

Perth High School



School Handbook Academic Session 2024-2025



Education & Children's Services
Improving Lives Together
Ambition | Compassion | Integrity



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Head Teacher's Introduction

Welcome to the Perth High School Handbook. I hope that the information found within, gives you a clear indication of the values, standards and expectations we place on all our young people and that it also gives you a flavour of the fantastic and varied opportunities that are available for all our pupils.

We aim to provide the best possible learning environment for all young people to maximise their potential. This includes learning and teaching of the highest standard, rigorous tracking and monitoring to allow for early intervention, a curriculum that provides opportunity for creativity and skills development and collaborative quality assurance and self-evaluation practices and process which allow us to monitor impact of change and plan for improvement.

We are very proud of our young people and their achievements here at Perth High School. They perform well in national examinations, and you will see from our social media posts and local press coverage the achievement of our young people and importance place by our school on wider achievement such as in sports, the arts and increasingly in the world of activism. We have a wide variety of experiences available to our young people in which they can participate over the course of the year. Some of these opportunities are highlighted in the handbook and they include a wide range of activities to enhance health & wellbeing, creativity and innovation, skill development and leadership.

We have many partnerships which greatly enhance the experiences and opportunities for all. Our partners include our School Parent Council and excellent Chaplaincy Team. We believe that the key to success is harnessing our community, to ensure we provide excellence and equity for all our young people. Communication is at the heart of how we engage with our parents and carers. We know that it will help our young people to succeed to have frequent and open communication and we do our best to ensure open planned and reactive communication with our families. To that end we value home contact and would encourage you to be in touch if at any time you have a concern.

We place a firm importance on values, relationships and community. At Perth High School we understand that we serve a community that is incredibly diverse and stretches over a very wide geographical area. We believe that inculcating our core values of **ambition**, **respect** and **equity** ensures that we bridge this geographical stretch and allows us an anchor that holds us fast as a respectful and caring learning community. Respectful conduct, including punctuality, readiness for work, being safe in our school and dressing to promote security, equity and excellence are important to us. We hope that in taking the time to read our handbook as a parent, carer or prospective partner and member of our community that you will support our endeavour in this as we strive to get Perth High School right for all of our young people and make this a great place to go to learn, work and achieve.

I look forward to working closely with you at Perth High School.

Best wishes

Martin Shaw
Head Teacher

Delineated (Catchment) Area

Perth High School is a six-year, non-denominational comprehensive secondary school which accepts young people from southern and eastern parts of the city of Perth as well as the villages and rural areas to the south and east of Perth. Most young people transfer to Perth High School from the following partner primary schools:

Abernethy, Abernyte, Craigie, Errol, Inchtute, Inchview, Invergowrie, Kinnoull, Longforan, Moncreiffe, Oakbank and St Madoes.

A significant number of students who live beyond our catchment area also seek entry to the school each year.

Contact Details

Headteacher: Mr Martin Shaw
Perth High School
Oakbank Road
Perth



PH1 1HB

Tel No.: 01738 628271
Absentee line: 01738 472699

Email: PerthHigh@pkc.gov.uk
Web: <http://www.perthhigh.net>
Follow Perth High School on Twitter:
www.twitter.com/perthhighschool

Parent Council Chairperson: Mr Bill Russell w.r.russell@dundee.ac.uk
PTA Chairperson: Mrs Paula Collin: chezcollin@tiscali.co.uk

Details of how we deal with concerns and complaints can be found on page 40.

If you are seeking a place for your child in Perth High School, information regarding transition can be found on Page 16 and you may be able to visit the school by appointment.

Information regarding reporting procedures for pupil absence can be found on page 33.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

<http://www.pkc.gov.uk/complaints>

Perth High School Accommodation

Perth High School opened in 1971. It stands in extensive grounds occupying a commanding position on the hill overlooking both western Perth and the road to Dundee. The buildings consist of a complex centred on a five-storey main teaching block housing English, Mathematics, Science, Modern Languages, History, PSE, Food, Nutrition & Textiles, Hairdressing, Art & Design, Computing and Business Studies as well as a large pupil social area. This is accompanied by extensive ground floor accommodation housing Design Engineering & Technology, Geography, Drama, Music, Modern Studies, RMPS and Physical Education as well as the Library, the Assembly Hall and the Dining Centres.

The school's facilities have, in recent years, been undergoing an upgrading programme. PE accommodation has had a major improvement with new all-weather pitches and a new games hall which opened Easter 2016. Our campus contains attractive and spacious grounds as well as a full range of playing fields. We give particular emphasis to environmental issues in the school and our grounds contain specialised environmental project areas. Our campus is shared with our neighbours in Oakbank Primary School.

Work has begun on a new Perth High School building which is due to be completed in 2025. Further updates will be provided through newsletters throughout the year and at Parent Council.

Current School Roll by Stages 2023/2024

Year	Number
S1	292
S2	268
S3	276
S4	276
S5	219
S6	155
Total	1471

Predicted School Roll

2024/2025	1500
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(Approximate Figure)

Staffing

The school's Senior Leadership Team currently comprises the Headteacher, five Depute Head Teachers and a Business Manager.

Headteacher:	Mr Martin Shaw
Depute Headteachers:	Mr Colin Murray (Head of S1) Mr Chris Farrell (Head of S2) Miss Lisa Sorbie (Head of S3) Mrs Heather McMahon (Head of S4) Mrs Kerry Telford (Head of S5 & S6)
Business Manager:	Mrs Jenda Macluskey

There are 16 teaching departments, managed by 18 Principal Teachers. These departments provide a variety of courses suitable for young people of all abilities and each year considerable numbers of candidates are presented for the Scottish Qualifications Authority national examinations. The school has a good reputation for the performance of its young people in these examinations and we are particularly proud of the accumulative attainment of our young people by the end of sixth year.

The Pupil Support Team currently consists of a team of six Principal Teachers of Guidance, a principal teacher of Support for Learning, supported by Teachers of Support for Learning and Personal Support Teachers. Each of the six Principal Teachers of Guidance is responsible for a specific house group of young people and they maintain a close pastoral relationship with them throughout their time at Perth High School.



Non-teaching support staff includes:

- First Aider
- Learning Resource Co-ordinator
- Learning Resource Assistant
- Office Manager
- Clerical Assistants
- General Assistants
- Pupil Support Assistants
- Technicians
- Janitors
- Pupil Care and Welfare Officers
- Inclusion Support Worker
- Enterprise and Employability Officer
- Community Link Workers
- Nurture Co-ordinator

Tayside Contracts school meals staff run two well-equipped dining centres - one at the front and one at the rear of the school. One Dining Hall serves young people in the first two years and the other serves young people in third to sixth year. There is a kiosk in the concourse providing sandwiches and hot snacks and drinks to young people. There is an on-line pre-order service for ordering sandwiches and drinks that young people can collect at lunch-time.

STAFF LIST 2022/2023

HEADTEACHER: Mr Martin Shaw

DEPUTE HEADTEACHERS:

Mr Chris Farrell, Mr Colin Murray, Miss Lisa Sorbie, Mrs Kerry Telford and Mrs Heather McMahon

BUSINESS MANAGER: Mrs Jenda Macluskey

ART and DESIGN

Mrs Nicola Ross (PT 0.6)

Mrs Katie Brunton

Mrs Rebekah Owen (PT 0.4)

Mrs Aimi Barclay

Ms Victoria Sanches

BIOLOGY

Mrs Gillian Orr (PT 0.6)

Mrs Sharon Johnson

Ms Hannah Armstrong

Ms Susan Sewell (Act PT 0.4)

Mr David Ritchie

Mr Logan Fraser

BUSINESS STUDIES

Ms Julie Sanderson (PT)

Mrs Louise Venter

CHEMISTRY

Mr David Thomson (PT)

Mrs Gemma Fairlie

Mr Craig Aldridge

Mrs Elizabeth Robinson

Ms Sarah Smith

Ms Lizzy Johnstone

COMPUTING

Mr Matthew Mackie (PT)

Mr Martin Bristow

Mr James Whyte

Mr Paul Kelly

ENGLISH

Mrs Kerry Fraser (Act PT)

Ms Nicola Bertram

Mr Ian Brown

Ms Amy Cowan

Ms Caitlin Daly

Dr Mairi MacLeod

Mr Nick Rowan

Mr Fraser Boyd

Miss Mirren Aird

Miss Keira Robertson

HISTORY

Mrs J Gillone (PT)

Ms Megan Thomson

FOOD, NUTRITION & TEXTILES

Mrs Mahri Dinning (PT)

Mrs Kathryn Downie

Ms Isla Grant

Ms Victoria Mason

Mrs Sylvia Wilson

Mrs Nicola Penman

Ms Alora Ramsay

MODERN

LANGUAGES

Mrs Lorna Becher (PT 0.6)

Mr Graeme Dewar

Mrs Lisa Wallace

Ms Laure Moulrier (Act PT 0.4)

Mrs Elaine Paul

MATHEMATICS

Ms Virginia Neilson (PT)

Miss Erika Morrow

Mr Gordon Bell

Mrs Emma Brown

Mrs Lauren McAdam

Miss Kirstin Hardie

Mr Douglas Vass

Mrs Lorna Wylie

Mr Vasillis Pappas

MUSIC/DRAMA

Mrs Catherine Black (PT)

Mr Allan Kelman

Ms Maureen Howitt

Ms Sarah Dewar

Mrs Fiona Sigsworth

PHYSICAL EDUCATION

Miss Jill Taylor (PT)

Miss Nicola Allan

Mr Adam Dearden

Mr Reece Dick

Ms Rebecca Foote

Ms Gillian Campbell

Mr Ross Robinson

Ms Katie Martin

PHYSICS

Mr Mirza Ajeda (PT)

Mr Kirs Thomson

Ms Elizabeth Dand

Mrs Sinead NiRiainHarvey

PUPIL SUPPORT

Mr Ray Hale (PT)

Ms Christine Cook

Mr Logan Fraser

Mr Fraser Boyd

Mrs Susan Purton

Ms Morag Thomson

Mrs Audrey Simpson

Miss Claire Thompson

Miss Melissa Wilson

Miss Mirren Aird

Pupil Support

Assistants

Mrs Catherine Anton

Mrs Michelle Bayne

Mr Mark Taylor

Mrs Heike Walker

Ms Iva Atanasova

GUIDANCE PTs

Mrs Mhari Carcary

Mrs Tracy Grierson

Mrs Heather Yellowley
Mrs Gillian Shenton
Mr James Denny
Mrs Carly Neely

SOCIAL SUBJECTS
Mrs Margo Feron (PT)

GEOGRAPHY
Mrs Eleanor Bilsland
Mr Martin McNiven

MODERN STUDIES
Mr James Cook
Mr Stuart Clark
Mr Jonathan Storer

RMPS
Ms Heather McLaren
Mrs Jack Swan

TECHNOLOGY
Mr David Sherriff (PT)
Mr Paul Stainer
Mr Andrew Gordon
Mrs Lauren Mackie
Ms Nicola Topping

CLERICAL STAFF
Mrs Susan Molley
(Office Manager)
Mrs Katrina Stewart
Mrs Jackie Hunter
Mrs Agnes Munns
Miss Sarah Robertson
Mrs Claire Hood
Mrs Alisha Freeman

ENTERPRISE AND
EMPLOYABILITY OFFICER
Ms Elaine Blair

TECHNICIANS
Mr Scott Gorrie (Senior Technician)
Mr Frazer Monks
Miss Rebecca MacDonald
GENERAL ASSISTANTS
Ms Robin Smith
Ms Aisha Iqbal

INCLUSION SUPPORT
WORKER
Mrs Karen Park

MATRON
Ms Magda Dobrzewinska
Ms Morag Dixon

COMMUNITY LINK
Mr Gareth Bruce
Ms Angie Potter

NURTURE WORKER &
CO-ORDINATOR
Mr James Snowden

LEARNING RESOURCE
CENTRE
Ms Elaine Blair
Mrs Hazel Burns
Mrs Leanne Kidd

KITCHEN MANAGER
Mrs Denise Hunter

CHAPLAINS
Allan Wilson
Mr Bruce Lockart
Jack Swan

CAREERS OFFICERS
Ms Jennie Mears
Ms Nikki Malcolm

PUPIL CARE AND WELFARE OFFICER
Ms Megan Kerr
Ms Carolyn Mullen

Perth High School Ethos

Perth High School is a non-denominational school and prides itself in being an inclusive school. We aim to support all our young people to achieve their personal best. We strive to achieve this in a safe learning community where every young person feels valued, for who they are, rather than what they can afford, and develops their talents and participates freely.

We are, as of session 23/24, now a Bronze Rights Respecting School with a clear and achievable

Perth High School has a wide range of partners extending from local companies to close collaboration with Perth College as part of the University of the Highlands and Islands. We have links with schools in South Africa, as well as to European Organisations. A full list is held in school of the various partnerships we capitalise on.

Perth High School Values

We ARE Perth High School

AMBITION

Together we will aim to always:

- Have the highest levels of ambition for all
- Create and embrace opportunities and experiences
- Recognise, celebrate and share achievements

RESPECT

Together we will aim to always:

- Respect each other
- Respect our learning
- Respect our environment

EQUITY

Together we will aim to always:

- Be fair and impartial
- Remove all barriers which prevent progress, opportunities and experiences
- Create an environment that allows everyone to experience success

Better Relationships, Better Learning and Better Behaviour Policy

“We ARE Perth High School and this is how we do it here”

A full copy of our policy can be found on our website:

<http://perthhigh.net/parents/better-relationships-policy/>

This policy sets out what we as Perth High School are committed to. The shared expectations of staff, of young people, of parents/carers and of our wider community have been discussed, reviewed and agreed upon.

Perth High School’s central focus is to continue to build and strengthen our positive ethos. Grounded in the school’s central values of ambition, respect and equity, we will continue to strengthen and build a culture of success. This culture of success is backed by the belief of all staff that every young person can succeed.

Relationships are central to our approach to supporting young people. A restorative philosophy overarches our policy and actions. Our Better Relationships, Better Learning and Better Behaviour Policy has been set out to ensure that within Perth High School we have: **clarity, consistency and clear communication**

Clarity

We will be clear on school procedures and expectations. These will be shared clearly and explicitly at all times.

Consistency

We will be consistent in our application and approach to enhancing relationships and improving the learning environment for all. The same rules will be applied fairly in the same way by all staff in all lessons and by all PTs and DHTs across the school.

Clear Communication

We will endeavour to communicate in a clear, detailed and timeous manner at all times. We have set out timelines for communication which will be adhered to (see communications policy). All new staff will be welcomed to the school, receive an induction and be shown where to access key procedures and policy. We will also ensure that a detailed induction package is in place to support them.

School Expectations

We do not have an exhaustive list of rules or dos and don’ts. There are only three expectations, based on our values, which run across our school community. This will be the framework, which all staff will consistently refer to:

- **Ready** to learn
- **Respectful** to others
- **Safe** in what we do

These expectations help give a balance of consistent practice while enabling all staff to make reasonable adjustment according to context, teaching style, approach and personality.

In order to ensure everyone is successful, we will **check, remind, address** and **re-engage** any young person who displays behaviour which interrupts learning. We will exhaust all possibilities to check, remind, address and re-engage young people in their learning before we liaise and ask for the assistance of others.

We will check small behaviours with small, reasonable consequences which have a restorative ending. If young people don't follow our reasonable and clearly explained instructions, we have steps which we will then use to remind, address and re-engage. Parents/Carers will be kept updated at each of these steps along the way. This may be via email, text message, phone call home or be invited in for a meeting.



Buddies

Partnership and Responsibilities

In fulfilling our aims, we seek to involve young people, parents, carers, school staff, the local community, the local authority and the wider world in the life of the school. The most crucial of these partnerships for the benefit of our young people is the tripartite relationship between young people, their parents and members of the school staff. Each of these three groups has significant expectations of the others involved; these expectations are reflected in the responsibilities which each group must exercise towards its partners.

Responsibilities of Young People

Young people must strive to:

- attend school regularly, on time and ready to take part in school activities
- dress appropriately, in school uniform and not branded clothing (*see section 11)
- produce the best possible classwork and homework
- aim at the highest standards in all aspects of school life
- cooperate with staff and accept the authority and rules of conduct of the school which are there to help everyone
- consider and respect the feelings and property of other people both in school and in the wider community
- care for the grounds, buildings, furniture and equipment of the school
- learn to problem solve, build positive relationships and consider what self-care means to them and our school community

Responsibilities of Parents / Carers

Parents and Carers will benefit their children's education to the greatest possible extent if they:

- show that they support the school in setting the highest standards
- ensure their children come to school regularly, on time, alert and ready to engage fully in the life of the school, **dressed appropriately in school uniform**
- take an active and supportive interest in all aspects of their child's school day and school work
- support the school's approach to promoting positive behaviour, helping their children to achieve maturity, self-discipline and self-control
- encourage their children to make constructive and enjoyable use of both their study time and their leisure time
- support them to learn to problem solve, build positive relationships and consider what self-care means to them and our school community

Responsibilities of School Staff

Members of staff must strive to:

- develop each individual child / young person's talents as fully as possible
- plan and teach effectively to engage with children / young people, setting the highest standards in work and behaviour
- set, correct and assess classwork and homework which encourages all children / young people to attain the highest standards
- ensure that the child / young person understands how to make the next step to improve their learning
- care for each child / young person when at school as a good parent of a large family
- support them to learn to problem solve, build positive relationships and consider what self-care means to them and our school community
- help children / young people to leave school able and enthusiastic about making the best possible contribution to the community at large

How Perth High School Communicates with Parents / Carers

At Perth High School, we communicate with Parents / Carers in many ways. We have our school web-site www.perthhigh.net and we have a Twitter account for the school and this can be found at: [@perthhighschool](https://twitter.com/perthhighschool) which contains information covering all aspects of your child's education, along with articles and photographs relating to recent events that you may find of interest. You can download our Perth High School app which will alert you to news items and daily bulletins which contain announcements and information about the many clubs, trips and events which take place in the school. The app also has a calendar which lets you know when events for parents are happening. It has holiday dates, in-service days and prelim dates. We also email out our Weekly Newsletter to all parents and carers.

We issue letters to parents / carers regarding various subjects throughout the school year. We produce informative newsletters and are paperless in this communication, making the most of our electronic media. This allows us to deliver a higher quality product and to add articles and photographs which fully demonstrate the thriving life of our school. At the moment, we hold email addresses for around 85% of Parents / Carers and aim to communicate using this method as far as we can. Groupcall messaging is also used daily, not just for alerting you if a child is not in school, but to remind you about various events in the school. We hold mobile telephone numbers for 98% of Parents / Carers making this a very effective means communicating brief messages.

In a time when many homes do not have a land line, it is vital that Parents / Carers keep the school informed if mobile phone numbers are changed.

Perth High School holds many Parents' Evenings throughout the school year for all year groups. These are to keep Parents / Carers up to date at key times through your child's education such as when they are choosing subjects for examinations and to help Parents / Carers understand the curriculum your child is following and the progress they are making.

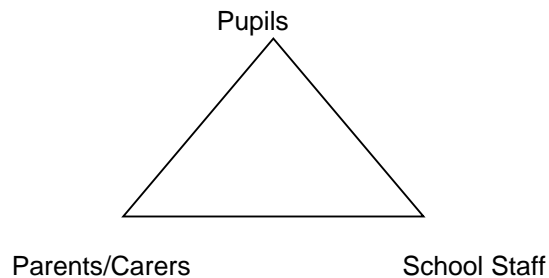
- For further details of our extensive Family Learning Calendar and Events please look at our website.



Arkwright Award Winner

Parental Involvement

As stated, we actively encourage a tripartite partnership between parents/carers, school staff and young people.



There are many opportunities for parents to become involved in the school, such as supporting learning at home, getting involved in parental representation through the Parent Teacher Association or the Parent Council and through parents' evenings and other events to support our young people's progress through the school. We aspire to be an 'open' school where parents can have direct and easy access and where we will endeavour to respond to any concerns within 24 hours.

<http://www.pkc.gov.uk/parentalinvolvement>



Higher Human Biology

Transitions

Transition into S1

For those young people who join us from the start of S1, we make every effort to make sure their transition from primary is a happy one. Our experience over many years is that the transition process we use works very well and is routinely adapted and improved. Most of our new intake are settled and feel at home in Perth High School within the first few hours.

- We are in regular contact with Primary School staff to learn as much as possible about our new pupils before they join us. This includes those pupils from our associated primaries and those of whom join us from outwith catchment.
- Perth High School staff visit the P7 pupils in their Primary Schools to get to know the pupils coming to us.
- Our transition events ensure there are a number of opportunities for pupils to visit the school during their P7 year.
- In constructing new First Year classes, we attempt to ensure that every young person has at least one friend in class with them.
- Community Link Workers organise an enhanced transition programme of visits for those young people whom primary school refer for enhanced transition work.
- High School staff attend child's planning meetings for those pupils requiring additional support.
- An opportunity for P7 parents to visit the school is made available.



- Young people find out their new class during transition and induction activities in June. Young people have the chance to get to know each other and take part in a variety of activities in their new class groups.
- At the start of the new session, particular care is taken to help new First Year pupils settle in safely and find their way about. This involves both young people and staff in supporting our new First Years. Senior pupils also help First Years through our Buddy Support programme.
- Pupils coming from outwith catchment and from a non-associated school will be invited to take part in transition activities once a placing request has been granted.

Pupils Entering the School at other times or stages

Parents who wish to visit the school to enrol their child are asked to arrange a meeting with the appropriate Year Head or with the DHT support if their child has additional support needs.

The Depute Headteachers deal with admissions and they would wish to meet with both parents and child at least once before the child is due to start attending Perth High School. This meeting will help to decide the classes and courses most suitable for the young person and provides parents with an opportunity to find out about general school procedures.

Please contact the office to arrange to visit us, see the school, meet your child's Year Head and discuss courses. Arrangements to support young people with additional support needs to make successful transitions – see page 25.

The Curriculum

Curriculum Organisation

Parents looking for information about the curriculum in Perth High School should, in the first instance, consult school documentation which is issued specifically to parents at each school stage. There are also information evenings set up for parents which are communicated to parents by letter and, increasingly, text messaging and email. Further information can also be obtained from your child's Guidance Teacher or Year Head.

In designing the school curriculum our overriding aims are to enable young people to achieve their full potential, both as learners and as individuals, according to their interests, aptitudes and abilities. We also strive to assist our pupils to develop into mature young people who are well equipped to effectively contribute to all aspects of the communities in which they live.

Our overall objective is to enable young people to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors

At all levels of the curriculum equal opportunities are offered with no young person being denied entry to any subject on grounds of gender, race, creed or ethnic background.

S1-S3

In Perth High School we provide learning experiences and qualifications within the Curriculum for Excellence programme. In First and Second Year all young people study the same range of subjects within a broad general education. These include:

- English and Literacy
- Expressive Arts (Art, Drama and Music)
- Health and Wellbeing (Nutrition, Food & Textiles, PE, Personal and Social Education,)
- Mathematics and Numeracy
- Modern Languages
- Religious Moral and Philosophical Studies (RMPS)
- Science
- Social Subjects (Business, Geography, History and Modern Studies)
- Technologies (Computing and DET)

In S1, classes are generally organised on a mixed-ability basis with teaching staff providing some differentiated materials and support to cater for individual pupil abilities and needs. In S2 some subjects are set by ability or operate broad-banded class groups while the majority retain the mixed ability structure. Members of the Pupil Support (Learning) Department are on hand in many classrooms to assist all young people.

In Second Year, young people will be able to experience a wider range of modern foreign languages including tasters in Spanish and German.

During S1 to S3 young people will engage in developing a profile of their progress. This profile will generate a record of the young person's achievements and contain information on their progress, interests and successes during the first three years of secondary education.

During February of Second Year pupils are given the opportunity to personalise their curriculum for study during S3. They can personalise the areas from each curricular area that they would like to study in more depth as they prepare for entry to the Senior Phase in S4. Information is provided to pupils and parents about all the options available and Guidance Staff assist and guide pupils as they make their choices.

During February of third year, pupils are asked to make further choices of the subjects they would like to study during the first year of their Senior Phase and gain a qualification in at the end of their Fourth Year. Of the subjects that they have been studying in more depth during S3 pupils are asked to select the seven subjects they would like to take forward and this will include English and Mathematics. All pupils will have an individual interview with their Guidance Teacher as well as input from our Careers Advisors as they make these important choices.

Opportunities to Develop Skills for Learning, Life and Work, including Literacy, Numeracy and Health and Well-being in and out of the Classroom

Underpinned by interdisciplinary learning, young people in Perth High School have excellent opportunities to develop skills for learning, life and work both within and out with the classroom. We have an **award-winning Careers Education Library** which in conjunction with the

Personal and Social Education (PSE) programme provides young people with an excellent preparation for life outside school. Vocational education is also a priority and we have strong links with Perth College UHI who deliver a wide range of courses to students in partnership with us.

Our Citizenship programme works to instil a wide knowledge of the world and the pupils' place in it. Young people learn about Scottish issues including the electoral system: visits to the Scottish Parliament and from MPs to broaden the pupils' knowledge of this area. Young people learn about their rights and responsibilities. Perth High School has a justified reputation nationally in the area of International Education. We are twinned with a school in South Africa that our pupils visit annually and have several other trips to foreign destinations including America, Italy and Austria.

All departments help learners to develop skills of planning, organising, evaluating, assessing and building confidence to develop life skills for future independence. Teachers work to ensure that young people have an awareness of and make responsible and confident health, nutrition and lifestyle choices for themselves and their families.

Improvements in Literacy, Numeracy and Health and Well-being

In Perth High School, Literacy and Numeracy are of key importance to our young people's development. Literacy underpins all aspects of learning.

"Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further." (Building the Curriculum 1).

We continue to make good progress in delivering Curriculum for Excellence across the school. Nearly all of our young people have achieved Third Level in their course by the end of S3 and a large number have achieved the Fourth Level.

Maths and numeracy are important in all aspects of life, whether for everyday life skills, preparation for learning a trade or work in business, engineering, science or technology. Numeracy skills are used in different contexts in all classrooms across the school and our young people will be given opportunities to practise the skills they have learned.

In English and Personal Support an emphasis is placed on the importance of reading in developing Literacy. We are working towards an agreed approach to teaching reading for information which will be shared with parents. In terms of Numeracy, the Maths department makes use of websites such as Manga High and Super Maths World to allow young people to access support and challenge at home as well as in school.

There are excellent opportunities for young people to work with each other and to develop their leadership skills. Teaching methodologies, such as co-operative learning, are increasingly used in classes to give young people opportunities to be leaders of learning and to discuss their learning with others. Our active Pupil Voice gives young people a voice and encourages its members to represent the views of others. Senior pupils have been given training in leadership which will help them to support younger pupils, particularly in the context of Personal Support.

S4 –S6

During February of S3, in consultation with parents, young people can opt for seven subjects in the Senior Phase beginning in S4.

There are five different levels of course within the National Qualifications framework for S4 pupils – National 1 to National 5.



In S5 and S6, Higher, Advanced Higher, and a range of National Progression Awards courses are added to this suite.

National Courses Awarded by SQA

Level	Assessment
National 1	No examination – delivered by Support for Learning Department
National 2	No examination – delivered by Support for Learning Department
National 3	No examination – assessed internally in school
National 4	No examination – assessed internally in school
National 5	Assignment and by External Examination
NPA Level 5&6	No examination – assessed internally in school
Higher	Assessed in school and by External Examination
Advanced Higher	Assessed in school and by External Examination

During Fourth Year at school all young people are interviewed by a member of Skills Development Scotland and given assistance with any plans they may have for seeking employment or continuing in education. In addition, the school operates a system of mentoring to ensure that young people remain on track in their chosen subjects.

All young people who return to school for Fifth Year and beyond choose individual courses of study to suit their needs, abilities and aptitudes from the S5-6 Pathways Summary Sheet. National 3, National 4 and National 5 courses remain available, but the normal progression route is to the Higher, NPA, and Advanced Higher courses. The new Higher was introduced in June 2014.

Young people attaining Highers in S5 may progress to Advanced Highers, further Higher courses or a combination of courses depending on their individual needs.

Much greater detail on National 3, National 4, National 5, Higher and Advanced Higher courses, as well as Skills for Learning, Life and Work and the opportunities presented by the Scottish Baccalaureate group award are given in our Course Choice booklets which are available on our website.

Please note that young people in S5/6 are required to pursue a full timetable.

It is expected that young people who commence a course in June will complete it. They should not attempt to abandon it except by negotiation and then only in the light of Prelim results and after full discussion with the Year Head, Guidance, subject teachers and their family.

Our aim at all stages of the curriculum is the achievement of excellence in a relaxed and friendly atmosphere, where our young people and staff work closely together to achieve common goals. Equally important is parental support and encouragement for each young person to work to the very highest standards at school and at home. All young people are encouraged to set themselves high and realistic targets and to then work consistently to achieve them. Pupils who achieve six or seven passes at National 5 will be encouraged to sit five Highers in S5.

Our Guidance staff will offer individual course choice interviews to each S3, S4 and S5 young person to ensure that an individualised education programme for the coming years is carefully constructed in consultation with the young person and her/his parents. In each year of their course, each young person will have course choice, target-setting and curricular tracking interviews with their Guidance teacher. The Senior Leadership Team will also be proactive in this process.

On average, 80% of young people completing six years in Perth High School have proceeded to University or other Higher Education courses. In addition, some young people go directly to University or College at the end of Fifth Year.

In subjects where there is enough demand (and where our staffing complement allows) young people will be presented for the Advanced Higher. The school has a recognised reputation for its success in Sixth Year work.

During Fifth/Sixth Year young people may be able to experience a work placement or a workplace visit within an organisation or business locally as part of their timetable.

Perth City Campus

During session 2013 – 2014, Perth High School joined with the three other Perth city schools and Perth College UHI to offer young people access to the City Campus. This well established program offers young people the opportunity to take a wider range of courses than would normally be available in a single school and allows courses to run which would not otherwise be viable. Young people travel between schools or college (as appropriate) to attend classes in selected subjects and return to their base school once the teaching period is over. The City Campus also offers young people the opportunity to meet with a wider cohort of pupils and to share ideas, contacts and experiences.

- The Scottish Qualifications (SQA) website at <http://www.sqa.org.uk/sqa/41292.html>

This provides information about the examination system, past papers and other very useful help and advice for students and parents.

Perth High School's own website also provides a large amount of helpful information regarding courses available at both Perth College and the other secondary schools:

- <http://www.perthhigh.net>



S1 Horror Day

Homework

Homework is seen as a valuable extension of class work - allowing more efficient use to be made of class time, allowing learning to be reinforced and encouraging young people to develop habits of working independently and individually.

Young people will be given homework on a regular basis and there should, where possible, be variety in the nature of the assignments. Homework can be related to work done in class but may also include revision or wider reading/research in their subject. Young people are asked to record details of homework issued. They can do this through a variety of means including jotters and most young people note it on their mobile phones. Parents are encouraged to check on a regular basis what homework has been given. Increasingly teachers use sites such as Google Classroom to share homework. The school's homework policy is periodically updated in consultation with representative parent bodies such as the Parent Council and Parent-Teacher Association.

The quantity and nature of homework will vary, but several days' notice should be given for the submission of major exercises. As a very rough guide, S1 pupils should spend about 30-40 minutes per night (Mon-Fri) on homework, rising to about 2 - 3 hours per night for S5 and S6 pupils. It is worth noting that the progress of senior pupils often suffers if they take on part-time jobs which involve excessive hours of work in the evening. Likewise, access to Facebook and other electronic media during study or homework has a detrimental effect on learning.

The school will endeavour to contact parents if failure to complete homework becomes a regular feature of any young person. On the other hand, parents should not hesitate to contact the school via the Guidance teacher if they are concerned about any aspect of their child's homework provision.

The school also tries to help young people and parents in the matter of study and homework in several ways including regular study support classes for most stages and through the homework section of our website.

Careers Education – General Aims

Perth High School is committed to providing a high standard of careers education for all our young people. We raise awareness and promote understanding in young people that career planning is a life-long experience. This enables young people to prepare for their options post 16 and make the informed decisions about their next steps in order to achieve their full

potential and develop into mature young people, equipped to cope with and contribute effectively to the workplace and the wider community.

We seek to achieve this planning for choices and change through the following:

- Providing lessons in PSE appropriate to age and stage to highlight the need for career planning. Activities support young people in identifying interests and skills which can be transferred to future careers and job opportunities. Young people are also supported in identifying what is important to them when considering future employment. Seniors focus on changes in employment trends, jobs of the future and strategies for future-proofing themselves.
- Young people are given information regarding the legislation of the employment of children and what employers regard as essential employability skills.
- Young people are also helped to prepare for course choices and transitions post 16 to enable them to make informed choices about their education and future career pathway(s).
- The careers section of the school library is well resourced with the latest publications on specific jobs, college and university courses and work and training. Information and publications are diverse as we strive to offer each individual young person the highest possible standard of careers advice and education, closely fitted to their individual needs. Our college section includes information on every college in Scotland, specialist colleges, every university in Scotland and indeed most of the main universities in the rest of the UK.
- Each year, every class is allocated a structured timetabled lesson in the careers library to promote new resources and guide young people to facilities and publications appropriate to their needs and stages in career planning.
The Library has a well-stocked career section, and has also developed a one-stop-shop careers website – The Perth High School Careers Portal– which can be accessed in school or at home via the school website under the “Students” dropdown menu. This portal provides a single point of entry to all major websites and information points relating to careers; from My World of Work, to job sites, apprenticeships, universities and colleges, our Career Ready programme and more.
Regular careers events, specialist speakers and work and training opportunities are offered to our young people throughout the school session. We are currently developing a careers calendar of events.
- We also work closely with local businesses, trainers, colleges, universities and our partners in Skills Development Scotland to give all our young people both a broad and a deep experience of careers education to prepare them for their life ahead in the changing job market.
- Working in partnership with the council and Perth College to provide the highest quality of educational experience for all our young people, we encourage the development of the talents of each individual pupil as fully as possible. Vocational courses are offered as part of S3 and senior course choices. We currently offer our young people the opportunity to gain SQA qualifications in several vocational areas. Many of these involve partnership working with Perth College.



International Tie Recipient

Assemblies and Religious Observance

Regular assemblies are held which enable young people to share together and celebrate those things which we value. They also provide opportunities for young people to reflect on moral concerns. There are opportunities within the cycle of assemblies to reflect on local and national issues as well as important school business.

From time to time assembly takes the form of a religious assembly or service: our School Chaplains visit the school regularly to conduct these assemblies and to visit individual classes. Religious observance is 'The exploration of young people's inner life and not promoting one faith over another'. Young people will be so advised in advance and parents may withdraw their child from this observance.

We also invite speakers to school assemblies to discuss the work of a broad range of caring and charitable organisations varying from our local Children's Hospice to international charities such as Blythwood Care.

Spiritual, Moral and Cultural Values

In our school we are committed both through our ethos and the curriculum to provide appropriate opportunities for the development of our young people' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents and will take account of the individual needs of young people and the views of parents.

The school welcomes and encourages diversity and individuality while encompassing our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school have the right to be respected as individuals. Each person has the responsibility to act in a considerate and respectful manner towards others.

We implement the Council policy on Equal Opportunities and ensure that all young people have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender and disability.

Religious and Moral Education

The taught programme for Religious Education in our school aims to help young people learn about Christianity and other major world religions and to recognise religion as an important expression of human experience. Students will also be encouraged to learn from religions by helping them develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Parental Rights

Under the terms of the Education (Scotland) Act 1980 “any pupil may be withdrawn by his/her parents from any instruction in religious subjects and from religious observance”. Any parent who wishes to exercise this right must first discuss the matter with the Headteacher to ascertain the grounds for this request.

Assessment and Reporting

Monitoring and Tracking

The school has comprehensive measures in place to track the progress of all senior pupils towards success in certificate exams. Staff negotiate target grades with pupils, and these are carefully monitored to ensure that our young people do not fall behind. Principal teachers of subject and senior management monitor progress with care. If a young person is falling below expectations, the class teacher will inform them of the steps needed to catch up. Interim reports, which highlight progress towards these targets, are sent to parents.

Assessment and Reporting

An important feature of our young persons' learning experience is the regular assessment of their progress. School-based assessment is designed to:

- encourage young people to learn and engage in their learning
- identify pupils' strengths and how to improve
- help the teacher to examine critically the quality of the learning process

Methods of assessment used include:

- continuous assessment through discussion, classwork and homework
- formal examinations

Our school reports aim to advise parents of their child's progress, effort and attainment overall and in each subject studied. We have renewed our approaches to reporting to provide more regular feedback to Parents/Carers.

For First, Second and Third Year pupils, reports are based on progress within Curriculum for Excellence. Courses are based on exploring a range of Experiences and Outcomes and teachers' reports will reflect how much progress an individual child has made. In S1 – 3 the majority of young people in Perth High School will be working within the Third or Fourth Curricular levels. The level of courses young people enter in S4 will be partially dictated by the level reached in S3.

Progress and tracking reports are issued for all our young people. Parents of pupils whose progress is a cause for concern will also receive an extra report or direct contact from a member of staff. In addition, a formal Parents' Evening is arranged for each year at which parents may make appointments to discuss their child's progress with their class teachers.

Parents' Evenings and reporting dates for each stage are shown on the school calendar which is kept updated on the school website <https://perthhigh.net/>. In addition parents are always welcome to contact the school with any enquiries or concerns about the progress of their child.

Support for Pupils

Additional Support Needs (ASN)

The Support for Learning (SfL) Department work both directly with young people in teaching and learning and for young people within a consultation and advice capacity.

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account when making decisions which affect the child or the young person. If your child requires additional support at school, your support and sharing of information can be helpful in making plans to support your child. Parents and young people will always be invited to participate in reviews of progress.

There is 1 Principal Teacher and 7 teachers based within Support for Learning who support each house within the whole school structure. There are also an additional 2 staff members with a specific role in raising attainment and supporting within English and Maths.

In addition to the teaching complement there are 8 Pupil Support Assistants who provide support directly to young people in classes and through a range of interventions.

Support for Learning undertake the following functions:

- Identification of needs: Undertaking baseline wellbeing assessments, dyslexia assessments or working with partner agencies to investigate need.

Parents will be informed before support staff will undertake any specific assessment or if there is a consideration of extraction from subject class to work on alternative programmes.

- Coordinating pupil needs: Including attendance and guidance within parent meetings, Child Plan meetings or Coordinated Support Plan meetings. Sharing of proportionate and relevant information to teaching staff to allow them to meet learners' needs.

- Consultation with parents, partners and agencies to support pupils

- Teaching and learning through classes in a variety of subject areas, collaborative teaching and extraction for small group work.

- Examination Support / Additional Assessment Arrangements. Advice, consultation and facilitation of all requests for arrangements to be made within all assessments, prelims and examination diets

- English as an Additional Language (EAL) support through teaching of ESOL courses, community building programmes, enrolments and close working with EAL partners within the local authority

- Pupil Support Base which operates to support learning and wellbeing for young people extracted from aspects of their curriculum

- Enhanced Transitions (P7, S4, S5/6) are coordinated by the Support for Learning (SfL) team alongside Community Link staff to ensure a smooth process either coming into the school or leaving. Support for Learning work with primaries and post school destinations to support transitions for our young people.

- Transition meetings, reports from Primary schools and attendance at Child and Young Person Planning meetings help provide detailed knowledge about individual young people for

the transition to S1. Some young people require an enhanced transition with extra visits and careful planning. This is done in full consultation with the primary school staff and parents and the Community Link Workers.

- Disability Sports are hosted and facilitated within the department. We run a range of activities as well as taking part in local and national disability sporting events.

- Restore, Reflect, Re-engage (RRR) is supported by Support for Learning staff to work with those young people identified for a reflection period following a school-based incident.

For further advice around Additional Support Needs please contact your child's link SFL teacher as below or Principal Teacher for any other matters.

Staff

Depute Headteacher (Support) - Mr C. Farrell chrisfarrell@pkc.gov.uk

Principal Teacher Support for Learning Mr R. Hale rhale@pkc.gov.uk

House	PT Guidance	Support for Learning Teacher
Balmanno	Mrs M Carcary	Ms C. Thompson clairethompson@pkc.gov.uk Ms M. Thomson moragthomson@pkc.gov.uk
Elcho	Mrs T Grierson	Mrs A. Simpson audreysimpson@pkc.gov.uk
Fingask	Mrs H Yellowley	Mrs I. Lisovsky milisovyy@pkc.gov.uk Mr L. Fraser (Monday only) loganfraser@pkc.gov.uk
Huntingtower	Mrs G Shenton	Miss M. Wilson melissawilson@pkc.gov.uk
Kinfauns	Mrs C Neely	Mrs S. Purton spurton@pkc.gov.uk
Pitheavlis	Mr J Denny	Ms C. Cook christinecook@pkc.gov.uk

The support for learning department consists of 7 teachers who have caseload responsibility for young people, which follows our House structure. They will work closely with the young person's Guidance teacher to monitor and co-ordinate specifically planned programmes, including Individual Educational Programmes and Co-ordinated Support Programmes, as detailed in Supporting Children's Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) 2017.

Pupil Support (Guidance)

We have 6 Principal Teachers of Guidance at Perth High School, who are the first point of contact for parents/carers. Principal Teachers of Guidance staff are involved in several areas, in particular the personal welfare and child protection, academic progress, career choice and transition arrangements for their allocated pupils. Through regular contact, good personal relationships are established, so that support and counselling can be readily provided whenever necessary.

The aims of the Guidance Team are to:

- Encourage young people to develop a sense of responsibility
- Encourage young people to develop relationships
- Encourage the development of knowledge of curricular/career choices



- Encourage informed decision making
- Encourage understanding of the local and wider community
- Identify young people at risk and to provide the necessary support

In order to fulfil these aims it is essential that each young person knows and is known personally by their Guidance teacher. The Guidance teacher aims to give each young person a sense of belonging and to act as the person to whom each young person knows they can turn to talk about personal, vocational or educational matters. As such, the Guidance teacher develops knowledge and understanding not only of the young person but also of their friends, parents/carers and teachers. Guidance teachers will automatically respect the confidential nature of much of the information to which they are party and always welcome contact with parents/carers on any aspect of their child's wellbeing.

To ensure continuity of contact the school operates a vertical (house) system of guidance where each teacher follows their caseload throughout their time at Perth High school. In addition, Depute Headteachers have specific pastoral and disciplinary responsibilities for each year group. This arrangement leaves most of the day-to-day guidance work with the Guidance Team and creates a differentiation in role such as will allow the young person to see their Guidance teacher as one who can, if necessary, mediate between them and the school system.

Scottish Ministers advise that further information and support to parents/carers of children and young people with ASN are available from various organisations. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0345 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at <http://www.enquire.org.uk>

Enquire provides a range of clear and easy-to-read guides and factsheets including The Parents' Guide to Additional Support for Learning.

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

The senior staff and the Guidance team do not work in isolation. Since their care for young people extends to all young people including those who are having difficulties of one sort or another, they have developed contacts and draw support from a number of external partners.

External Partners

Educational Psychologist

The Educational Psychologists attached to the school are Rachel Rennie and Gill Taylor. They consult with and advise senior staff and Guidance staff as well as giving specialist assistance with individual young people. Ms Rennie and Mrs Taylor usually become involved with pupils through referral from school; in these cases, the involvement and agreement of parents/carers are always sought before a referral takes place. Parents/carers who themselves wish to refer their child for assistance should in the first instance contact their child's Guidance teacher.

English as an Additional Language (EAL)

For those young people for whom English is not their first language, Mrs Fiona Anderson visits the school and is involved in providing some with additional help in English. She can also call upon assistance from colleagues (from outside the school) with various language specialisms.

Wider External Partners

Our weekly Wellbeing Meetings and monthly Intergrated Team Meetings (ITM) involve our other external partners and include Social Work, Police Scotland, School Health, Skills Development Scotland, Services for Young People, Community Learning Workers and others, where appropriate. The Wellbeing Team is made up of PT Guidance, Support for Learning Teachers, Outdoor Education staff, Community Link Workers and our Inclusion Support Worker.

Mr Chris Farrell (DHT Support) maintains an overview of all pupil support issues and chairs our weekly Wellbeing Team meetings as well as our monthly Integrated Team meetings (ITM).

These meetings directly focus the combined energies of school based and external partners to support young people who are experiencing barriers to their learning and progress.

<http://www.pkc.gov.uk/article/17278/Schools-additional-support->

Personal Support and Registration

In Perth High School we believe that for young people to thrive they need to feel secure, supported, encouraged and challenged through a range of quality learning opportunities. But they also need to be known. We believe that all adults who have contact with young people have responsibilities to meet their needs and provide personal support.

To enhance the support our young people receive, each pupil has a personal support and registration teacher whom they meet with daily for 15 minutes. As well as dealing with registration, Personal Support offers a unique opportunity for the staff to know and support their pupils, in mixed age groups, in an encouraging, focussed and relaxed environment.

The core experiences include:

- Monthly 1:1 private conversation with their teacher
- Recording and celebrating achievements and setting new challenges
- Study support where pupils are encouraged to help each other and share their expertise
- Encouraging private reading
- Tracking of pupil progress

The benefits are evident:

- Young people reporting how they feel more confident about completing homework after

- receiving advice from a friend in Personal Support
- Young people asking for help and being shown / advised how to find it
- Staff reporting that they are getting to know the children better and are enthused by the willingness of young people to talk openly with them
- Young people showing empathy towards one another and a desire to help others

Personal Support is another important element in our efforts to cater for our young people's individual needs and aspirations.

Personal and Social Education (PSE)

All young people attend a weekly Personal and Social Education class. The aims of this programme are to offer every young person an opportunity to:

- develop understanding of the growing-up process
- explore the opportunities available for development, and their own responsibilities, at home, in school and in the wider community
- make informed choices about the world of work, training and further education
- understand the demands of society in terms of work, leisure and responsibility
- develop self-esteem and self-awareness
- take a responsible attitude to their personal health
- develop their social and communication skills
- engage in a process of action planning by setting and reviewing personal targets

In order to assist young people to make informed choices about their careers, a comprehensive careers education programme is provided which encompasses areas such as realistic self-assessment, awareness of opportunities and decision-making.

Throughout the school, PSE is offered by Guidance and other staff in timetabled classes. Supported by contributions from other departments, the programme is intended to help in achieving social competence for all young people. Perth High School tries to involve the young people in a variety of community work, public service and assistance with charities. These activities all further the aim of achieving social competence.

The emphasis within the Social Education programme varies depending upon the age of the young person:

S1: Transition issues, school issues; personal relationships; working for a living; health topics (safety, basic hygiene)

S2: School work; personal issues (responsibilities, neighbourliness, leisure); health topics (disease, bacteria, smoking, substance abuse); personal relationships; Careers (job groups, finding information, subject choice, exams and qualifications)

S3: Work; study skills; issues related to adolescence (coping with anxiety, failure, shyness, etc.); sexual relationships; health topics (drugs and alcohol); Careers (job opportunities)

S4 and S5: School work; study skills; preparation for leaving school (work and further education); community themes (public services and social issues)

S6: Completion of application forms for Further Education (University – UCAS, college)



New PRISM Flag

School Improvement

The Education Authority wishes parents to be aware that the method of showing examination results and awards currently does not give recognition of the varied communities schools serve. Some children have significant social and economic advantages over others, and this can be reflected in their attainment within and between schools. In addition, the statistics do not give information or recognise individual improvements in pupils' performance from S1 to S6.

Some young people who did not achieve National 5 may be retrospectively awarded National 4 qualifications in certain subjects to reflect their work throughout the year.

The information overleaf shows Scottish Qualification Authority results expressed in terms of the Scottish Credit and Qualifications Framework (SCQF) levels as outlined below:

- Level 7 - equivalent to Advanced Higher at A-C
- Level 6 - equivalent to Higher Grade at A-C
- Level 5 - equivalent to Intermediate 2 at A-C; National 5 at A-C
- Level 4 - equivalent to Intermediate 1 at A-C; National 4 (Pass)
- Level 3 - equivalent to National 3

SQA EXAMINATION RESULTS AND AWARDS: 2020/2021, 2021/2022, 2022/2023

Examination Results (within Scottish Credit and Qualifications Framework)

S4 Grades A – C National Level Qualifications				S5 Grades A – C National Level Qualifications			
5 @ 5	2021	2022	2023	5 @ 6	2021	2022	2023
PHS	52%	51%	50%	PHS	31%	23%	23%
PKC	47%	47%	45%	PKC	24%	18%	17%
5 @ 4				3 @ 6			
PHS	80%	82%	82%	PHS	50%	42%	40%
PKC	74%	76%	73%	PKC	46%	38%	35%
5 @ 3				1 @ 6			
PHS	87%	88%	86%	PHS	69%	62%	61%
PKC	79%	80%	79%	PKC	65%	57%	55%

S6 Grades A – C National Level 7 Qualifications			
1 @ 7	2021	2022	2023
PHS	41%	39%	26%
PKC	35%	33%	22%

Perth High School is committed to improving the experiences and opportunities for all our young people. A key part of this commitment is to ensure the highest possible attainment for all young people. To achieve this, we have developed a system of tracking and monitoring to steer young people towards success. In addition, we are increasingly developing pupil mentoring and focus groups to allow us to work in close collaboration with young people and their parents. This takes the form of individual meetings between a member of staff and the young person, discussion groups with young people, as well as having an 'open door' policy and regular contact meetings with parents.

In regular consultation and partnership with the Pupil Voice Group and Parent Council, we review our progress against our improvement plan throughout the year. Our improvement priorities for this session 23/24 include:

- Health and wellbeing of young people and staff
- Identifying and closing any gaps in learning which occurred during lockdown
- Improving our School leaver destinations
- Embedding any SQA changes to courses and assessment arrangements

Due to Covid 19 restrictions leading to the cancellation of examinations, the results shown above for 2020 and 2021, are based on the continuous assessment of students in school and quality assurance by PKC and SQA. This means that there is no direct comparison between the last two years results and earlier years which were based primarily on examinations. Many industries and educational systems routinely use continuous assessment as their preferred method of assessment and there is likely to be an ongoing debate as to which system of assessment Scotland should use in future years.

School Leaver Destinations

PUPILS LEAVING IN SCHOOL YEAR 2019 – 2020

Leaver Destinations

Leaver Destinations	%
Total Number of Leavers (=100%)	199
Higher Education	54%
Further Education	26%
Training	1%
Employment	16%
Voluntary Work/Activity Agreements	0%
Not Known	3%

Further information on School Performance can be found in the Quality and Standards Report which is available on the school web-site www.perthhigh.net

Information regarding the school's performance at a local and national level can be found by accessing the Perth and Kinross Council web-site Education and Children's Services pages <https://www.pkc.gov.uk/schools>

School Policies and Practical Information

The School Day

Perth High School operates a seven-period day.

Young people should arrive in good time for class at the start of the day and for the start of lessons after the lunch break. We ask all parents to reinforce this with their young person to ensure that this is the case.

Personal Support	09.00-09.15
Period 1	09.15-10.00
Period 2	10.00-10.45
Interval	10.45-11.10
Period 3	11.10-11.55
Period 4	11.55 – 12.40
Period 5	12.40-13.25
Lunch	13.25-14.10
Period 6	14.10 – 14.55
Period 7	14.55 – 15.40

School Holidays

All school holidays and in-service days can be found by visiting Perth and Kinross Council website (<https://www.pkc.gov.uk/schoolholiday>).



Blood Donation Event – Nolan Trust 2022/23

Daily Registration

Every morning, the bell for Personal Support will ring at 9am and students are expected to make their way immediately to class.

Pupils who are late during Personal Support time should report to their class as soon as they can and will be registered there as present, but late on their arrival.

If pupils arrive at school during period one or later, they should make their way directly to class where they will be signed in and marked as late for that period. Pupils should **not** report to the school office to sign in.

Late-coming is monitored by Personal Support Teachers, Principal Teachers of Guidance and Depute Year Heads as part of our wider Attendance procedures.

Attendance

Regular, punctual attendance at school is essential for an optimum educational experience. A regular, period-by-period absence check is taken throughout the day to monitor young people in school and anomalies are followed up in Personal Support or by Principal Teachers of Guidance.

Parents are asked to telephone the school absentee line on 01738 472699 by 9.00am if a pupil is too unwell to attend school. If no contact is received, the school will issue a text message to all parents whose child is not in school. If the child's absence continues into a second day, parents are asked to call the school again on the absentee line, so that teachers are aware the child is not in school. After lunchtime, a Groupcall is once again sent to parents of children who have not attended class unless we have been notified of a genuine absence.

Notes requesting excused attendance should be given to the young person's Personal Support Teacher. The young person will be released in good time for attendance at dentist/doctor/optician appointments but are asked to remind the teacher of this request at the beginning of the relevant lesson. The safety of the young person is the responsibility of their parents if a request has been made for permission to leave school.

If unsatisfactory attendance persists, then cases may be referred to the Attendance Sub-Committee of Perth and Kinross Council. In extreme cases, parents have been prosecuted for failure to ensure their child's attendance at school. Our expectation is that parents will cooperate with us in ensuring that, barring illness, young people will attend 100% of all classes.



Climbing Wall Session

School Policies & Practical Information



McMillan Coffee Morning

Uniform / Clothing

Parents are asked to ensure that their children attend school dressed in a manner which will indicate clearly that they belong to Perth High School. We advocate high expectations for pupil uniform to promote safety, equity and community in our school.

These expectations of dress also apply to pupils' attendance at all sports fixtures, college link programs and excursions organised by the school.

Our full uniform consists of:

- School Tie
- Senior Ties for S4 and S5/6 pupils only available from the school office
- White Shirt
- Black Pullover
- Black Trousers
- Black Skirt
- Black/Navy Blazer
- School Badge for blazers
- Branded School Hoodie/Jumper
- Black shoes

All parents are asked to note that the following items of clothing are not acceptable as school wear:

- Clothing or scarves which feature football colours or other slogans.
- Denim clothing of any colour (jeans or jackets).
- Hooded tops should not be worn inside the building.
- Branded clothing.

Applications for a School Uniform Clothing Grant and Free School Meals can be made by accessing this link: <https://www.pkc.gov.uk/article/17410/Free-school-meals-and-school-clothing-grants-primary-and-secondary>. If you are experiencing financial hardship and would require financial support for extra-curricular activities or trips, please contact the Principal Teacher of Guidance for your child or the school office for further advice.

Extra-Curricular Activities

We take immense pride in our pupils' achievements at local and national sporting and cultural events and the school certainly has a lot to offer in terms of extra-curricular activities. We have a range of staff across the school who run clubs and activities that allow our young people to shine in areas that interest them. Details of all of these clubs can be found on the school website, school newsletters, daily bulletins, noticeboards and from individual members of staff.

Our PE department work closely with Perth and Kinross Active Schools and our school coordinator, Mr David Paul to provide a wide spectrum of sporting opportunities both within the school and on a wider stage. In addition to sporting excellence, a number of our pupils also benefit from leadership opportunities and qualifications by working with sports clubs in school, in the local community and with our associated primary schools.

The following sports and activities are normally available in school, however they may be slightly limited in sessions 2023/24 and 2024/25 due to the ongoing school build project:

- Athletics
- Badminton
- Basketball
- Climbing Wall
- Dance
- Fitness
- Football
- Gymnastics
- Hockey
- Mountain Biking
- Netball
- Rugby
- Swimming
- Table Tennis
- Volleyball
- Sports Ambassadors

In addition to our thriving sports provision, a wide range of clubs and other opportunities are available:

- Pupil Parliament
- Pupil Café
- Design
- Chess
- Puzzles and Games
- Art
- Debating
- Buddy Scheme
- Book Club
- Charity groups
- PRISM
- School Orchestra
- Choir
- Instrumental tuition* (<https://www.pkc.gov.uk/article/19741/Instrumental-Music-Service>) (Brass, Woodwind, Percussion, Bagpipes, Guitar, Drums and Vocals)
- Dance
- Drama
- Duke of Edinburgh
- Environmental group
- Library Group
- Sign Club
- Reading Ambassadors
- Mental Health Ambassadors

*If you wish to request access to Instrumental Tuition for your child, please contact PT Music Catherine Black in the first instance.

Pupil Involvement and Representation

For young people within school, we have many different layers of pupil representation and leadership that we would encourage all young people to take part in. These range from informal opportunities to engage in class feedback, to becoming a formal representative for our Pupil Parliament or Head Team.

- S5/6 Head Team
- Pupil Ambassador Programs
- Buddying Activities
- Senior Prefects
- Charity Projects and Fundraising
- Pupil Parliament Representatives
- Pupil Voice Group
- Pupil Feedback Surveys
- Pupil Leadership Courses and Qualifications

School Trips

Participation in trips and excursions, whether residential or non-residential, can do much to enrich and enhance the educational experience of young people. Young people from Perth High School have the opportunity to take part in many excursions which range from day trips and activity days, to international travel to France, South Africa and the United States.

Perth High School has a strong relationship with schools in South Africa and a trip there planned for senior Modern Studies pupils in 2024. A number of work-related, cultural, linguistic, educational and other links are developing from these arrangements and our young people have benefitted hugely from this program over many years.



Prefects Training Day

Health and Safety

School staff are fully instructed in their responsibilities in this respect and safety regulations apply to all aspects of school life both on and off the premises. Parents are also asked to ensure that important information regarding any health problems pertaining to their children is passed on to our Guidance staff during the transition from Primary. If there are any subsequent changes in a young person's medical condition, it is important that the school is advised immediately so that our records may be revised.

All parents are asked to note that young people should remain on the school premises during class time and are discouraged from going beyond the school grounds at morning interval.

Parents are asked not to deliver young people (except those with mobility issues) by car to the school car park. This is a very dangerous practice which puts our young people at risk. Please comply with our expectations that parents and pupils do not use the school park for drop off/pick-up or parking and that young people should not cross the car park at any time. All users should utilise the footpaths provided to avoid the very serious risk of accidents. Please note that we have CCTV cameras for the safety of our young people and we do monitor the grounds as well as key areas inside the school.

School Health Service – Health Board Information

Tayside Health Board has a statutory obligation to provide a health service for all school children in Perth and Kinross Council. The aim of this service is to make sure that all children

are in the best possible health to benefit from their education and to provide the Education Authority with advice about the spread of infections and the promotion of good health. This service is provided by NHS Staff.

Parents are invited to meet the school nurse when their child has his/her school entrants' health assessment in Primary 1. Further health interviews take place in P7. Children may be seen at other times to check any concerns including hearing and vision and to offer immunisations. Parents are asked for written consent for the latter.

With parental consent, the school medical team can refer a child to other specialists such as speech and language therapy, chiropody, occupational therapy and physiotherapy.

Arrangements for Emergency Closure

On days when there are planned early closures, parents will normally receive at least three days' advance warning by means of a letter delivered by their children.

In the event of emergency early closures (e.g. caused by bad weather, fire or a failure of the heating system) the children will be given the choice of going home (if buses have been arranged), staying in school under supervision until the normal closing time or going home or to a friend's house.

Under these circumstances little or no advance warning can be given so we would ask parents to instruct their children what to do and in particular to arrange alternative shelter should the family home not be available. Parents are also asked to ensure that they update the school as a matter of urgency if they change their address, telephone or other contact details. Text messages will be sent to parents to keep them as well informed as we can.

In such circumstances the school maintains close contact with the bus companies and always attempts to ensure that all young people from outlying areas are dismissed in good time so that they may get home safely. During periods of extreme weather, parents are asked to tune into Radio Tay which will broadcast details of any school closures and to consult the Council website Emergency Closures page (<https://www.pkc.gov.uk/schoolclosures>)

Senior staff are always available at such times to help and advise any young person in difficulty. At all times the safety of our young people is the main concern.

Information for parents/pupils regarding school closures will be available from the following sources:

- Radio Tay frequency AM 1584 FM 96.4 - Perth only AM 1161 FM 103.8 – elsewhere
- Tay Connect telephone information:
Parents should dial 01382 457457 then key in the following numbers: 4051 This service will be updated every 20 minutes - charged local rate.
- Heartland FM and Radio Forth – used for widespread severe weather conditions.
- Perth and Kinross Council Customer Service Centre - 0845 3011100 from 8.45am
- Perth and Kinross Council Website (<https://www.pkc.gov.uk/schoolclosures>)
- A note of any closure will also be placed on the school website (<https://perthhigh.net/>) as soon as possible after a decision is made to close.
- On Twitter at [@perthhighschool](https://twitter.com/perthhighschool)

Parent Council & Parent-Teacher Association (PTA)

The Parent Council which includes the Parent Teacher Association exists to provide a focus for greater contact with parents and to promote close cooperation between parents and staff in everything pertaining to the positive running of the school and the wellbeing of its young people. This is done by organising a programme of educational, social and fundraising activities.

The success of this venture is marked by its achievements to date, which include the involvement of parents in:

- Consultation around educational issues and changes.
- Extra-curricular activities.
- Accompanying pupils on curricular excursions and enrichment experiences.
- The organisation of many school events.
- Many fund-raising activities to help enhance the educational provision within the school.

The Annual General Meeting of the Parent Council and the PTA take place in August of each year and is advertised locally. Only with your support can they really be an organisation which benefits all our young people.

Parent Council

Chairperson – Bill Russell

Vice Chair – Bruce Renfrew

Secretary – Claire Patterson

Treasurer – Caroline McEwen (Joint)

PTA

Mrs Gail Meek

Mr Allan Kelman

Mrs Emma Brown

Chairperson – parent

Treasurer - staff

200 Club - staff

Concerns and Complaints

At Perth High School, we want to give you the best service we can. We accept that at times, things can go wrong, and you may feel that you or your child have not had the service you would expect from us. If this happens, the first thing you should do is contact the person who deals with the issue you want to discuss: normally your child's Guidance Teacher or their Year Head. They will do their best to deal with the problem for you. Our School office staff will tell you who to contact if you are unsure. You can telephone them on 01738 628271.

We will try to resolve your concern or complaint as quickly as possible. In all cases, we will get back in touch with a response to let you know what we're going to do about it within 15 days.

If you are unhappy with our response, or you don't think that we have handled your complaint correctly, you can escalate your complaint to Perth & Kinross Council as follows:

- telephone the Customer Service Centre on 01738 475000
- email ECscomplaints@pkc.gov.uk
- write to the Complaints & Governance Officer, Perth & Kinross Council, 2 High Street, Perth PH1 5PH

Scottish Public Services Ombudsman

If you're still not happy after you've been through both stages of our complaint's procedure, you can ask the Scottish Public Services Ombudsman to look into it for you. You can contact the Ombudsman's office at any time for advice, but they won't normally investigate a case until you've been through both stages of our formal complaint's procedure.

The Scottish Public Services Ombudsman
4 Melville Street
Edinburgh
EH3 7NS
Tel 0800 377 7330
Fax 0800 377 7331
Email ask@spsso.org.uk
www.spsso.org.uk

If the Ombudsman agrees to investigate, we will be asked to provide information about your complaint.

Name of Child Protection Officer

Perth High School Child Protection Officers:

Mr C Farrell
Mrs M Carcary
Mrs T Grierson
Mrs G Shenton
Mrs C Neely
Mr J Denny
Mrs H Yellowley

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe **Healthy** **Achieving** **Nurtured** **Active** **Respected**
Responsible **Included**

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help. advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.



Perth High School Duxes