

Bertha Park High School



Respect : **Respect** : **Respect**



School Handbook **Academic Session 2020/2021**

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & Children's Services' schools produce handbooks covering the following categories of information:

- 1 School Information
- 2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2018), further changes may have occurred since then.

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School information

Head Teacher's Introduction

What does a Secondary School for the 21st Century look like? What does it feel like and how does it approach teaching and learning? We're confident that you will find the answers to these questions in Bertha Park High School.

Every member of staff here, both teaching and non-teaching, is passionate about young people, preparing them for adult life and providing them with the very best place to learn. It's why we do what we do. We like to think a little differently about our approach to education and challenge what has become the norm in other schools.

By establishing great relationships, we firmly believe that we provide a great place to come to school. We value the power and potential of creativity and learning in the digital domain; our young people benefit from a digitally immersive experience and we are constantly pushing this further and further.

Through calm, consistent and kind approaches, we bind our learning community with a shared purpose: to make Bertha Park High School the best possible place to teach and learn. Our learning resources are second to none and our teachers and learners enjoy working with fabulous technology which reflects the world we're preparing them for. Our entire staff team are talented, motivated and dedicated individuals who share our common vision. Everything in our school revolves around our core values:

- **Respect** – for yourself
- **Respect** – for others
- **Respect** – for the Bertha Park Way

We are driven by the desire to have our learners achieve everything they are capable of, no matter what their background, and provide a positive, caring, exciting and successful place to learn and teach.

Everyone here is so proud of our school, so please come and visit us – we'll be delighted to show you what a fabulous place this is to learn and work.

Mr Stuart Clyde



Head Teacher



Delineated (Catchment) Area

Bertha Park High School is a brand new Secondary School in Perthshire that opened its doors in August 2019 to S1 and S2 pupils. Although the school operates with only two year groups in our first year, it will then grow year on year to comprise of S1 to S6 by 2023/2024.

The school provides a modern learning environment for up to 1,100 pupils. Bright, airy internal spaces offer a wide range of teaching, social and dining facilities, dedicated subject classrooms and flexible learning plazas. A full range of sports facilities include a synthetic grass pitch and multi-use games area.

Most pupils transfer to Bertha Park High School from our partner primary schools, namely: Auchtergaven PS, Dunbarney PS, Forgandenny PS, Logiealmond PS, Methven PS, Pitcairn PS, Ruthvenfield PS and pupils resident in Oudenarde.

Parents from outside our catchment area who wish to visit the school in order to enrol their child should contact the school to arrange to speak with the Depute Headteacher, Mr Mills. It is expected that this visit would take place a few days in advance of the child starting to attend Bertha Park High School. This enables us to allocate class groupings for the child and also provide an opportunity for parents/carers to find out more about Bertha Park High School.

School Roll as at January 2020

The present roll stands at:	206
First Year (S1)	110
Second Year (S2)	96

Contact Details

Headteacher:

Mr Stuart Clyde
Bertha Park High School
Adamson Avenue
Perth
PH1 0AU

Tel No: 01738 452300

Absentee line: 01738 452301

Email: BerthaParkHSP@pkc.gov.uk

Web: <https://www.berthaparkhigh.org.uk>



Follow Bertha Park High School on **Twitter:** @BerthaParkHigh

Parent Angle Chairperson: Mrs Lindsay Galloway at lindsaygalloway87@gmail.com

Senior Management Team

Headteacher: Mr Stuart Clyde
Depute Headteacher: Mr Ally Mills
Business Manager: Mrs Lauren Findlay

Communication with Parents

At Bertha Park High School we communicate with parents and carers in many different ways, including:

- Texting (Groupcall) – pupil absence, event reminders, useful information
- Website
- Classcharts
- Parents Evenings/Information Evenings
- Twitter

It is vital that parents and carers keep the school informed if their mobile phone number or email address has changed.

School Ethos

Motto- “Respect : Respect : Respect”

Vision:

Our vision is for our school to be a place where everyone wants to be. If you're a young person you want to go to school here, if you're a parent you want to send your children here, and if you're a teacher you want to work here.

Why? Because it is a great place to learn and teach; a place to prepare young people for adult life in the 21st Century.

Values:

- **Respect** – for yourself
- **Respect** – for others
- **Respect** – for the Bertha Park Way

Aims:

- Provide a rich, diverse and challenging education through excellent and innovative teaching and learning.
- Celebrate success, promote a growth mindset and inspire everyone to achieve their best.
- Support personal development, social responsibility and a sense of self-worth.
- Develop the attitudes and skills that support a healthy and fulfilled life together with the confidence for a lifetime of learning.
- Work as partners in learning with young people, parents/carers and the community.
- Provide a safe, supportive and well-ordered environment where students and staff are happy and confident as they achieve their full potential.

Relationships Policy

Our relationships policy begins with “Visible Adult Consistencies”, where all adults involved with our young people will:

- Be calm consistent and kind
- “Meet and greet” & “end and send” at the beginning and end of any learning periods.
- Praise in public, retribute in private.

We will recognise when pupils go above and beyond in the following areas:

- Achievement
- Contribution
- Resilience

We have 3 rules which cover all eventualities, we ask that everyone in our school community is:

- Ready
- Respectful
- Safe

We communicate behaviours (both positive and negative) with home using a system called classcharts. Your child’s teachers will award a green flag, with a comment if they go “above and beyond”. If a young person chooses not to follow one of the rules, after a couple of warnings this information will be put on classcharts as a red flag.

When your child enrolls you will be given an access code so that you can see information about your child on classcharts. We ask for your support by checking regularly and discussing classcharts information at home.

We seek to be positive in approach to relationships, where something goes wrong we will be restorative in our approach to ensure a young person can get back to learning as soon as possible. There may be times when we will contact home for support.

If parents/carer have any concerns about behaviour/relationships please contact the school and speak to our Guidance teachers in the first instance.

By having strong home school partnerships we seek to ensure we have strong relationships at Bertha Park.

Positive Behaviour

Always be:

On time for school, readiness and class
Properly equipped
Organised for each subject
Wearing full school uniform

Have your:

iPad with timetable each day
Homework completed on time

Support others by:

Showing respect and consideration for their learning
Staying on the task as explained by the teacher
Settling quickly and quietly in class
Using materials properly and safely

We all work towards keeping low-level disruption down.

In consideration of others, we commit ourselves to:

Walk on stairs and in corridors
Keep to the left on stairs and in corridors
Place litter in the litter bins
Wait quietly outside classrooms, without causing obstructions, until permission is given to enter
Observe off-limit areas

Celebrating Achievement

The school actively promotes and celebrates achievement in a number of ways including:

- Assemblies
- School eBulletins
- School website
- Twitter feed
- Local Press
- Standards and Quality Report (annual publications)

Community Links and Partnerships

The school has developed strong partnerships and links with the local community, businesses and agencies which include the following:

- Robertson's Construction
- Live Active Leisure
- NHS
- Perth College – University of Highlands and Islands
- Leonardo Huntingtower Hotel



Anti-Bullying Policy

We are seeking to build a culture of respect, where bullying will not be tolerated. As a school we are committed to the Mentors against Violence Prevention (MVP) programme. Through education and training young people who are aware of the power they have as bystanders to act in an appropriate way to de-escalate any potential bullying incidents in a safe way.

We always act on any reported bullying, we would ask that you direct any concerns to the Guidance Team, it is better to do this as soon as possible if you have any concerns.

We record any incidents of bullying, motivation for bullying and what action has been taken to resolve the situation. We will keep in touch with families as we seek resolve any issues reported to us.

Pupil Voice

Pupil voice refers to pupils' participation, contribution and influence in a school context. It encourages increased pupil engagement, improved relationships between pupils and teachers, better communication between pupils and the school, and provides the right conditions for the school community to become a learning community.

How will we ensure the pupils have a voice in the operation of our school?

- **Pupil Angle:** regular meetings of class representatives to express the opinions and views of the wider pupil body
- **Sports Leaders:** pupils are nominated and take leadership of promoting sports within the pupil body
- **Mentors in Violence Prevention:** pupils can be champions of a non-violent culture and the promotion of our school value of Respect
- Formal and informal feedback is taken from pupils on their opinions, requests and attitudes towards school life. This is always discussed and acted-upon. Feedback is always provided to the pupils that raise any issues.
- Pupils are involved in recruitment of staff
- Pupils are involved in self-evaluation processes throughout the year
- Pupils can contribute to assemblies
- Pupils work with their teachers to set their own targets
- Through assemblies, Personal & Social Education classes and other outlets, pupils' views and opinions are gathered and considered
- Pupils are regularly consulted by their teachers on the direction that they'd like the curriculum to take
- All members of staff at Bertha Park High School will make the time to speak and listen to pupils whenever they ask to.

Concerns

If you have personal enquiries or concerns about your son/daughter's progress, your first point of contact should be the Guidance Teachers. Each pupil is assigned a Guidance Teacher as their named person. The Guidance Team are at the heart of the pupils education experience providing information and guidance on careers, course choice, social education and arranging work experience. The Guidance Teachers are:

Mr J McMartin
Mrs K Cuthbertson

Parental Involvement

We know from national research that children do better at school and achieve more in life when parents and schools work together. Only 15% of a child's life is spent at school, and so it is very clear that parents have the most influential role in a child's education. In working together, we will aim to ensure that every child does the best they can at school and beyond.

Parent contact meetings and parent information evenings take place throughout the year - details of dates and times are available from the Parent Calendar which is published at the start of each school year (copy available from the school website and also Main Reception).

Parents are encouraged to make an appointment and come into school to discuss any concerns and we aim to respond to parents within 24 hours.

We are keen to seek feedback from parents and online questionnaires will regularly be posted on the school website to seek views and gather opinions.

Parent Angle Group

The Parent Angle group meet regularly with the Head Teacher and other school representatives. Further information regarding Parent Angle membership and meeting dates are available from the Parent Angle area of the school website.

A number of fundraising events take place throughout the year which are organised by the Parent Angle and monies raised provide valuable contribution to the school for activities and other resources.

Parent Volunteers

We welcome the opportunity of parents being involved in supporting the school by helping out in the classroom and participating in school excursions and events. Please contact the school for further information if you are interested in becoming a Parent Volunteer.

Further information regarding parental involvement is also available from the Council's website:

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

Transitions

From primary seven to secondary school

The school retains regular contact with our associated primary schools - particularly when primary seven are concerned, in order that the transfer to the secondary school is as smooth as possible. Teachers from our Support for Pupils Department (Pastoral and Learning) and some subject departments make a number of visits to our associated primary schools particularly during the final term of primary seven.

During these visits discussion with primary seven teachers takes place and advice is given to us, such as special interests and abilities of all the children involved. In addition, and equally important is the sharing of information regarding the sensitivities and personalities which the primary school teachers have come to know and understand about the children during the preceding seven years in their care.

We endeavour to arrange transition events for parents and pupils whilst pupils are in P7 in order that they can begin to familiarise themselves with secondary school. In June of the summer

term, all primary seven pupils will attend the High School for two days and begin to meet their class teachers.

Our staff also carry out visits to the primary schools before the end of the spring term, and spend an evening with primary seven pupils, their parents and their teachers. The intention is always to provide as clear a picture as we can about school life in the “big” school. It is also our intention, that at all times we help to build the confidence needed, in order that the children may accept more easily the transition from primary to secondary school.

Successful Transitions for Pupils with Additional Support Need (ASN)

For children with Additional Support Needs an enhanced transition programme will be discussed and agreed between school staff and parents/carers for. This may include additional preparatory visits and a phased enrolment as required.

Planning for successful transition to post-school learning is done through Young Person’s Plan Transition meetings anytime from S2 onwards, depending on the level of need. These meetings include the young person, their parent/carer and representatives from relevant agencies including Skills Development Scotland (Careers), Perth College and/or Adult Services (Social Work).

The School Day

Our school day looks a little differently from many other schools. We will have longer classes, but fewer of them in the week.

<u>PERIOD</u>	<u>Monday to Friday</u>
Readiness	09.00 – 09.10
Period 1	09.10 – 10.30
Interval	10.30 – 10.40
Period 2	10.40 – 12.00
Lunch	12.00 – 12.50
Period 3	12.50 – 14.10
Interval	14.10 – 14.20
Period 4	14.20 – 15.40

Each period will last **80 minutes**, and our pupils will have a break between every lesson.

Longer periods offer these advantages:

- Better relationships between pupils & staff
- Opportunities for deeper learning
- Less time wasted moving between classes
- Less stressful environment
- Pupils have a break between every class, allowing brain space
- More time for outdoor learning & visits out of school
- More continuous time allows for innovative teaching & learning
- Pupils have less to juggle each day, promoting better mental health

Uniform/Clothing

Purple school branded blazer
Bertha Park school Tie
White shirt or blouse that can button to the top
Black skirt or dress trousers
Black dress shoes

Whilst not compulsory, pupils may wear a plain black V-neck jumper however no branding or labels.

The following should be **avoided**:

Trainers or sport shoes even if they are black (except for during PE classes)
Black shoes with the white banding at the bottom
Jeans (even if they're on sale in the "school wear" section)
Denim jackets
Leggings (thick or thin)
Hoodies or any branded jumpers (school-branded hoodies may be worn for **specific** sporting events)

Our blazer and ties can be purchased from Stevenson's, 21-23 High Street, Perth, PH1 5TJ, 01738 637843. A full price list can be downloaded using the link below.

https://www.berthaparkhigh.org.uk/Parent-Info/Uniform/Bertha_Park_High_School_Perth_2_.pdf

The Education Authority has a policy to support parents or guardians in the provision of adequate clothing and footwear for all children of school age, to enable pupils to take full advantage of the education which it provides. A child's entitlement is determined by parental/guardian income. If you wish to apply for this entitlement you should complete an application form online at

https://my.pkc.gov.uk/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-publish://AF-Process-88eb6212-4240-45e5-bd39-2786741058c9/AF-Stage-20704df6-b8ea-4beb-a8ef-f79730fbf951/definition.json&process=1&process_uri=sandbox-processes://AF-Process-88eb6212-4240-45e5-bd39-2786741058c9&process_id=AF-Process-88eb6212-4240-45e5-bd39-2786741058c9 or obtainable from the School Office.

Physical Education Uniform

In the interest of health and hygiene, pupils should bring the following change of clothing for Physical Education and Extra Curricular Clubs.

- Grey school logo PE top OR a plain grey t-shirt
- Black school logo or plain hoodie or sports top
- Black shorts or track suit bottoms or black sport specific leggings
trainers suitable for the activity – clean for indoor activities

(Bertha Park T-Shirts can be purchased from Aitken and Niven on Perth high street. Bertha Park hooded tops will be ordered twice a year by the school. This will be communicated via email and assembly.)

School uniform (jumpers/trousers/shirts) should not be worn during PE.

Pupils should always arrive at school and leave school in full school uniform, except for after an extra curricular club.

Attendance

The School has a statutory obligation to maintain accurate records of pupil's attendance. A dedicated Pupil Absence Line is set up for you to notify us of your child(ren)'s absence from school. This is a voicemail facility which is available 24 hours a day.

Please ring **01738 452301** as soon as possible, ideally before 8.30am and leave a voicemail message after the prompt, with the following information:

1. Your name
2. Your child's name
3. Your child's class/registration group
4. Reason for the absence
5. Likely timescale of absence

If your child is required to attend an appointment (eg. medical appointment) please inform the school via e-mail or on the school absence line of the appointment or on his/her return to school. Failure to update the school will result in your child being marked with an unexplained absence.

For emergency appointments, which require pupils to be taken out of school on the same day, please contact the main school number and speak with a member of the admin team.

Parents who may wish to keep their child off school for some acceptable reason should send a note to the Head Teacher explaining the circumstances, asking in advance for the necessary leave of absence. Every effort must be made to minimise any disruption to your child's education.

In order to keep a careful check on non-attendance we utilise the text messaging service called **Groupcall**.

Parents/carers have been asked to provide the school with one mobile number and the name of the person who should be contacted with any Groupcall text message. Unless we are notified of a reason for absence, on the first day of absence you will receive a Groupcall text message requesting information regarding the reason for absence.

Please respond to the message either by telephone call to explain your child's absence. Groupcall messages will continue to be sent if we do not get a response and your child remains absent. You will know that the message is a legitimate one because it will be sent to you from Groupcall and 'BerthaParkHSP' will appear at the front of the message.

Our Administration staff liaise with pupils and parents with regard to pupil attendance and late-coming.

The Curriculum

Our curriculum, driven by our vision, values and aim, is planned and delivered with partners to equip all of our young people with the knowledge and skills that will ultimately lead to a positive destination, enhancing their lives, our community and our world.

A useful summary of the extensive documentation and guidance provided on the Scottish Curriculum can be found at <https://scotlandscurriculum.scot>

What we mean by 'curriculum': ***All the learning which is planned and guided by the school, whether it is carried out in groups or individually, inside or outside the school.***

At Bertha Park High School we recognise that while the curriculum must meet both national and local policy and have the school's values, vision and aim at its centre, it must be flexible enough to respond to the needs of our own young people and Bertha Park's own unique situation. With this in mind, the following is an outline of Bertha Park's curriculum for 2020/21.

Structure:

In Bertha Park we follow the Broad General Education (BGE) in years S1 to S3. All the work done here is designed to give the breadth, depth and challenge necessary to successfully move up to Senior Phase in years S4 to S6.

One of the principles of Curriculum for Excellence is to 'raise the bar'. Most pupils should exit BGE at **fourth level**, this is the equivalent standard of General or Intermediate 1 previous systems. See Appendix 3 for Scottish Credit and Qualifications Framework (SCQF)

The Broad General Education (BGE) Curriculum:

There are eight curricular areas that **must** be covered in the BGE:

The subjects, if different, through which these curricular areas are delivered are in **red**

- Expressive Arts (**Music and Art**)
- Languages and literacy (**English, Modern Languages and Literacy**)
- Health & wellbeing (**Physical education, Health Food Textiles Technology and Personal & Social Education**)
- Mathematics and numeracy
- Religious & Moral Education
- Sciences (**Biology, Chemistry and Physics**)
- Social Studies (**Geography, History**)
- Technologies (**Business and Computing and Technical**)

In S1/S2 the 20 periods in each week are distributed as follows:

S1 & S2

English	2
Mathematics	2
Science	2
Modern Languages	2
Social Subjects	2
PE	2
Music	1
Art	1
Technical	1
Business and Computing	1
Health, Food, Textiles Technology (HFTT)	1
Personal and Social Education (PSE)	1
Lifeskills	1
Wider Achievement	1

Every pupil in the school is part of a Readiness group which meets for the first 10 minutes everyday for a check-in with their teacher and then some mindfulness.

Our S3 curriculum will continue to develop a broad experience across the curricular areas. This will help prepare pupils for the national qualifications in the senior phase. Learning is focused on providing opportunities for pupils to attain and achieve fourth level experiences and outcomes.

The Senior Phase Curriculum

For Senior phase we anticipate that our S4 pupils will study English, Maths and **four** other subjects. These will be chosen around January 2021. Further information evenings will be publicised nearer the time.

Literacy, Numeracy and Health and Wellbeing

In addition to teaching in their specialist area, all staff have a responsibility to promote the health and wellbeing of all pupils, as well as to develop their literacy and numeracy skills.

Staff are expected to consider the 'wellbeing indicators' in ensuring that there are no barriers to a pupil's learning. The indicators summarise our aim that all our young people are: safe; healthy; achieving; nurtured; active; respected; responsible and included.

The Curriculum for Excellence's renewed focus on literacy reflects the belief that the development of this key skill is fundamental to young people's progress. This idea is stressed in one of the key national documents underpinning the new curriculum:

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).

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

All teachers in Bertha Park High School are working together to ensure a consistent approach to the development of health and well-being, literacy and numeracy.

Pupil Profiles

All pupils are given opportunities to develop their ability to reflect on their learning and achievements through the profiling process. The process should equip young people with the ability to talk and write about themselves with the goal of a positive sustained destination. All staff who are engaged with children and young people, have a role and responsibility to engage in the profiling process. We use the profiling tool on MYWOW, this will be introduced in Personal and Social Education. Your child will begin their profile from S1 and continue to build on it throughout their time with us

Educational Trips

From time to time throughout the year, pupils will undertake learning outwith the school environment. Annual parental consent will be sought for local field trips involving activities such as outdoor learning. Specific parental consent will be sought for trips outwith the immediate area or involving an overnight stay. A small fee is often requested to cover the cost of transportation and entry fees, details of this will be provided in the information outlining the excursion.

Pupil Opportunity Fund

The Bertha Park High School Pupil Opportunity Fund aims to support individual pupils financially, to access opportunities which they would otherwise not be able to afford. Funding for the Pupil Opportunity Fund comes from a variety of sources, including donations, grants and the Scottish Pupil Equity Fund.

This fund is aimed at those families who live in SIMD 1 & 2.

SIMD is the Scottish Government's official tool that helps to identify areas, by postcode, where families **may** be facing financial hardship. (You can check your postcode at https://www2.gov.scot/Topics/Statistics/SIMD?utm_source=website&utm_medium=navigation&utm_campaign=statistics-evaluation-tools then select "Postcode to SIMD rank (8MB)")

- are in receipt of free school meals - apply at <http://www.pkc.gov.uk/freeschoolmeals>
- are receipt of a school clothing grant - apply at <http://www.pkc.gov.uk/clothinggrants>
- receive state benefits.

The fund can also help those who are over 16 and in receipt of Educational Maintenance Allowance – apply at <http://www.pkc.gov.uk/ema>

Instrumental Tuition

Through the Perth and Kinross Music Service, the opportunity to continue to play or begin to play a musical instrument may be on offer. Currently, the school offers tuition in String, Woodwind, Brass, Voice, Piano and Percussion instruments. Application forms can be obtained from the Music Department or can be downloaded from the Council's web page.

There is a charge for the tuition. However, it may be possible to apply for a grant from the Music Foundation, details of which can be obtained with the application form. There is no fee for pupils presented in any National Course.

For some instruments, there may be a waiting list due to the time allocated to the instrumental instructor. Lessons vary from one-on-one to small groups depending on the time allocated to the instrumental instructor.

Careers Advice

All subject teachers have a responsibility to equip pupils with skills for work and to make their subject area relevant to the world of work. Through the Personal and Social Education programme, all pupils experience planned career focussed education which includes learning about how to access support and financial advice regarding post-school options.

Guidance teachers are specifically involved in individual careers advice to pupils, directing them to careers information in the library and interviews with the Career Coach from Skills Development Scotland (Carol Simpson). At all times pupils are urged to discuss their interests and ambitions with their parents but particularly at course option times. Help and advice is given to pupils when completing UCAS statements, college applications and job applications. Pupils are also encouraged to use www.myworldofwork.co.uk for help with CV development, career research, courses and interview preparation.

Pupils are offered planned opportunities throughout their school experience to engage in learning about the world of work, including opportunities to meet and hear from employers. In preparation for making post-school destination choices, there are opportunities to visit universities, colleges and fairs/events related to further and higher education options. In Senior school Speakers from UCAS, SAAS, education providers and other agencies provide opportunities for young people and their parents to consider their options.

The school works in close partnership with a range of partners to ensure a focus on all young people and their routes into positive and sustained destinations upon leaving school, including regular meetings with Perth College and other community partners. Upon leaving school, support is available to young people and parents/carers through Skills Development Scotland.

Assessment & Reporting

Monitoring and Tracking

The school is continuing to develop measures for tracking pupil progress these will be in place for session 2020/2021.

Assessment

An important feature of all pupils learning experience is the regular assessment of their progress. Assessment will be on-going throughout school life and appropriate to each child's capabilities.

The purpose of the school based assessment is to:

- encourage pupils to learn and apply themselves to work
- identify pupils' strengths, areas for development and next steps in learning
- help teachers to critically examine the appropriateness of the course and materials being used and modify according to the needs of the pupils
- form part of the target-setting, action planning and review process

Methods of assessment include:

- self or peer assessment which will happen regularly.
- continuous assessment by teachers as they observe and listen to pupils and look at work produced by pupils in a range of situations and forms.

Reporting

All parents/carers will receive regular communication via the class charts app.

There will be one opportunity per year to meet your child's teachers at a parent contact evening.

We intend to send home tracking reports on a regular basis.

When staff are concerned about pupil progress contact will be made with home as early as possible.

If you are concerned about any aspect of your child's work please contact Guidance team in the first instance.

School Improvement Planning

We opened our doors as a completely new school in August 2019 and will undertake our first assessments across the curriculum during the academic session 2019/20. Our first cohort undertaking SQA examination will be in session 2021/22.

As these assessments generate results, they will be posted in this section.

For year one 2019/20 we have a School Development Plan.

[This can be viewed here.](#)

Support for Pupils

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people in Scotland. 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. The Children and Young People (Scotland) Act 2014 will mean that:

- For school aged children and young people, and their families, the services of a promoted teacher in our school, will be made available to them if they choose to make use of that support and help.
- The Child or Young Person's Plan, 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.

Pupils with Additional Support Needs

All pupils need support to help them learn and develop. The needs of the pupils are central to the identification, planning and provision of support at Bertha Park High. We aim to ensure that support provided is appropriate, proportionate and timely.

The Education (Additional Support for Learning) (Scotland) Act 2009 provides a framework for supporting young people and their families. This framework is based on the idea that all children and young people need support in order to learn, but some require support which is additional to or different from, what is normally provided. The additional support needs can be short or long term.

For most of young people their needs will be met through normal school planning processes or a Child and Young Person's Plan. A co-ordinated support plan will be prepared for a small number of children and young people with additional support needs, especially those with:

- On-going needs arising from complex or multiple factors
- Needs which are likely to continue for more than a year
- A requirement for significant support from agencies other than education detailed in The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009.

The Act explains the duties of education authorities and rights of children and young people. For more information, in the first instance, the school will be happy to respond to all enquiries.

Information may also be obtained on the local implementation of the Act by contacting Susie Turner on 01738 476279. Information and advice can also be obtained from the Enquire Helpline 0845 1232303, or email enquire.seninfo@childrensinScotland.org.uk

Further information about Additional Support Needs

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

- (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.

Telephone Helpline: 0345 123 2303

Email Enquiry Service: info@enquire.org.uk

Advice and information is also available at: 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.
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

www.pkc.gov.uk/article/17278/Schools-additional-support-

Transition

Detailed information regarding pupils transferring from our partner primaries is gathered prior to any transition taking place. Bertha Park High School support staff attend additional support needs meetings and meet with class teachers in primary schools. An additional support needs meeting is arranged prior to transition when pupils enrolling from outwith the immediate catchment area have identified needs. In all cases school reports and the outcomes of specific assessments are shared.

A programme of events is organised to enable support staff to get to know both pupils and parents, to identify specific needs and to plan for enhanced transition where appropriate. This planning is carried out in full consultation with primary school staff and where appropriate, the Community Link Worker.

Support for Pupils Faculty

Mr Mills, Depute Head Teacher maintains an overview of all pupil support issues. The Support for Pupils faculty is made up of Support for Learning staff and Support for Pupils (Pastoral) staff – often referred to as Guidance staff. Mrs D Stead is the Principal Teacher of Pupil Support (Learning). Mr J McMartin and Mrs K Cuthbertson are Principal Teachers of Guidance.

On a monthly basis Integrated Team Meetings are held with school staff and partner agencies to combine expertise to support pupils who are experiencing particular difficulties.

Mrs Stead, Mrs Hood and Mrs Heenan are pupil support teachers (learning) and their roles are as follows:

- Identification and Assessment
- Planning Learning and Teaching, Including Co-operative Teaching
- Consultancy/Consultation
- Partnership with Specialist Services
- Contributing to Professional Development

The support teacher works closely with families and respects confidentiality.

Bertha Park has 5 pupil support assistants who work directly with pupils and staff within the classroom environment, with small group or 1:1 with pupils if that is required.

Universal Support

All staff at Bertha Park take a child centred approach which promotes and supports wellbeing, inclusion, equality and fairness. All pupils are given planning opportunities to provide them with the right support to allow them to realise their potential for achievement. This support occurs within each classroom.

Targeted Support

Targeted support is any additional focused support which pupils may require for short or longer periods of time to help them overcome barriers to their learning. For example, a pupil who;

- Has a specific learning need e.g. Dyslexia, Autism Spectrum Disorder
- Is bereaved or absent through long term ill health
- Is experiencing mental health difficulties
- Has behavioural, or social communication difficulties
- Has a hearing, visual or physical impairment
- Is a looked after child
- Does not attend school regularly

Very often, the necessary support will be provided by the subject teacher in the class, and Guidance teachers. The Principal Teacher of Support for Learning works with the Guidance teachers and class teachers and is responsible for the deployment of support teachers and pupil support assistants. Pupil support assistants support staff and pupils to meet learner's needs within mainstream classes or through various targeted support strategies.

Partner Agencies

The Senior Management Team (Headteacher and Depute Headteacher) and Support team do not work in isolation and a number of partner agencies work closely with the school. These include:

Active Schools

Active Schools is a national initiative which aims to promote physical activity in children and young people which will continue into adulthood. There is an Active Schools Coordinator linked to every primary and secondary school in Scotland. A key role of a Coordinator is to create more opportunities for young people to be active out with the school day, such as at lunchtimes and after school. People delivering the opportunities can be teachers, school staff, parents/carers, senior pupils, students and club coaches. All activities are free of charge for pupils.

The Active Schools Coordinator for Bertha Park is Joy Cameron. Joy can be contacted as follows: JCameron@liveactive.co.uk.

There are many extra curricular opportunities at Bertha Park High School. Currently we offer pupils opportunities in: basketball, badminton, fitness, dodgeball, rugby, football, table tennis, netball, dance and futsal.

We are always looking to expand our programme and would welcome any parents/carers who would like to volunteer their time and skills to either deliver an activity and/or supervise a club. Please contact Joy for more information.

Follow Us on Twitter!

Updates and opportunities are promoted on the Bertha Park Active Schools Twitter page - **@BerthaParkAS**.

Educational Psychology

The Educational Psychologist provides a consultancy service for staff, provides development and training opportunities and conducts assessments of pupils with additional needs. The Educational Psychologist usually becomes involved with pupils through referral from the school. In these cases the involvement and agreement of parents is always sought before a referral takes place. Parents who themselves wish to refer their child for assistance should in the first instance contact their child's Guidance teacher.

Community Link Worker (CLW)

Our CLW is **Mr Chris Forbes**. Chris work closely with pupils and families to address a number of issues including school attendance, family health and relationships with a view to building self-esteem and reducing barriers to learning.

Pupil Support Staff

Pupil Support Staff provide support in various ways, these include (but are not limited to)

- In-class support
- Small class teaching – specific literacy/numeracy/lifeskills programmes.
- One-to-one work
- Alternative Curriculum opportunities (e.g. [Princes Trust Achieve programme](#))
- Supporting children with gaps in their learning (arising e.g. from long term sick, bereavement)
- Break time and Lunch club
- Support at times of transition (e.g. between Primary & Secondary)
- Social and Emotional support
- Behavioural support
- Dyslexia and Dyscalculia screening
- SQA Additional Arrangements & Digital Exam Papers
- Contribution to staff development

We operate an 'open-door' policy and parents/carers are welcome to contact the department at any time. (01738 452300).

Social Work

We work closely with Social Work colleagues in supporting families with particular needs.

School health

Our school first aider assists in our health education programme, carries out screening programmes and provides support for pupils and families.

Child Protection Officers

Each school has a Child Protection Officer appointed to be responsible for Child Protection matters and who is specially trained for the task.

In our school the persons appointed are: Mr McMartin, Mrs K Cuthbertson (PT Guidance) and Mrs D Stead (PT Pupil Support).

Should you wish to talk further about Child Protection and the safety of children please feel free to contact the school.

As a school we have good contacts with School Medical Officers, School Nurses and Police, any or all of whom may become involved if Child Protection concerns arise. Beyond this, close working relationships exist with Child Care Social Work staff who are also part of Education & Children's Services. Any discussion to bring in an outside agency will only be taken after involving the School Child Protection Officer.

School Policies & Practical Information

School policies are available for parents/carers on request or on the school website.

Administration of Medication

There is no obligation on school staff to administer medication of any kind to pupils and parents are asked to note that routine medicine shall not be administered by the school. The guiding principle adopted by providers and parents should be that medicines should be taken out of school hours.

Where pupils require regular medication to be administered or self-administered during the school day, parents should complete the relevant request form available from the school. This may include written guidance from a medical professional (your GP or Specialist) but please note that the written guidance on the medication will generally be sufficient.

Some pupils carry inhalers for asthma and related illness, which they self-administer at school. It is necessary that parents of pupils who carry their own medication to complete the appropriate form so that an up-to-date record is held for each child carrying medication to school. Please contact the school for the appropriate form.

If a pupil suffers from a chronic illness requiring long term medication or where medication may be required in an emergency situation, parents must contact the school to discuss the situation.

A copy of Education and Children's Services Guidance for Parents on arrangements for the administration of medication to pupils is available at

<https://www.pkc.gov.uk/medicineadminschoools>

Health Care

The health care and wellbeing of young people is of the utmost importance.

It is extremely important that as a parent/carer you provide the school with the following information:

- an address and telephone number (including a mobile number) where you may be contacted quickly, should an emergency arise;
- the name, address and telephone number (including a mobile number) of another adult, perhaps a neighbour or relative, who is trusted to assume responsibility when you cannot be contacted and a child has to be taken home or referred to hospital;
- an e-mail address

In most cases this information will transfer from the pupils primary school and annual data checks of all contact and medical information held by the school for each pupil will be sent home annually for parents/carers to confirm the details are up to date.

Within our teaching and support departments we have many staff who are trained in administering first aid. In the first few years we will have a General Assistant who will also be our dedicated first aider and as our school grows this will increase.

If a child becomes unwell during class time, the teacher will contact the office team to alert the first aider and the pupil will report to the medical room. Pupils who become unwell during intervals or lunch breaks should report directly to the school office.

Any minor injury or illness will be treated by a first aider in the medical room and the pupil will be allowed to rest as necessary. In some cases the pupil may need to be sent home and a parent or relative will be informed as quickly as possible and arrangements will be made.

More serious accidents or illnesses may be referred directly to the Accident and Emergency Department at Perth Royal Infirmary and parents will be informed.

If you wish your child to leave school to consult his/her own doctor/dentist, you must email the school ahead of the appointment and give the date, time and place of the appointment.

Please note that pupil information of a medical nature is shared with members of staff as required and appropriate to the safety of that child within the school etc. Confidentiality at all times will be respected.

Medical Care

Minor injuries are treated by trained school staff. Where professional medical treatment is considered necessary, parents will be informed by telephone. If neither parent nor emergency contact can be reached, the Head Teacher will arrange for the child to be taken for medical help and parents will be advised as soon as possible.

Cashless School

The school uses an online system for payments. www.parentpay.com
Login details are available from the school office. Payments can be made for school lunches, school events, trips, iPad insurance. You can link all your children together under one account, view balances and top up online with your debit or credit card. It is also possible to set up text or e-mail alerts for low balances and new items being added. It is extremely secure and means you do not have to send cash into school.

Financial Issues

We would be grateful if parents would contact the school office or Guidance teacher if there are any financial issues which may have an impact on their ability to pay for iPad insurance or extra-curricular activities including school trips. Support may be available within school, or with other agencies, to assist in such cases.

School Meals

Lunch is prepared on site by Tayside Contracts Catering and additional vending machines will be available offering healthy snacks/sandwiches/juice and hot drinks. Packed lunches can be brought into school and eaten in the dedicated dining areas.

Parents should inform the school if a special diet is required.

Food and drinks from catering and vending machines can only be purchased with a young Scot card and the value can be topped up via ParentPay. There will be no cash payments in the school.

This system reduces queues and means pupils do not have to bring money to school.

Our Catering Service offers:

- A wide variety of filled rolls, baked potatoes and sandwiches
- Tasty and nutritious home-made soup
- A range of meal options
- A range of fruit, drinks and other items

Snacks are also on sale at morning interval and in our onsite vending machines.

Transport

Parents of pupils travelling on school transport are asked to impress upon their children the need for a good standard of behaviour. Clear warnings will be issued to those not complying with expectations and if necessary the Authority, will have to take action. I.e. withdrawing child's bus pass. In such cases, the parent is responsible for arranging transport to and from school.

The cost of a replacement bus pass is £5.00. These must be ordered online through MyPKC.

Free school transport is available to pupils attending their catchment school and living more than three miles away from the school measured by the shortest available walking route. Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.

Further information is available from the Council's website:

<http://www.pkc.gov.uk/article/17284/Schools-transport-and-trips>

Insurance and Personal Property

Perth and Kinross Council insures against its legal liability (a) accidental personal injury or (b) loss or damage to property of third parties. Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have legal liability. Parents are advised to establish whether they are entitled to some compensation through their own House or Contents Insurance.

All pupils will be allocated their own locker for storing personal property, however the school can take no responsibility for items bought into school.

iPad Insurance

Bertha Park High School issues each learner with an Apple iPad to enhance teaching and learning. This is often referred to as 1:1 Digital Learning or 1:1 Devices and will also serve as a pilot programme for Perth and Kinross Council (PKC). Pupils at Bertha Park will be given the full use of an iPad whilst they attend the school.

Whilst at home their iPad can also be used for personal use within the restrictions set by PKC IT Services. A non-refundable responsibility charge of £12 per year, over three years is required to ensure pupils can take their iPad home. This payment will be used to help alleviate any cost pressure to accidental damage or replacement. We may still seek the full cost of repair or replacement if malicious damage occurs.

School Term/Holiday Dates

Please refer to the Council's website for School Term and Holiday Dates 2019/20:
<http://www.pkc.gov.uk/article/20512/School-term-and-holiday-dates-2019-2020>

School Term and holiday dates will also be included in the Parent Calendar 2019/20, which will be available from the school website from August 2019.

Emergency Closure Arrangements

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 tries to ensure that all pupils from outlying areas are dismissed in good time so that they may get home safely. During periods of extreme weather conditions parents are asked to tune into Radio Tay which will broadcast details of any school closures and to consult the Council website.

Senior staff are always available at such times to help and advise any pupil in difficulties. At all times the safety of our pupils 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 102.8 –elsewhere
- Heartland FM and Radio Central – used for widespread severe weather conditions
- Perth and Kinross Council Customer Service Centre – 01738 475000 from 8.00
- Perth and Kinross Council Web-site: www.pkc.gov.uk/schoolclosures
- Perth and Kinross Twitter: <https://twitter.com/perthandkinross>