

Harris Academy | School Handbook

November 2024



Respect | Equality | Enjoyment | Achievement



**Harris Academy
Perth Road
Dundee, DD2 1NL
Tel 435700**

**Email: harrisacademy@dundeeschools.scot
[X \(Twitter\): @harrisacdundee](https://twitter.com/harrisacdundee)**

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NB The use of the term 'parents' in this document is deemed to include all carers of young people in our school.

Section 1: Welcome and Vision

Dear Parent,

I warmly welcome you to Harris Academy. Our greatest priority as a school is to provide each and every pupil with an educational experience of the highest quality.

This handbook is designed to give you as much information as possible about our school, its aims and the opportunities that it offers. I hope it will give you an insight into Harris Academy and answer many of the questions that you may have.

The key to developing a successful school community is the quality of the relationships that exists between pupils, staff and parents. Valuing people is at the heart of our school and we will do our best to ensure this happens in practice.

I look forward to welcoming you and your young person to our school community and hope you will share in, and promote, our traditions and values whilst at the same time support us in our continuous development.

I hope you and your young person will enjoy the joint venture upon which we are about to embark.

Kind regards,



Barry Millar
Head Teacher



About Harris Academy

Harris Academy was founded in 1885 and is the oldest public school in Dundee. It is a popular school with a good reputation, and its former pupils are active and prominent in every walk of life, both within the city and throughout Scotland.

Harris Academy is a successful comprehensive school offering a wide range of courses to suit pupils of all abilities. Although modern and up to date in our methods and equipment, we have continued to promote such traditional values as academic success, hard work, good behaviour and smart appearance. We regard this mixture of progressive ideas and traditional values as one of the school's great strengths.

In 2016, Harris Academy welcomed the community from the then-closed Menzieshill High School. At the same time, our school moved into our current £40 million pound campus.

In 2023, the addition of a £52m extension that added six learning spaces into our school campus was welcomed.

Our current cohort of young people mainly come from our six feeder primary schools, but we do have a small proportion of young people who are placing requests into our school from all areas of our city and surrounding local authority borders.

At Harris Academy, we have a school roll of around 1408 young people. Using the Scottish Index of Multiple Deprivation, 31% of our young people live in the 20%* most deprived areas of Scotland.

Across other key measures, 23%* of our young people are in receipt of Free School Meals, 53% of our young people have an identified additional support need and 13% of the cohort have English as an additional language.

**figures are accurate as at Census, September 2024*

One of the distinctive features of the school is the exceptionally wide range of curricular activities on offer, and the high level of participation by pupils.

At Harris Academy we are moving towards becoming a fully accredited Rights Respecting School.

Working with UNICEF UK, the world's leading organisation working for children's rights. The United Nations Convention on the Rights of the Child is an important agreement made by governments worldwide to uphold and protect children's rights.

The Rights Respecting School Award involves staff and young people:

- **Teaching and learning: ABOUT** the rights set out in the United Nations Convention on the Rights of the Child.
- **Teaching and learning: THROUGH** rights so that everyone respects the rights of others.
- **Teaching and learning: FOR** the rights of others so that we stand up for the rights and help make our school, our local and global community a fairer place.

The Rights Respecting Schools Award takes participants through bronze, silver and gold accreditations. Currently at Harris Academy we have been accredited the silver award for our work so far, and we are now working towards gold. The silver award is achieved by embedding the Conventions of the Rights of the Child into policy, practice and culture of schools.



Almost all of our young people have decided that the 9 articles that will become part of our Harris Academy Charter are:



Respect Equality Enjoyment Achievement



School Aims and Values

We feel that it is important that we have a clear statement of responsibilities for our young people who attend Harris Academy. The School Aims and Values are a statement of what you and your young person can expect of us. We ask that you support us in the achievement of our aims and reinforce to your young person the expectations of living our values in all that we do, every day.

HARRIS ACADEMY

AIMS AND VALUES

AIMS

At Harris Academy, we strive to build a learning community where staff, pupils and families work together to successfully nurture and develop the potential of all.

VALUES

RESPECT | We work hard to respect everyone by recognising the value each individual brings to our community. we do this by being kind, polite and considerate.

EQUALITY | We work hard to treat everyone fairly regardless of their differences. we do this by ensuring everyone has the opportunity to achieve their full potential.

ENJOYMENT | We work hard to create a positive and happy learning community. we do this by nurturing the wellbeing of all.

ACHIEVEMENT | We work hard to celebrate the successes of everyone. we do this by motivating and supporting the ambitions of all.

Through hope and hard work, the Harris Academy community aims to develop the skills and qualities needed for everyone to make a positive impact on the world.

RESPECT EQUALITY ENJOYMENT ACHIEVEMENT

Section 2: School Information

School Address	Harris Academy Perth Road DUNDEE, DD2 1NL
Telephone:	01382 435700
Email Address:	harrisacademy@dundeeschools.scot
Website:	http://harrisacademy.ea.dundee.city.sch.uk/
X (formerly Twitter):	@harrisacdundee
Senior Management Team:	Head Teacher, Mr Barry Millar Business Manager, Mrs Laura West Depute Head Teacher, Mrs Kelly MacDonald Depute Head Teacher, Mr Michael Stewart Depute Head Teacher, Ms Leona Chacko Act. DHT, Mrs Gaynor McKinlay Act. DHT (1 day per week), Mrs Shelly Short Act. DHT (1 day per week), Mr Andy Cunningham
School Status:	Non-Denominational. S1 - S6
School Roll:	1408
School Hours:	8.45am – 3.40pm (Mon – Wed) 8.45am – 2.50pm (Thurs – Fri)
Parent Council Contact Information:	Mr Murray Mcleod (contact via the school office)

Office Hours

The school office is open from:

Monday – Wednesday	8.00am – 4.15pm
Thursday	8.00am – 3.30pm
Friday	8.00am – 3.15pm

Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

Our latest communication tool is the Parent Portal app that all parents / carers are encouraged to sign up to. This tool can be accessed 24 hours day and can be used to report absence and view reports amongst other things.

In Harris we believe that close and positive contact and co-operation with parents / carers is essential for the support, well-being and progress of the young people whom we serve. We welcome contact from parents and assure you that such contact will never be considered as an imposition. A mutually convenient time can usually be found for you to meet with the relevant Guidance teacher or, if appropriate, a member of the Senior Leadership Team, which avoids disrupting learning and teaching time.

As a matter of course the school will be in touch with you in a number of ways throughout the year.

- Newsletters are sent home frequently (most often weekly)
- Numerous letters are sent home with specific information or for specific purposes
- Pupil tracking reports are issued twice or three times per year (year group dependant)
- There is one Parents'/Carers' evening for each year group during the session
- X (Twitter) [@harrisacdundee](https://twitter.com/harrisacdundee)
- Via Text Message if we have important information to share
- GroupCall Xpressions App
- School Website

Experience has taught us that young people are best educated when there is a close liaison and shared agenda between school and home. We are committed to creating, maintaining and developing such links with our parents.

School Calendar

Harris Academy | dates for your diary

Session 24-25

Term Dates and Holidays	
Term 1 – Autumn Term Mon 12 th August Tues 13 th August Fri 4 th October	<i>Session begins for all staff (INSET 1)</i> <i>Session begins for all young people</i> <i>Autumn Term ends</i>
Term 2 – Winter Term Mon 21 st October Thurs 14 th November Fri 15 th November Fri 20 th December	<i>Winter Term begins</i> <i>INSET Day 2</i> <i>INSET Day 3</i> <i>Winter Term ends</i>
Term 3 – Spring Term Mon 6 th Jan Fri 14 th Feb Mon 17 th Feb Tues 18 th Feb Friday 28 th March	<i>Spring Term starts</i> <i>Mid-term holiday 1</i> <i>Mid-term holiday 2</i> <i>INSET Day 4</i> <i>Spring Term ends</i>
Term 4 – Summer Term Mon 14 th April Monday 5 th May Friday 23 rd May Mon 26 th May Friday 27 th June	<i>Summer Term starts</i> <i>May holiday 1</i> <i>INSET Day 5</i> <i>May holiday 2</i> <i>Summer Term / School session ends</i>
Session 2025 – 2026 Mon 18 th Aug Tues 19 th Aug	<i>New school session begins (staff)</i> <i>New school session begins (pupils)</i>
Assessments and SQA Exam Dates Final SQA Exams 28 th April 2025- 30 th May 2025	
Formal Assessments throughout the session at appropriate times for each individual course.	

Harris Academy	
	Perth Road Dundee DD2 1NL Tel: 01382 435700 Head Teacher – Barry Millar
Email address – harrissacademy@dundeeschools.scot Follow us on Twitter - @harrissacadundee	
Reporting	
S1 Tracking Report 1	w/b 25 th Nov
S1 Tracking Report 2	w/b 19 th May
S2 Tracking Report 1	w/b 27 th Jan
S2 Tracking Report 2	w/b 28 th May
S3 Tracking Report 1	w/b 16 th Dec
S3 Tracking Report 2	w/b 17 th March
S4 – S6 Tracking Report 1	w/b 2 nd Sep
S4 – S6 Tracking Report 2	w/b 11 th Nov
S4 – S6 Tracking Report 3	w/b 24 th Feb
Parent / Carer Contact Evenings	
S1	Tues 1 st October
S2	Tues 3 rd Dec
S3	Wed 22 nd Jan
S4	Mon 16 th Sept
S5/6	Wed 20 th Oct
<i>Please note that all parent / carer events will be hosted in person in the school building</i>	

Key Events	
Celebration of Achievements and Prize Giving Prizegiving Ceremony Thurs 26 th June	
Senior Phase Engagement Events Senior Phase Information Evening Thurs 24 th Sept Course Choice Information Evening Thurs 16 th January	
Performances and Events Christmas Fayre Christmas Concert Summer Concert Sat 7 th Dec Thurs 12 th Dec Thursday 19 th June	
P7 Transition Events P7 Open Evening HT / DHT Visits P7 Roadshows P7 Transition Days P7 Parent / Carer evening Wed 13 th Nov Term 2 Term 3 Wed 11 th - Fri 15 th Jun Mon 16 th Jun	
Parent/Carer Voice Meetings Term 1 Meeting (incl AGM) Term 2 Meeting Term 3 Meeting (1) Term 3 Meeting (2) Term 3 Meeting (3) Term 4 Meeting Tues 27 th Aug Thurs 21 st Nov Tues 14 th Jan Wed 5 th Feb Wed 5 th March Tues 20 th May	

Further information about future school holiday dates can be found on the Dundee City Council website at <http://www.dundee.gov.uk/education/schoolholidays1/>

House Structure

November 2024

Harris Academy | House Structure

Birnam		Cawdor		Forres		Kinloch	
PTs Guidance		PTs Guidance		PTs Guidance		PTs Guidance	
Mr Cunningham	Miss Anderson	Mr Lesslie	Mr Mordente	Mr Clements	Mrs Nicolson <i>(Mon-Thu)</i> Miss Milne <i>(Fri)</i>	Mr Milne	Mrs Taylor <i>(Mon-Tue)</i> Mrs Gow <i>(Wed-Fri)</i>
Ba & 1Bc	Bb & 5Bc	Ca	Cb & 3Cc	Fa & 2Fc	Fb & 6Fc	Ka	Kb & 4Kc
House Head		House Head		House Head		House Head	
Mrs MacDonald		Miss Chacko		Miss McKinlay		Mr Stewart	
Support for Learning link - A Kata		Support for Learning link - L Robertson		Support for Learning link - K Fuqua / L Prior		Support for Learning link - S Gibson	



Section 3: School Policies & Practical Information

School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance, ensure the safety of our young people by ensuring they are identifiable and to have respect for their school.

HARRIS ACADEMY UNIFORM POLICY



OUR EXPECTATIONS

WHITE SHIRT
HARRIS ACADEMY SCHOOL TIE
BLACK TROUSERS OR SKIRT
BLACK CARDIGAN OR SWEATSHIRT
PLAIN BLACK SHOES OR TRAINERS

OPTIONAL

HARRIS ACADEMY BLAZER

WE STRONGLY RECOMMEND

NO HOODIES
NO LEGGINGS
NO LARGE LOGOS ON SWEATSHIRTS
NO JOGGING BOTTOMS



IF YOU NEED ANY FINANCIAL ASSISTANCE IN SUPPORTING OUR DRIVE FOR OUR YOUNG PEOPLE TO WEAR FULL SCHOOL UNIFORM ON A DAILY BASIS, PLEASE CONTACT THE RELEVANT GUIDANCE TEACHER IN THE FIRST INSTANCE.

RESPECT EQUALITY ENJOYMENT ACHIEVEMENT

PE Kit

Pupils are required to bring appropriate PE kit to all PE lessons, our preference is that PE kit is black in colour.

There is the option to purchase embroidered Harris Academy PE Kit from Direct Soccer. www.directsoccer.co.uk

There is no expectation that young people must wear branded Harris Academy PE kit. If pupils are not wearing Harris Academy PE kit the expectation is that they will wear their own black PE kit.

Pupils will participate in swimming in PE at a point during the year and will be required to bring appropriate swimwear. Their class teacher will provide further information on this.

School Clothing Grants

If you are in receipt of Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £796 per month), Support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit, Council Tax Reduction or Child Tax Credit with an income of less than £19,995 (as assessed by HMRC), you may be entitled to receive a grant towards the cost of buying essential clothing to enable children up to the age of 16 to attend school.

Grants are paid directly into your bank account. If you do not have a bank account we will contact you to discuss other payment options.

The current value of a Clothing Grant is £155 per secondary school child.

Automatic awards

Most families will get an automatic award, which means they will not need to fill in a new application form each year.

You get an automatic award if you meet these conditions:

- you got an award in 2023/24 and
- you get Housing Benefit or Council Tax Reduction.

Payments will be made from 8 July onwards.

Otherwise, you must apply.

Application forms can be submitted online: <https://www.dundee.gov.uk/eduforms>

Cost of the School Day

Harris Academy	
Cost of the School Day 2024 - 2025	
Whole School Activities	
Activity	Cost
Canteen Meal Deal	£2.25
Duke of Edinburgh Award	£25.50 - £32.50
Non-Uniform Events	Donation Only

Harris Academy	
Cost of the School Day 2024 - 2025	
Uniform	
Item	Cost
Blazer (Wool)*	£99
Blazer (Eco)*	£40
PE Kit (with school logo)*	£8 - £27
Swimwear	From £10
Trainers	From £15

** not essential*

Harris Academy	
Cost of the School Day 2024 - 2025	
Sixth Year Leaver's	
Item	Cost
Hoodie*	From £25
Yearbook*	£20
S6 Leaver's Dance*	£35

** not essential*

If further financial assistance is needed to meet any of the above costs, please contact your child's guidance teacher and ask about Harris Academy's Opportunity Fund.

School Meals

The cost of a school lunch varies according to what the individual young person chooses from the menu. Typically, a meal (including drink and snack) will cost £2.25.

We encourage all young people to stay in our social spaces at lunchtime and, if they would prefer to bring their own lunch with them, they are welcome to eat it in our service areas.

Please inform the school office in writing if your young person has any special dietary needs so that arrangements can be put in place.

Free School Meals

Free school meals are available to all pupils whose parents receive Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit where take home pay is less than £796 per month, Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit ONLY with an income of less than £19,995, or BOTH Child Tax Credit and Working Tax Credit with an income less than £9,552 (as assessed by HMRC).

Application forms can be submitted online: <https://www.dundee.gov.uk/eduforms>

Instrumental Tuition

Tuition fees and instrument hire are free of charge in all Dundee City Council schools.

Education Maintenance Allowance (EMA)

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMA provides financial support for 16 – 19 year olds who stay on in full time non advanced education or a community/voluntary Activity programme after their statutory school leaving date.

Do you qualify for EMA

- Pupils born between 1 March 2005 and 30 February 2008 may be eligible for an award starting in August 2024.
- Pupils born between 1 October 2008 and 28 February 2009 may be eligible for an award starting in January 2025. Pupils eligible from January 2025 do not need to wait until January to submit their application form.
- Do you attend a Dundee school or do you reside in the Dundee area and are you undertaking a programme of learning in a community or voluntary setting?
- Was your 2023-24 household income:
 - £24,421 per annum or less (for families with a single dependent child) or
 - £26,884 per annum or less (families with more than one dependent child)?

EMA is a weekly allowance of £30 payable to eligible young people who have achieved 100% attendance per week. It is payable in arrears, generally on a 2 weekly basis.

How to apply for EMA

Application forms can be submitted online: <https://www.dundee.gov.uk/ema>

Payments to Schools

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals, trips and uniforms. The ParentPay system is easy to use and offers parents/carers the freedom to make payments by debit or credit card whenever they like, ensuring that monies reach schools safely and securely.

The system helps to remove the costs associated with having to manage cash securely on school premises and it frees up time to better support the smooth running of the school.

If you already have a ParentPay account, you don't have to do anything. If you haven't yet activated a ParentPay account, please contact the school office who will print an activation letter to enable you to set up your account.

Leaving Dates

Summer Leaving Date

A pupil whose sixteenth birthday falls on or after 1st March and before 1st October, is judged to have reached school leaving age on the 31st May.

Winter Leaving Date

A pupil whose sixteenth birthday falls on or after 1st October and before the last day of February, is judged to have reached school leaving age on the first day of the Christmas holidays.

Emergency School Closure procedures

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, text messages and letters home. You can be assured that we will never send a young person home without first checking that there is an adult at home.

Placing Requests

Parents of children living out with the school's catchment area, who wish their child to attend the school, are asked to make a placing request. We are part of a new trial process and placing request forms can be accessed from the following link [ADHOC Placing Request - MyDundee](#)

School Absence Procedures

Please telephone the school as soon as possible if your child is absent.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence, a Senior Support Worker will arrange to visit you and your child at home.

The following points are included in the Education Authority's policy:

Attendance Initiative

- If your young person is ill and cannot attend school please telephone the school before, or as soon as possible after 8.45am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your young person is absent for more than three days, please call again, e-mail or write to tell us. Parent / Carer will need to contact us on each day of any continued absence if they have not already informed of a definite period of absence for their young person.
- If you have not contacted the school to say your young person is absent and have received a text message, please contact us as soon as possible.

Regular attendance at school ensures your young person is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Appointments

If your young person has an appointment during the school day or needs to leave school for any other reason, please call the school office. We would appreciate it if routine appointments could be made out with school hours but understand that this isn't always possible.

If your young person does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety, we cannot allow young people, under the age of 16, to leave the school unaccompanied.

Accidents/Illness at School

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

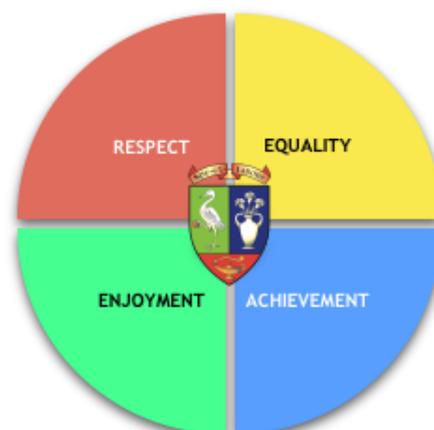
Therefore, it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.

Promoting Positive Behaviour

At Harris Academy we strive to build a learning community where staff, pupils and families work together to successfully nurture and develop the potential of all.

The Relationships for Learning Policy was developed by staff, pupils and parents and underpins our school values of *Respect, Equality, Enjoyment and Achievement*.

The purpose of the policy is to create a calm ethos, where everyone feels they are included, they belong and are cared for. We work in partnership to remove barriers, creating an engaging and empowering climate for learning. We want our young people to become responsible and successful citizens who fulfil and surpass their potential.



Positive relationships in our learning community are central to the well-being of learners and staff and underpin an effective learning environment. There is a wealth of research on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education. This policy should not be used in isolation, it links directly to the Harris Academy Standard for Learning and Teaching, specifically relating to planning learning and creating a positive learning climate. This guidance has been developed to promote consistent application of our Relationships Policy and our relationship-based practice.

At Harris Academy we believe positive relationships and behaviour to be integral to achieving a happy, healthy and safe learning community. We aim to place the young person at the centre of all decisions that affect their learning so that each individual within our community can be appropriately supported to be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, and Included.

It is everyone's responsibility to choose the correct behaviour in school. Reminders of expectations and responsibilities are displayed in all learning environments and corridors.

A fully copy of our Relationships for Learning policy can be found on our website

Tobacco/Alcohol/Illegal Substance/Legal Highs

Dundee City Council's no-smoking policy applies to all pupils as it does to school staff.

Smoking is not allowed during the school day or on the way to and from school. This includes the use of e-cigarettes or vapes. Should a young person be found smoking on school grounds or within the close vicinity of school, contact will be made with the parent in the first instance. Should this happen on a second occasion the young person will face further consequences that may include exclusion from school.

Alcohol, drugs and other illegal substances are prohibited in school. Pupils found to be in possession, or under the influence, of such will be subject to the full process of the law.

School Concerns and Complaints Procedures

Please share any concerns with your young person's Guidance teacher in the first instance. If you have any concerns in relation to a member of staff, please contact the office, asking to speak with Mr Millar.

To try and support your concerns as early as possible, Mr Millar holds a HT surgery on the last Monday of the month (4.30 – 7pm). You are welcome to come and discuss any concerns at this time.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in Dundee City Council's Children and Families Service.

Home Learning

Our home learning policy can be found at <http://harrisacademy.ea.dundee.city.sch.uk/school-1/home-learning-policy-2019-2.pdf>

Our Home Learning policy and approach is under review this year.

We are striving to ensure that all pupils will have a class 'Team' for each of their subjects, all learning materials and resources will be uploaded here as well as all home learning tasks.

We are clear in our belief that the completion of home learning tasks enhances the understanding of our young people and, as a result, helps to improve levels of academic achievement.

There will be an expectation across departments that appropriate and challenging home learning tasks are issued regularly to our Harris Academy pupils. Feedback will also be provided by teachers to help ensure understanding and help our young people plan their learning journey with their teacher accordingly.

Section 4: Parental Involvement

A working group of parents, in liaison with the Head Teacher and Dundee City Council, agreed the details of the Harris Academy Parent Voice.

The role of the Parent Voice is as follows:

- To work in partnership with the school to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, its pupils and all parents.
- To develop and engage in activities which support the education, welfare and personal development of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education, welfare and personal development of the pupils.

The Head Teacher will attend Parent Voice meetings and the local Councillors and MSP will be invited to attend.

Meeting dates will be published on the school website, our weekly newsletter and our X feed.

Email: pcharrisacademy@dundee.npfs.org.uk

All parents of pupils at the school can, and are encouraged to, attend Parent Voice meetings whether they are members or not. The agenda of the meetings will be published on the school web site so please feel free to come along at any time to observe or to contribute to the meetings (with no obligation!).

Section 5: The Curriculum

Curriculum for Excellence 3-18

Curriculum

Within Harris Academy we deliver education within the framework of the Scottish Government's Curriculum for Excellence. Its aim is to help prepare children and young people with the knowledge and skills they need in a fast-changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education before they enter the Senior Phase in S4 – S6.

Curriculum for Excellence is about bringing real life into the classroom and taking lessons beyond it. Through the experiences we provide we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. At Harris Academy, we are committed to providing children with a broad general education experience, focused on eight curriculum areas and through the Harris Pledge.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

The Harris Pledge is a commitment to ensuring opportunities to support ambition and complement academic attainment.

Progress in BGE learning is assessed and reported through curriculum levels as follows:

Level	Stage
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

At the end of the Broad General Education learners are supported in planning a course of study through what is referred to as the Senior Phase. This curriculum, from S4 to S6 (from around ages 15 to 18) follows on from a young person's Broad General Education, building on the benchmarks which they will have achieved by the end of S3. Senior Phase, enables young people to extend and deepen their learning through more specialised study and to continue to develop skills for learning, life and work.

During the Senior Phase, young people will build up a portfolio of qualifications. It is at this stage of their educational journey that the relationship between the curriculum and National Qualifications becomes of key significance. The curriculum in the Senior Phase, however, comprises of more than programmes that lead to qualifications. There is a continuing emphasis, for example, on health and wellbeing including

physical activity and opportunities for personal achievement, service to others and practical experience of the world of work. Learners have opportunities, at all stages, to gain recognition for learning and achievements which take place outside the classroom. The Senior Phase ultimately supports young people in moving on to the next stage – whether that is college, university, training or employment. In the Senior Phase, schools and their partners (colleges, employers or community learning and development providers) now have the flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners.

As well as National, Higher and Advanced Higher Qualifications there is also a wide range of National Progression Awards, vocational qualifications and awards that young people can choose, offering increased flexibility and a greater focus on skills and applying learning to real-life situations. More specific and individualised information about your child's learning can be obtained from the school, including skills for work; leadership and personal development opportunities.

Getting it Right for Every Child (GIRFEC)

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential.

www.scotland.gov.uk/gettingitright

Sensitive Issues

Part of our curriculum involves teaching the children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/children in a series of lessons. If any parent is concerned about what is being covered within the curriculum however, they should feel free to speak to a member of staff about this.

Religious Observance

Through the school's ethos and within the curriculum, opportunities arise throughout the pupil's experiences to explore morals and values. We help learners develop a responsible attitude to others as well as their own beliefs and values. Pupils are encouraged to develop an understanding of many religions including Christianity.

Through specific focused inputs during the academic year, each year group has the opportunity to develop their skills of reflection, critical thinking and learn how to act when making moral decisions. The school welcomes diversity and individuality whilst emphasising our common commitment to moral values such as honesty, compassion, justice and respect for others. It is a fundamental principle of Harris Academy that all who are involved in the life of the school feel valued and have the right to be respected as individuals. All within the school community carry the responsibility to act in a considerate and respectful manner toward one another.

Under the terms of the Education (Scotland) Act 1980 "any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance". Parents wishing to exercise this right should discuss with the Head Teacher.

Prayer Room

Young people who wish to make use of a quiet room for individual prayer and contemplation can do so during their lunch break. Any queries should be directed to the relevant Guidance teacher in the first instance.

Assessment

Assessment is an integral part of learning and teaching. It helps to provide a picture of a young person's progress and achievements and to identify next steps in learning. As your child moves through the curriculum, they will experience a range of approaches to assessment.

Throughout S1 to S3 all Young People follow a Broad General Education. Assessment of young people's progress and achievement during their broad general education will be based on teacher's assessment of their knowledge and understanding, skills, attributes and capabilities.

Over the course of S1 to S3 all Young People will also be involved in a variety of Standardised Assessments. These are diagnostic assessments that provide information for teachers on how well children are doing in literacy and numeracy, to help guide learning and teaching, and allow teachers to identify possible strengths and weaknesses in learning which need to be considered to ensure appropriate teaching and progress takes place.

These assessments are also designed to produce national-level information about children and young people's progress for teachers' use in school and the Scottish Government at national level. National level information covers the whole of Scotland and not individual schools.

In S4 to S6 Young People make their way through the Senior Phase. Assessment continues to be an integral part of learning and teaching and, in addition to providing a picture of a young person's progress and achievements and to identify next steps in learning, all young people will also experience a variety of assessment practices which lead to qualifications.

Reporting to Parents and Carers

Engaging with Parents and Carers in a meaningful manner that supports learning at home and at school is central to our reporting procedures.

There will be between three and four formal reporting activities each session for every pupil. These formal reporting activities will include a combination of:

- Face to face parent consultation meetings (e.g. Parents' Evenings)
- Written Reports

Every pupil will receive one written report with comments on progress in learning in addition to tracking reports. The timings of these reports can be found in the school calendar.

At all levels, provision exists for communication from individual teachers to be sent home, and parents in turn are invited to discuss progress with Guidance staff and/or the appropriate House Head. If parents require a progress report at any other time, contact should be made with the appropriate Guidance teacher.

Leaving School

Skills Development Scotland (SDS) works in partnership with members of the extended pupil support team and positive destinations team to offer targeted careers guidance, targeted interventions, and a broad range of related support to all pupils.

At Harris Academy we have a dedicated SDS team who are based in the school most days and offer support to our young people in groups and on an individual basis.

They also support staff in raising awareness of the range of career options available including Employment, Modern, Foundation and Degree level Apprenticeships, Further / Higher Education, Enterprise, Gap Year options and training providers.

Our young people will meet their Careers Advisers in Social Education and are invited to request an individual Careers Interview at any point in their school career. Our Advisers also attend Parents' Evenings, Information Evenings, and our Career Fayre.

Skills Development Scotland welcome contact with young people and parents/carers from S1 – S6 and are committed to working with staff at Harris Academy to support our leavers into positive destinations.

For all year groups there are also lunch time drop-in sessions throughout the academic year.

All young people will be asked to complete a leavers form (see link below) to enable us to ensure that every young person transitions into a positive destination.

<https://forms.office.com/e/uC39Rk43sa>

Section 6: Support for Pupils

Most children make satisfactory progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through an ABL or Child's Plan which identifies their strengths, barriers to learning and what action or support is required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Coordinated Support Plan.

Support for learning takes place in every class and is the responsibility of all staff in the school. All pupils are encouraged to work to the highest level of their ability and extra support is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The work of Support for Learning staff is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Education Department's policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help, the school is able to call upon the services of an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

- [The Accessibility and Inclusion Service \(AIS\) \(145KB PDF\)](#)
- [Assessing Support Needs Leaflet \(425KB PDF\)](#)
- [Attending Pupil Support Planning Meetings Leaflet \(462KB PDF\)](#)
- [Co-ordinated Support Planning Leaflet - Information for Parents and Carers \(457KB PDF\)](#)
- [Dispute Resolution - Information for Parents/Carers and Young People \(341KB PDF\)](#)
- [ENABLE Scotland \(228 KB PDF\)](#)
- [Supporting Learners Autism Strategy \(150KB PDF\)](#)
- [Young Carers' Policy \(68KB PDF\)](#)
- [Let's Talk ASN \(746KB PDF\)](#)
- [Supporting Learners in Dundee \(141KB PDF\)](#)
- [Supporting Learners in Dundee - Information for parents/carers](#)
- [Frequently Asked Questions for Parents of Children with Additional Support Needs \(121KB PDF\)](#)
- [Supporting LGBT \(Lesbian, Gay, Bisexual and Transgender\) \(3276KB PDF\)](#)
- [LGBT Charter of Rights \(920KB PDF\)](#)
- [Tayside Mediation Service](#)

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

Information on additional support needs is also available to you from outside Dundee City Council:

Enquire - The Scottish Advice Service for Additional Support for Learning Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0345 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)
- Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Let's Talk ASN

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

letstalkasn@edlaw.org.uk 0141 445 1955

Please be aware that having checked this link, referrals have been put on hold from 7th October 2024. A note is included to say this will be updated in due course. More information may be available via the telephone numbers outlined above.

Scottish Child Law Centre

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741. It offers advice and support for families in regard of additional support needs.

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs:

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended:

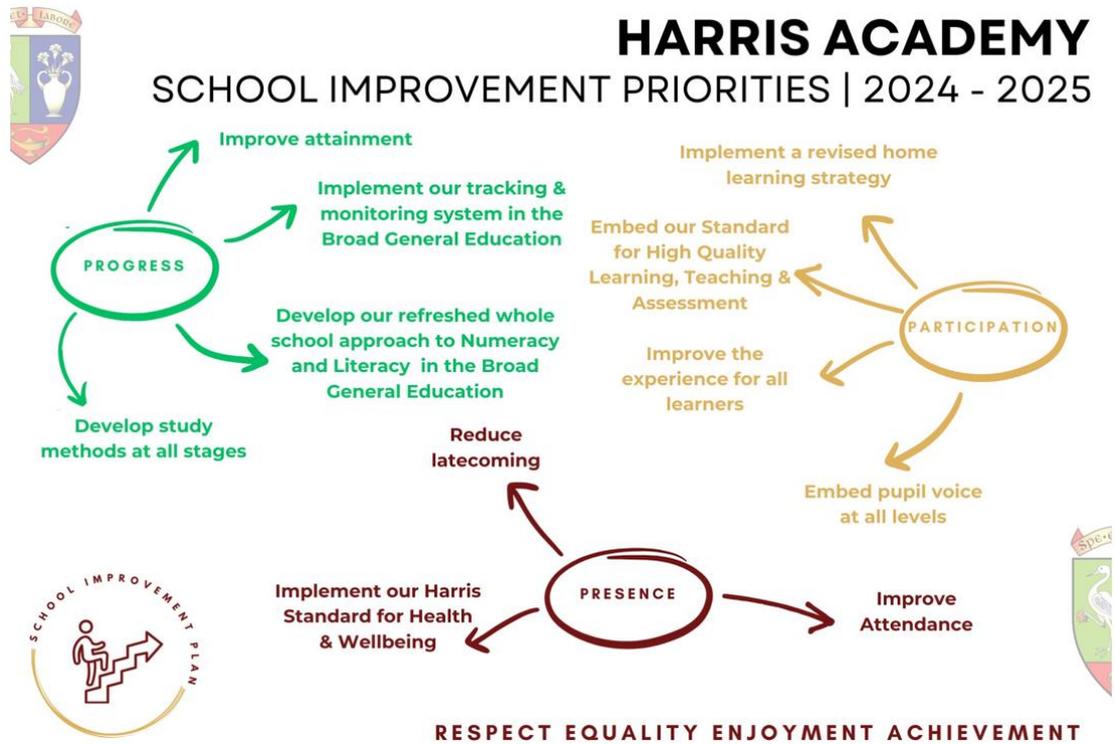
<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Section 7: School Improvement

Our improvement priorities have been generated through consultation with pupils, parents, partners and staff. For session 24-25, they are:



Attainment Data 2023 - 2024

Broad General Education Attainment Data (end of S3)

Harris Academy: S3 Achievement of a level - Reading					
	'19/20	'20/21	'21-22	'22-23	'23-24
2nd level and above	99%	100%	98%	100%	98%
3rd level and above	87%	96%	89%	86%	90%
4th level	52%	64%	63%	52%	64%

Harris Academy: S3 Achievement of a level - Writing					
	'19/20	'20/21	'21-22	'22 - 23	'23-24
2nd level and above	99%	100%	99%	100%	98%
3rd level and above	84%	96%	89%	85%	87%
4th level	46%	64%	62%	52%	60%

Harris Academy: S3 Achievement of a level – Listening & Talking					
	'19/20	'20/21	'21-22	'22-23	'23-24
2nd level and above	98%	100%	99%	100%	98%
3rd level and above	89%	96%	92%	88%	91%
4th level	45%	64%	64%	50%	65%

Harris Academy: S3 Achievement of a level - Numeracy					
	'19/20	'20/21	'21-22	'22-23	'23-24
2nd level and above	99.5%	98%	99%	99%	97%
3rd level and above	91%	91%	93%	77%	92%
4th level	76%	68%	71%	49%	74%

Senior Phase Attainment (S4 – S6)

Breadth and Depth Analysis: S4

SCQF Level 4 or better									
Diet									
Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	91%	90%	91%	90%	94%	97%	93%	92%	
2 or more	89%	86%	87%	87%	91%	91%	87%	88%	
3 or more	86%	79%	78%	84%	82%	82%	80%	85%	
4 or more	81%	71%	66%	78%	73%	60%	69%	78%	
5 or more	69%	56%	48%	66%	56%	36%	55%	70%	
6 or more	46%	33%	26%	41%	36%	21%	28%	52%	

SCQF Level 5 or better									
Diet									
Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	77%	69%	76%	75%	73%	78%	80%	79%	
2 or more	68%	58%	63%	66%	61%	66%	73%	72%	
3 or more	57%	53%	54%	59%	52%	54%	63%	62%	
4 or more	50%	46%	46%	51%	47%	42%	49%	53%	
5 or more	36%	36%	34%	41%	39%	29%	36%	43%	
6 or more	24%	22%	19%	29%	30%	19%	19%	26%	

Breadth and Depth Analysis: S5

SCQF Level 5 or better									
Diet									
Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	120%	83%	76%	83%	81%	82%	84%	85%	
2 or more	102%	78%	70%	77%	72%	73%	76%	78%	
3 or more	87%	68%	64%	72%	66%	65%	65%	71%	
4 or more	71%	63%	58%	65%	62%	55%	56%	63%	
5 or more	61%	57%	52%	54%	56%	50%	47%	56%	
6 or more	51%	51%	45%	46%	52%	46%	40%	47%	

SCQF Level 6 or better									
Diet									
Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	76%	58%	52%	56%	57%	52%	47%	58%	
2 or more	61%	45%	42%	44%	47%	41%	34%	45%	
3 or more	44%	35%	33%	35%	37%	38%	29%	34%	
4 or more	30%	25%	26%	24%	27%	32%	20%	22%	
5 or more	16%	12%	16%	11%	16%	20%	10%	14%	

Breadth and Depth Analysis: S6

SCQF Level 5 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	114%	120%	84%	82%	89%	87%	89%	88%	
2 or more	101%	105%	78%	75%	79%	74%	73%	78%	
3 or more	89%	93%	70%	69%	74%	68%	65%	66%	
4 or more	78%	82%	66%	63%	69%	65%	58%	59%	
5 or more	65%	75%	60%	59%	60%	60%	54%	49%	
6 or more	60%	64%	55%	52%	53%	56%	51%	44%	

SCQF Level 6 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	91%	82%	62%	65%	67%	65%	61%	54%	
2 or more	72%	70%	52%	53%	53%	52%	46%	43%	
3 or more	58%	58%	45%	47%	45%	45%	42%	37%	
4 or more	46%	49%	39%	42%	36%	39%	39%	31%	
5 or more	36%	42%	32%	33%	27%	34%	35%	24%	

SCQF Level 7 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	
1 or more	31%	24%	22%	26%	23%	22%	28%	18%	
2 or more	9%	10%	7%	11%	7%	10%	14%	8%	
3 or more	3%	3%	3%	4%	4%	3%	7%	1%	

Section 8: The Harris Pledge

Experiences

Every young person will have the opportunity to experience an outdoor learning event and attend a club that interests them.

Career

Every young person will receive support to reach their career goals and will have an enriched career experience.

The Harris Pledge
ensuring opportunities for all
to support their ambitions and
to complement their
academic attainment

Every young person will have the opportunity to experience a leadership role.

Every young person will have the opportunity to experience volunteering.

Leadership

Volunteering

The Harris Pledge demonstrates a vision of how we can further enrich the experiences of our young people. The four areas comprising of leadership, volunteering, career, and experiences will complement their academic achievement.

Career

Our young people benefit from a successful work experience programme in S3 and through further world of work opportunities throughout their senior phase education. However, our career education spans the full S1-S6 experience. Our staff are informed of the young people's career preferences which allows them to best support their aspirations. We are committed to learning transferrable skills across all curricular areas which will equip our young people with the skills and qualities they will need for an ever changing 21st century world. We have strong partnerships with employers, further education, higher education and training providers, enabling us to guide them down the path that is best for them.

Leadership

Our young people benefit from a plethora of leadership opportunities that span across all year groups. Some of these opportunities can be found below, though can change from year-to-year.

- School Captain
- House Captain
- Senior Prefect
- S3 Prefect
- Harris Pledge Ambassadors
- Departmental Ambassadors
- Cluster Ambassadors
- My World of Work Ambassadors
- Digital Leader
- Extra-curricular group leaders
- Pupil Voice Member

Volunteering

We are committed to expanding the volunteering opportunities our young people can access. We are proud of our work with partner organisations such as Barnardos, Dundee Volunteer & Voluntary Action, Police Scotland Youth Volunteering and many more. Where a young person's age is a barrier to accessing volunteering through outside organisations, we encourage them to volunteer their time in school, some ways this can be seen in the school are in our school library, in departments, at parent/carer evenings and school events.

Experiences

This area of the Pledge focuses on the wider experiences our young people have access to. This varies from year-to-year as it is co-created with our young people, ensuring their interests are considered. From annual surveys we find out what they would like and support these clubs in getting started. Our staff or young leaders will then volunteer to facilitate clubs/groups/trips/experiences.

We ask for your support to encourage your child to take advantage of these opportunities. The list below is a summary of the extra-curricular offer, updated in November 2024.

The Harris Pledge Experiences  Monday	Careers Drop-in	SI-S6	Lunchtime	3206 (Careers Office)	Careers Advisors
	Percussion Group	SI-S6	Lunchtime	Band Room 2 (Music)	Mrs Robinson
	The Harris Academy Podcast	SI-S6	Lunchtime	1315 (Music)	Mr Haxton
	Netball	SI-S6	Lunchtime	Games Hall	Mrs Kindlen
	Maths Homework Club	SI-S3	Lunchtime	2304 (Maths)	Elsie Mills and Ruxi Badicel

The Harris Pledge Experiences  Tuesday	Games Club	SI	Lunchtime	4306 (Computing)	Mr Don
	A Calm Lunchtime Space	SI-S6	Lunchtime	4205 (Science)	Mrs Easton
	Chill out at the computers	SI-S6	Lunchtime	4305	Miss Hunter
	Rights Respecting Schools	SI-S6	Lunchtime (every 2 nd week)	Mrs MacDonald's Office	Holly Butchart-Morrison, Eva Dey, Ruxi Badicel
	Fitness	S3-S6	Lunchtime	Fitness Suite	Mr Stuart
	Page-Turners Book Club	SI-S3	Lunchtime	Library	Mrs Hunter
	Badminton	SI-S6	After School	Games Hall	Esra Sarac
	Table Tennis	SI-S6	After School	Gym Hall	DDTA

The Harris Pledge Experiences  Wednesday	Art Club	S1-S6	Lunchtime	1412 (Art)	Miss Cairns
	Scripture Union	S1-S6	Lunchtime	4102 (RMPS)	Elsie Mills S6
	My World of Work	S1-S6	Lunchtime	3304	Mrs Nicolson
	Futsal	S1	Lunchtime	Games Gall	S6 Pupils
	Miss Fits	S1-S6 Girls	Lunchtime	Gym Hall	Esra Sarac
	Science Club	S1-S2	Lunchtime	Science	Ms Herlihy
	Basketball	S1-S6	After School	Games Hall	Mr Sozzi
	Rookie Lifeguards	S1-S6	After School	Swimming Pool	Mr Clark

The Harris Pledge Experiences  Thursday	LGBTQ+ Group	S1-S6	Lunchtime	4102 (RMPS)	Miss Jessop
	Games Club	S2-S3	Lunchtime	4306 (Computing)	Mr Don
	Careers Drop-in	S1-S6	Lunchtime	3206 (Careers Office)	Careers Advisors
	Hockey	S1	Lunchtime	Games Hall	S6 Pupils
	Learn to Hip Hop	S1-S6	Lunchtime	Dance Studio	Louise Ironside
	Fitness	S3-S6	Lunchtime	Fitness Suite	Mr Stuart
	Cricket	S1-S6	Lunchtime	Gym Hall	Shahzaib Iqbal
	Pupil Voice	S1-S6	Lunchtime	4103	Miss Lee
	Velocity Dance Group	S1-S6	After School	Dance Studio	Mrs Kindlen
	Running Club	S1-S6	After School	PE Department	Mr MacDonald
	Girl's Basketball	S1-S6	After School	Games Hall	Miss Mckinlay

The Harris Pledge Experiences  Friday	Geography Club	S1-S6	Lunchtime	4111 (Geography)	Miss Quirk
	Musical Theatre Group	S1-S6	Lunchtime	Band Room 2 (Music)	Mrs McEleny
	Chess Club	S1-S6	Lunchtime	Library	Mrs Hunter & Mr Price
	Rugby	S1-S6	Lunchtime	Games Hall	Mr Scoular
	Learn to Hip Hop	S1-S6	Lunchtime	Dance Studio	Louise Ironside

Music

A range of co-curricular activities are on offer within the Music Department. Sometimes these activities change from year to year depending on pupil interests. We have a long, proud, and flourishing musical tradition and a high proportion of young people are involved in music-making of one kind or another. Musicians take part in two large events – a Christmas Carol Concert and a Spring/Summer Concert. Our musicians play a prominent part in the life of the school community, providing entertainment for whole school charity and social events and performing in the community in care homes and at Former Pupil Association events.

Instrumental tuition

Instrumental tuition is provided by visiting teachers in the following disciplines:

- Woodwind
- Brass
- Percussion
- Strings (violin/viola & cello)
- Piano
- Guitar
- Bagpipes

Tuition usually involves a weekly lesson during the school day which changes weekly on a rotational basis.

All young people who join Harris Academy in S1 are offered the opportunity to take up a lesson in one of these disciplines. Demand for lessons is normally far in excess of provision and a selection procedure is therefore essential. All S1 pupils are issued with a letter inviting them to apply for instrumental lessons at the start of each session.

Any young person who already receives instrumental tuition in their primary school will automatically carry on this tuition in Harris Academy unless the parent/carer advises otherwise.

Instruments are available to hire to pupils involved in this scheme and parents are required to arrange insurance cover for any loss or damage.

There is no annual charge for lessons or instrumental hire.

Young people who learn an instrument have the opportunity to take part in central music activities provided by the Dundee Instrumental Music Service.

Drama

The Drama Department provides a range of co-curricular activities for our young people. These activities change from year to year depending on pupil interests, but include clubs that develop skills in acting, directing, producing, theatre arts and film making. Each year, junior pupils prepare and present a pantomime, which is performed for parents and carers as well as Primary 7 pupils from our associated primary schools.

The accommodation in both the Music and Drama departments is available at lunch times and after school for pupils to practise and rehearse.

Sport and Games

As with all co-curricular activities, the range of sports offered to young people may vary from year to year.

All pupils take part in a wide range of activities in their P.E. classes which are part of the normal curriculum, but, in addition, there are a number of games which are played competitively between Houses or against other schools out with the school. These normally include:

Athletics, Badminton, Basketball, Dance, Netball, Rugby, Running, Swimming, Table Tennis, Water Polo, Football and Hockey

We enjoy a good reputation for sportsmanship and for high standards of achievement. Those who run our teams insist on the highest standards of sporting behaviour. Many of our pupils achieve very high standards and in recent years many have represented their country. We recognise the achievements of our young people and award International Ties to those who have represented their country in a National Team. These have been awarded for a wide variety of sporting activities ranging from football and rugby to cheerleading and jujitsu.

Community

We encourage our pupils to take a responsible interest in their local environment and in their local community. Many are involved as individuals, volunteering in hospitals, old people's homes, nurseries, playgroups and primary schools, but there are some collective projects as well.

Fund-raising for charity is one of the most practical ways of expressing concern for others and our pupils give very generously, not just in terms of money, but in terms of effort. The biggest fund-raiser in recent years has been our Christmas Appeal, supporting local charities and families in our own community but there are many smaller enterprises, sometimes by individuals or small groups as part of their social education programme or our Youth Philanthropy Initiative (YPI). Most of the money from these goes to local charities.

Educational Excursions

We encourage and promote opportunities for learning to take place outside the classroom. Part of this type of learning is delivered in the form of educational trips and visits. Many departments offer opportunities for young people to participate in local, national and international trips and visits. These are planned to support and enhance the curriculum and every effort is made to make them as accessible as possible.

Some of the trips and visits currently offered to our Young People include, but are not limited to:

- Edinburgh Playhouse Theatre Trip
- South of France Watersports Trip
- Dynamic Earth
- Ski Trip to the Italian Alps
- Dundee Science Centre
- V&A
- Museums
- Avertical World
- RRS Discovery and HMS Unicorn