.

When parents are not satisfied with the school's resolution of any issue, they may wish to refer this to the Schools Service. The usual contact point for such is given below. While this option is available at any stage, if the school has not had the opportunity to resolve a difficulty, parents will normally be referred back to the school in the first instance.

Robert Sim
Quality Improvement Officer
Shetland Islands Council
Schools Service
Education and Social Care Department
Hayfield House
Hayfield Lane
Lerwick
ZE1 0QD

Telephone 01595 744000

EQUAL OPPORTUNITIES

In accordance with the policy of Shetland Islands Council, Brae High School pursues a policy of equal opportunities. We seek, for instance, to ensure that girls and boys have equally broad educational opportunities, and that no group or individual is disadvantaged either in the choice of subjects available to them or in the quality of their experiences at school. In S1 and S2, girls and boys follow exactly the same course, and have the same choices available in S3 and thereafter.

Similarly, we try to ensure that no pupil is disadvantaged by virtue of physical disability, ethnic origin or difficulties in learning. We try to make sure that all our pupils are given the chance to develop confidence in their potential, and that each one has every opportunity to develop that potential.

PARENTS' EVENING AND REPORTING

Our programme of parents' evenings for the current session (each starting at 6pm) is as follows:

Monday Nov 28th	S5/6 Parents evening
Tuesday Dec 6 th	S4 Parents evening
Wednesday Feb 8 th	S2 Parents evening
Wednesday May 23rd	S1 Parents evening
Thursday June 7th	S3 Parents evening

Besides these formal parents' evenings, to which parents are invited by letter, parents are welcome to contact the school at any time as per the customer care policy outlined earlier.

The school will also communicate with parents in numerous other ways including:

- by letters on specific matters.
- by occasional newsletters, when there is a number of minor items of information to be passed on.
- by the parents calendar.
- by the school web site - which is highly recommended for up to date and interesting features as well as standard information - www.brae.shetland.sch.uk/.
- through the pupil support system as detailed on the following page.

Our reporting timings have been revised and are as follows:

S1	Mid Oct - brief settling in report	Early May - full report
S2	Mid Jan - full report	
S3	Late Sept - brief settling in report	End May - full report
S4	Mid Nov - brief progress report	Late Feb - full report
S5/6	Early Nov - brief progress report	Mid March - full report

THE PUPIL SUPPORT SYSTEM & CAREERS

PUPIL SUPPORT

The school Pupil Support Staff presently consists of 2 Principal Teachers, who work closely with the DHT and HT.

Each PT Pupil Support has a responsibility for a group of pupils from S1 to S6 as well as some specific responsibilities in certain areas. You will be notified which PT has a specific responsibility for your family.

Pupil Support Principal teachers are often the first point of contact with Secondary school: they make it their business to get to know each pupil in their group; they interview pupils individually and meet them in groups; they closely monitor their progress and attempt to deal with any problems or difficulties in school which they may experience; they assist with problems of discipline and attendance and serve as a vital link between school and home.

It is important for parents to take the Pupil Support teacher into their confidence in any matter relating to their child's welfare at school. Equally, the Pupil Support teacher will seek the support of parents in dealing with issues which may arise: interviews between Pupil Support staff and parents can often resolve difficulties very quickly.

Pupil Support staff are closely involved in curricular and careers guidance, especially from S2 onwards, and they also aim to assist the broad personal and social development of our pupils. Health Education is an important part of our Social Education programme, and efforts are directed also towards the encouragement of good attitudes to study, to work and to other members of society.

When reports on pupils are required for outside bodies, such as employers, universities or colleges, Pupil Support staff provide the information, gathered from class teachers and supplemented by personal knowledge of the pupils, for use by the Depute Head.

CAREERS GUIDANCE

A full and comprehensive Careers Guidance Programme will be offered to all pupils. Class lessons, group talks and individual interviews with the Careers' Officer all form part of the programme. The interviews will be arranged prior to an individual leaving the school or at any time on request.

TEACHING STAFF

SECONDARY DEPARTMENT

Teacher

Mr C Kirkness
Mr G Spence
Vacant
Mr B Cranie
Mr M Batty
Mrs P Batty
Ms M Macdonald
Mr J Mainland
Ms I Morrice
Mrs B Muldoon
Mrs J Hibbert
Mr P Robertson
Mr J Whitten
Mr B Murphy
Miss A Cartney
Mrs S Georgeson
Mrs L Johnson
Mrs J D'Eathe
Mr M Johnson
Mrs M Dobson
Ms W Mackney Mills
Mrs M Dargie
Mr G Stove
Mr G Callander
Mrs A Bennett
Ms J McConnell
Mrs L Morrison
Mr C MacKenzie
Mr I Tait
Miss D Marwick
Miss S Stuart
Mrs K Redfern

Promoted Post (if any)

Head Teacher
Depute Head Teacher
Principal Teacher Pupil Support
Principal Teacher
Principal Teacher
Principal Teacher
Principal Teacher
Principal Teacher
Principal Teacher
Principal Teacher
Principal Teacher
Principal Teacher Pupil Support
Principal Teacher Pupil Support

Subjects Taught

Physical Education
RME
Additional Support Needs
Business Studies/Computing
Science/Technical/Home Econ
Mathematics
Art & Design
English/RME/Social Subjects
Music
Modern Languages
Physical Education
Technical Subjects
Behaviour Support/History
Business Studies
Modern Languages
English
Business Studies
Modern Languages
Computing
Home Economics
Geography
English
Science
Modern Studies
Science
Technical Subjects
Mathematics
RME
History
Mathematics
Science
Physical Education

Visiting or Part-time Teachers/Instructors:

Miss J Copland
Mrs P Doull
Mrs K Johnson
Mrs E Nicolson
Mrs A M Richardson

PE
Learning Support
Learning Support
Learning Support
Art & Design

Mrs B Porter
Mr R Gair
Vacant
Mrs K Straine
Mr P Wood

Fiddle
Drum kit
Woodwind
Piano
Accordion

Support Staff:

Mrs E Ganson
Mrs A McMeechan
Miss L Johnson
Mr J Peterson
Mr R Hornal

DSMO
Clerical Assistant
Supervisory Assistant
Head Janitor
Janitor

Miss G Johnson
Miss L Johnson
Mrs D Spall
Mrs K Tait

ASN Auxiliary
ASN Auxiliary
ASN Auxiliary
Library Assistant

THE CURRICULUM

The course options mentioned below are those currently available. As the school roll and sometimes staffing changes from year to year then adjustments may need to be made to choices available

First and Second Years

The broad general curriculum in S1 and S2 in Session 2011-2012 is expected to break down as follows:-

SUBJECT	Number of Periods	
	First Year	Second Year
English	10	10
Mathematics	10	10
Modern Languages	8	8
History	4	4
Geography	4	4
Modern Studies	4	4
Religious Education	4	4
Music	4	4
P.E.	4	4
Science	8	8
Art and Design	4	4
Technical Education	6	6
Home Economics	4	4
Information and Communication Technology	4	4
Social Education	2	2
TOTAL	80	80

Pupils learn through a variety of methods: individual and group work, as well as the class teaching more familiar to many parents.

Practical activities are widely used, and teachers aim to be flexible in meeting the needs of individual pupils.

Pupil Support staff and teachers in several subjects work closely with Primary staff to ensure continuity from Primary 6 and 7 through to S1 and S2, and to ensure that the needs of individuals carefully identified by Primary teachers are addressed in secondary school.

Curriculum for Excellence

This year's class one will be the second cohort to undertake the new Curriculum for Excellence. Courses in all subjects have been revised and developed in line with new Experiences and Outcomes.

Details of the S1 Course can be found on the school website www.brae.shetland.sch.uk.

Further details on the Experiences and Outcomes of Curriculum for Excellence can be found at <http://www.ltscotland.org.uk/understandingthecurriculum/howisthecurriculumstructured/experiencesandoutcomes/index.asp>

We are still awaiting some guidance on how the Curriculum will develop in the Senior phase (S3 - S6), how assessment will be structured and what form reporting to parents will take. We have included below some key points of the revised curriculum for parents

Why the new Curriculum for Excellence has been developed

- Fast changing world
- Social, political, economic and technological influences
- Need to equip our children to respond - 'future-proof' them
- Teach how to learn -investigate, analyse, collaborate
- To create a coherent curriculum for all children and young people ages 3 to 18

The new curriculum aims to

- Create successful learners, confident individuals, effective contributors and responsible citizens
- Raise standards even higher to meet the challenges of a complex world
- Build on the best practice of teaching professionals
- Improve knowledge and develop skills
- Make learning relevant
- Focus on the learner
- Help children to make links between their areas of learning
- Give a greater role to modern technology
- Give a coherent curriculum framework for teachers to make transition between key stages as smooth as possible
- Recognise achievements both in and out of school

It hopes to achieve this by increasing

- Working in groups
- Learning across ages
- Increasing links with other schools
- Increasing learning outside classroom situations
- Connecting more with industry, employers, youth workers, training providers, colleges, universities and community learning centres
- Sharing ideas and resources via Glow (a web based networking site)

Central to the new curriculum are

- Literacy, numeracy and health and wellbeing
- All staff are responsible for delivering these core disciplines
- Current Secondary subject specialisms
- New qualifications which are being developed
- Continuous assessment throughout each child's education

Qualifications

- New qualifications in literacy and numeracy will be in place from 2012/2013
- New National 4 and 5 qualifications will replace Standard Grades and Intermediates from 2013/2014
- Highers, Advanced Highers and Access qualifications remain. They will be updated to reflect changes to the Curriculum.

What parents can do – sharing, planning and learning!

- Spend time together talking about your son /daughters learning.
- Show interest, listen, share experiences
- Praise, encourage, support
- Ask about their interests and challenges
- Ask for help – visit www.infoscotland.com/justask

For further information parents can find out more at:

www.parentzonescotland.gov.uk

www.curriculumforexcellencescotland.gov.uk

Third and Fourth Years

During S2, pupils begin, in a preliminary and very general way, to consider careers choice, and have to choose courses for S3 and S4.

Detailed information and support will be made available in a variety of ways to parents and pupils as the time for these choices approaches .

Fifth and Sixth Years

For pupils going on to Fifth and Sixth Years, a range of courses is provided comprising Advanced Higher, Higher Grade, Intermediate 2 and 1 National Qualification units.

On transition from Fourth to Fifth Year, pupils are encouraged to negotiate their timetables with the Pupil Support staff and are helped to make informed choices. The school attempts to treat all senior pupils as young adults and expects them to be reliable and responsible while operating in school. The aim is for pupils to make full use of the educational opportunities and facilities available. To ensure this happens, staff will do their utmost to assist pupils with their course work and with their future plans.

Detailed information and support will be made available in a variety of ways to parents and pupils as the time for these choices approaches.

SUPPORT FOR LEARNING

We aim to assist all pupils to achieve their full potential. This will include giving as much support as possible to pupils who have particular needs. All teachers are concerned in this, but Support for Learning staff give specialist assistance when necessary. This is usually done within ordinary classes, although sometimes help is given, for a particular purpose, away from the class.

Co-operative teaching where more than one teacher works with a class, is sometimes used to provide support. This support is helpful to pupils who are experiencing difficulties – and it can extend the range of learning and teaching for all pupils in the class.

Our S1 pupils take many subjects and have many teachers. We try to ensure that this variety is stimulating without being confusing, and our teachers aim for consistent approaches in the use of language and number, and in the homework that they give.

Our staff also work closely with the Psychological Services, to give additional help to pupils who have particular needs. This is only arranged after full consultation with parents.

Any parent wishing to speak to members of the Support for Learning Department about their children's special educational needs are most welcome to contact the Principal Teacher, Mrs Blyth at any time.

ASSESSMENT

Assessment is an important part of the process of learning. Regular assessments enable the teacher to tell whether pupils have mastered a particular area of work or a particular skill, and they help the teacher - and the pupil - to identify strengths, needs and next steps. Assessments are not "a threat": on the contrary, they should support and improve teaching and learning, showing whether teaching has been effective, and whether pupils are ready to move on to another area of work.

Various aspects of each subject are assessed including knowledge and understanding, practical skills, problem solving, evaluating and investigating. These assessments will give an overall view of each pupil's progress in the various subjects. Teachers try to use assessment to give a sense of achievement, which is vital for motivation and progress.

Pupils will encounter formal examinations in S4 when they sit Scottish Qualifications examinations such as Standard Grade. In S1, S2 and S3, they will meet a wide variety of assessment methods including, for instance, short tests at the end of units of work, observation of pupils as they work, investigations, folios and practical tests. Such assessments are designed to fit naturally into the normal course of work and to give a broad picture of each pupil's progress, strengths and weaknesses. Assessment calendars are issued (in September) to pupils in S5 / S6 so that pupils, parents and teachers can plan classwork and assessments.

HOMEWORK

Homework is an integral part of each child's education. One of the most important parts of work at home is the interest which parents are able to take in their child's work. Homework also provides the opportunity to help with your child's work and gives an insight into how they are progressing throughout the year.

Every pupil has a homework diary/organiser. Students should enter every piece of homework in the diary so that parents know what is expected and, especially, when it is due. These also allow teachers to regulate the amount of work at any time.

It is very difficult to match homework to the ability of each child but teachers will attempt to differentiate work, if you find difficulties, please let guidance staff know about them. Remember that while homework is not obligatory, your child may lose some of the value of their education if it is not done with due care/effort and returned on time. Work returned late has lost a lot of its focus (in relation to coursework) as well as possibly delaying other pupils and giving teachers extra workload.

It cannot be emphasised too strongly the part which parents play in encouraging children to do work brought home. Homework would be worthwhile if it did no more than provide an opportunity for parents to take a direct interest in their children's work.

EXTRA CURRICULAR ACTIVITIES

An essential part of any good school is a healthy range of extra-curricular activities. Through these, pupils can develop their personal talents and aptitudes and widen their interests; their social development is enhanced through contact with fellow pupils and teachers outwith the classroom situation.

In Brae High School Secondary, the following extra-curricular activities are usually available:-

- Debating
- Young Enterprise Scotland Company Programme
- Choir
- School Band
- Woodwind Group
- Video Editing and Production
- A variety of Sporting Activities
- Young Writers Group

In addition to these clubs which operate on a regular basis throughout the year, school trips at home and abroad are arranged almost every session. The Secondary 1-3 trip in summer term this year is going to London and a senior Ski Trip is going to Italy in March 2012. Social events such as discos and parties are organised and there are opportunities for pupils to take part in competitions and quizzes.

INSTRUMENTAL TUITION

Brae High School has a vigorous tradition of musical activity, and a very large number of pupils receive instrumental tuition in a wide variety of instruments. These often carry on from primary experience. Pupils are given the opportunity to request tuition during transition from primary or by contacting the music department. Currently the school is able to offer tuition in fiddle, piano, accordion, woodwind, lower strings and drums.

Pupils can apply to receive tuition in up to two instruments - pressure on places is high so pupils may be placed on a waiting list. Pupils receiving instrumental tuition will receive progress reports termly - if a pupil is not completing the required practice or attending lessons the school reserve the right to withdraw their tuition and allocate the place to a pupil on the waiting list.

Shetland Islands Council currently charges £140 a year per Instrument, per pupil. Parents have the option to pay this in 1 Instalment or 4 Termly Instalments. This gives each pupil a 25 minute per week lesson. Full details of the Schools Service Instrumental Tuition scheme can be found at <http://www.shetland.gov.uk/education/ConsultationDocuments.asp>

LIBRARY

Shetland Library Service provides us with a full time Librarian, Kathleen Tait. This service is of great benefit to classroom work. Pupils in S1-4 are allowed to take out up to four books, whilst pupils in S5/6 may borrow up to eight books. Books are generally loaned on a 4 week basis.

SCHOOL FUND

The School Fund has some income from the Tuck Shop but because we have moved to Healthy Eating provision profits are reduced. It is necessary to ensure that the Fund is augmented by proceeds of functions, donations etc. The Fund is used to provide additional experiences for pupils and better educational, social and leisure facilities than the normal school budget can afford.

SCHOOL MEALS

Pupils are offered a choice of both main and second course of very high quality and considerable variety. Pupils who do not wish to eat school meals may bring their own food and eat in the Dining Hall or Red Area. There is a copy of the dinner menu on the school website www.brae.shetland.sch.uk and a copy displayed near the school office. If you would like a paper copy please contact the office.

Traditional meals will cost £2.00 per day from August 2011 for Secondary pupils. Both the dining hall and the tuck shop run on a cafeteria system, pupils can select from a wide variety of healthy options, payments are made at the time of purchase.

You can claim free school meals for your family if you are in receipt of the following benefits - Pension Credit Guarantee (the 'guarantee credit element'), Income Support, Income based Jobseekers Allowance or Child Tax Credit (but not Working Tax Credit) and have a family income below £15,860 as assessed by HM Revenue & Customs.

SAMPLE MENU				
02/05/2011	03/05/2011	04/05/2011	05/05/2011	06/05/2011
Monday	Tuesday	Wednesday	Thursday	Friday
	Lentil Soup			
Stew & Dumplings	Chicken Lasagne	Macaroni Cheese	Roast Chicken & Stuffing	Breaded Haddock
Smoked Mackerel	Dutch Roast	Shepherds Pie	Chinese Pork	Roast Lamb
Cheese Flan	Poached Salmon	Roast Beef	Tomato Pasta	Italian Spaghetti
Vegetable Pasta	Vegetable Risotto	Vegetable Curry	Tattie & Broccoli Bake	
			Tatties	Chips
Tatties	Wholemeal Bannocks	Tatties	Noodles	Tatties
Wholemeal Bread	Brown Bread	Brown Rice	Fibre Grain Bread	Brown Bread
Baked Beans	Baby Carrots	Roast Veg	Turnips	Peas
Mixed veg	Green Beans	Sprouts	Cauliflower Cheese	Sweetcorn
Mixed Salad	Mixed Salad	Mixed Salad	Mixed Salad	Mixed Salad
Apple & Cheese	Carrot Sticks	Tattie Salad	Spicy Pasta	Coleslaw
Three Bean Salad	Sunshine Couscous	Spicy Noodles	Carrot & Raisin	Beetroot
Fresh		Angel Whirl	Sticky Toffee Pudding	Ice Cream, Fruit
FRUIT		&	&	&
		Fruit	Custard	Jelly
FRUIT	FRUIT	FRUIT	FRUIT	FRUIT
OR	OR	OR	OR	OR
YOGHURT	YOGHURT	YOGHURT	YOGHURT	YOGHURT
Apple Juice	Orange Juice	Apple Juice	Orange Juice	Apple Juice
Water	Water	Water	Water	Water
Milk	Milk	Milk	Milk	Milk

CAFETERIA PRICE LIST FOR PUPILS 2010/2011 (being reviewed for next session)			
Cup Of Milk	25p	Sandwiches	95p - £1.05
Cup Fresh Orange	25p	Filled Rolls	95p - £1.05
Cup of Tea	15p	Baguette	£1.20
Cup of Coffee	20p	Filled Wrap	£1.05
School Meal: Main Course & Sweet £1.90 (with two veg or salad & potatoes or chips) £2 from August 2011			
		Chips (once per week)	£1.00
Main Course only	£1.40	Salad (Lettuce, Tomatoes, Cucumber)	15p
Salad Box	£1.10	Coleslaw Mixed Salad, Pasta Salad	35p
Pudding only	55p	Soup & Bread	60p
Baked Tattie	65p	Roll & Butter	45p
		Bacon/Burger Roll	£1.10
Fruit, Homebakes, Yoghurts, Juices etc individually priced at counter.			

HEALTH PROMOTION

The World Health Organisation defines a Health Promoting School as, "One in which all members of the school community work together to provide children and young people with integrated and positive experiences and structures which promote and protect their health".

We aim to promote good health and encourage positive choices by:

- showing ongoing concern for the wellbeing of pupils and staff.
- encouraging everyone to take a pride in the school and local environment.
- providing opportunities for extra curricular activities.
- providing a curriculum which explores all aspects of health - physical, emotional and social. There are contacts with many outside agencies to ensure that pupils have relevant up to date information provided in the curriculum.
- providing a healthy tuck shop.
- developing health promotion activities in partnership with parents and outside agencies.
- the school meals service provides healthy options for lunches.

We appreciate the support of parents who provide their children with fruit or small sandwiches for break time rather than having sweets every day. By working together we aim to give our children the skills and knowledge to sustain good health.

SCHOOL IMPROVEMENT PLAN

In September 2008 Brae High School was the subject of an HMIe inspection.

The feedback from the inspection process was generally very positive with many strengths of the school being identified.

Curriculum for Excellence is our main nationally driven priority. This development has considerable implications for Scottish Education and will undoubtedly feature strongly in the Brae High School Improvement plan for the next 5 years.

A summary of the Improvement Plan is issued to parents at the start of each academic year.

Copies of the full plan are available from the main school office.

QUALITY & STANDARDS REPORT

We produce an Annual Report giving information on the school in relation to quality and standards.

This report will bring together, in a single document, much of the information already in the Handbook, the Improvement plan, highlights of the schools' year, details of exam results etc. This report will be available around September of each session, a brief summary will be distributed to parents in letter form, it will be posted on the School website and full paper copies will be available from the School Office.

FURTHER INFORMATION

The Scottish Government prescribes some items of information that the school must publish. This includes information on School running costs, Attendance statistics, leaver destinations, and examination and S1 and S2 attainment statistics.

These are available at

<http://www.ltscotland.org.uk/scottishschoolsonline/schools/braehighschoolshetlandislands.asp>

Paper copies are available by contacting the school.