

# DORNOCH ACADEMY



## PROSPECTUS SESSION 2011/12

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*The information contained in this prospectus is believed to be correct at the time of publication. However, changes may occur during the academic year or in future years. For clarification on any item please contact the school.*

*Any information you have supplied or any information gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedures following from this. This data will be maintained in accordance with the Data Protection Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.*

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## 1 INTRODUCTION

Dornoch Academy's letterhead and uniform badge use the ensigns-armorial granted to the school by the Lord Lyon King of Arms. It shows the horseshoe and stars of the Royal Burgh of Dornoch in the County of Sutherland, while the book and mitre trace schooling back to the 6th century foundation of St Finnbar and a subsequent cathedral school. Our Gaelic motto is "Le Ionracas 's Dìchioll" - with integrity and industry, because we believe that good behaviour and hard work are the foundations of effective learning. While our past and aspirations are important, Dornoch Academy is more importantly a vibrant, progressive school preparing our pupils for a full and successful life in the 21st century. In our prospectus we try to give an insight into what Dornoch Academy offers to its pupils and families. In our ICT age another way to find out about the school is to visit our website, [www.dornochacademy.org](http://www.dornochacademy.org). Even better, give us a personal visit and look into our real school site to see at first hand our well-cared for facilities, the happy demeanour of our pupils and the orderly hard-working classes. We are always happy to welcome new families who are about to join our community.

Dornoch Academy has a tradition of working closely with **parents**. An active Parent Teacher Association began in the 1960s and from the late 1980s continued to play a full, supportive role in the life of the school in partnership with the elected School Board. Dornoch Academy's School Board was very influential in the development of the school, particularly in negotiating our return to full six-year secondary status with the government in 1995. Now, since the Parent Involvement Act 2006, the statutory framework is even more inclusive. Every parent, or guardian, is automatically a member of the Parent Forum, which appoints a working Parent Council to represent parents, promote communication and support the work of the school. From its outset, Dornoch Academy has been recognised as having one of the most active and influential Parent Councils in the Highlands. It is also important that individual parents see themselves as partners with the school in the education of their children. No matter how small your worries may be, I would always want to discuss them with you before they turn into major difficulties.

We are proud of our school and we believe that our pupils share that pride by wearing their school uniform. But there is more to a good school than mere appearance. Our hopes for the school are encapsulated in our **Values** and **School Aims** and I would commend these to your attention (see following page). It is the task of every member of the school community to work together to create a school which brings the maximum possible benefit to its pupils and the community it serves. Clear aims provide a rational way of keeping us on course. If you have any questions or suggestions about the aims of the school or their practical outworking, I would be glad to discuss them with you, whether you are a parent or are simply interested in the Academy's future.

It is a privilege to live in the Highlands with its superb **environment and social climate**. I hope the staff and pupils of Dornoch Academy will continue to feel the benefits of living and working in this school, situated in a lovely town at the gateway to the wide open spaces of Sutherland. While our area may have a small and scattered population, modern technology surely eliminates any disadvantages of remoteness, so that we can grasp the advantages, which our environment encourages: hard work, self-discipline, self-esteem, respect for others, and love of learning. Dornoch Academy has achieved Health Promoting School and Eco School (Green Flag) status at the highest possible levels. It is also recognised as a national leader in The Duke of Edinburgh's Award.

John H Garvie  
Rector

## 2 VALUES

The values of Dornoch Academy are still stated, in the A-B-C agreed with our School Board, parents and pupils in 1994 and in the two words of our Gaelic motto, chosen by the Dornoch Town Council in 1963:

- Achieving.
- Belonging.
- Caring.
- Ionracas – Integrity.
- Dìchioll – Diligence.

We understand this encapsulation of our values to be consistent with the educational values, expressed by the Curriculum for Excellence Review Group, which drew on the four words inscribed on the mace of the Scottish Parliament: wisdom, justice, compassion, integrity. Their view was that these values of “social justice and individual and collective responsibility” should be nurtured by a curriculum which, “in essence ... must be inclusive [belonging], be a stimulus for personal achievement [achieving] and, through the broadening of pupils’ experience of the world [diligence], be an encouragement towards informed and responsible citizenship [caring integrity]”.

### 3 SCHOOL AIMS

Dornoch Academy exists to enable all pupils to achieve their highest potential and to experience fulfilment during their time in school. To realise this we have set ourselves the following aims.

#### .1 **To maximise the academic attainment and fully develop the talents of all our pupils:**

- by providing high quality education, following national and education authority guidelines, that provides a progressive and coherent educational experience enabling all pupils to develop towards their full potential as effective citizens participating in political, economic, social and cultural life;
- by using effective assessment for and of pupils’ learning to ensure they all make steady and challenging progress towards high attainment and useful qualifications;
- by providing learning experiences that take account of pupils’ individual needs, experiences and achievements;
- by encouraging pupils to develop responsibility for their own learning.

#### .2 **To maintain an ethos where all individuals are safe, happy and experience success:**

- by providing a safe, secure, happy and healthy school environment in a modern range of accommodation and facilities where education can flourish;

- by actively promoting and protecting the physical, mental and social health of the whole school community;
- by encouraging, self-esteem and a sense of identity through high expectations, mutual respect, fairness, praise, good behaviour, caring for others and good personal presentation (in school uniform);
- by developing leadership and staff expertise as the basis for an ambitious and excellent school;
- by arranging systematic self-evaluation of our work to measure our effectiveness in meeting our aims and to seek improvements wherever possible.

**.3 To promote equality and help every pupil to benefit from their education:**

- by providing educational and any other additional support needed to ensure all pupils reach their full potential;
- by making inclusive principles govern educational provision with particular regard to pupils who have disabilities, special educational needs or minority backgrounds;
- by working as an Integrated Community School where health, education, social work and other professionals work as a team and make it easy for all families to obtain the support they need;
- by structuring guidance so that every pupil is known as an individual and care is provided to meet their educational, emotional, social and physical needs.

**.4 To work with parents in granting children all their rights while teaching them respect for others and the responsibilities of citizenship:**

- by actively involving parents in their children's learning and improving their children's attainment;
- by providing an effective monitoring and reporting system that enables parents and pupils to be fully involved in short and long-term planning for their future;
- by sharing and implementing decisions with parents about their children's welfare and good behaviour.

**.5 To fully equip pupils for their future lives and careers:**

- by providing high quality vocational education to help pupils make choices about their further education, training and careers;
- by working with outside agencies, employers and the community to give pupils an understanding of the world of work and what they need to play a positive role in society;

- by encouraging enterprise, creativity and a determination to succeed through enriching activities and links with employers, the community and other educational bodies.

#### 4 **DESCRIPTION OF THE SCHOOL**

In the description of the school which follows, we have endeavoured to provide the basic information which existing and prospective families require to make full use of the school's opportunities. If any parent or pupil desires further information, we shall be very happy to provide it on request.

##### .1 **School Roll**

At the beginning of session 2010/11, there were 298 pupils on the school roll.

##### .2 **School Capacity**

The school's capacity has most recently been calculated as 350 pupils. Our S1 intake is capped at 57 pupils (with a further three places retained for pupils moving into the catchment area during the session).

#### 5 **ADDITIONAL SUPPORT FOR PUPILS**

In line with the admissions policy of the school, provision will be made, as appropriate, for pupils with learning difficulties and other additional support needs.

Our *Support for Learning Policy* states that Dornoch Academy aims to provide a framework which will enable all pupils to develop to their full potential. In order to achieve this, every pupil must be given access to an appropriately designed curriculum which acknowledges the varieties of abilities and is relevant to the needs of the pupils, whether it be in their school lives or in preparation for their lives outside the school community. In her capacity as Head of Pupil Support, the Depute Rector also leads the Support for Learning Department, whose three teachers and seven auxiliaries work closely with all subject teachers to enable pupils with additional support needs to have equal access to the curriculum. The school has a specially furnished Support for Learning Base, which allows pupils to access appropriate information technology and receive help from specialist teachers. Pupils with special educational needs are given the opportunity to follow modular courses based upon their own needs and strengths.

Dornoch Academy has easy access for people with disabilities, including ramps, a lift into the main hall, a wheelchair stair lift to the first floor, and special toilet facilities.

The Highland Council identifies, records and ensures provision is made for children having pronounced, specific or complex educational needs requiring continuing review. The school and parents must assist in alerting the education authority to any children who may have such educational needs. Parents should contact the Rector to discuss any concerns they have in this regard. They may also contact Mr Bill Couston, Senior Education Officer, The Highland Council, Area Education Office, Drummuie, Golspie, KW10 6TA.

#### 6 **DORNOCH ACADEMY DELINEATED AREA**

The delineated area for Dornoch Academy, representing the catchment areas of Dornoch Primary School and Bonar Bridge Primary School, is attached as Appendix 1. Free transport is provided for pupils who live in these areas. Applications from pupils outwith the delineated area are accepted, providing suitable transport arrangements can be made.

## 7 ENROLMENT

Children and young people who live in the delineated area of Dornoch Academy are automatically enrolled in the school on transfer from primary school. When families with children of secondary age move into the area, they should contact the school to arrange enrolment. We normally like to arrange a meeting with senior staff and a tour of the school, to ease transition to their new school. Because of their rights of parental choice, children who live outside the designated area may be enrolled in the school by making a placement request to the education authority using the Placing Request Application Form which can be supplied on request or downloaded at [www.highland.gov.uk/learninghere/schools/informationforparents](http://www.highland.gov.uk/learninghere/schools/informationforparents).

Any enquiries concerning admissions should be addressed to: Rector, Dornoch Academy, Evelix Road, Dornoch, Sutherland, IV25 3HR. Telephone 01862 810246.

## 8 CURRICULUM

It is the policy of Dornoch Academy, as a six-year Highland Council secondary school, to follow the normal pattern of Scottish comprehensive education. However, with the ending of Age and Stage Regulations, we now start Scottish Qualifications Authority (SQA) examination courses in S2. Pupils enter our school after seven years of primary education.

The curriculum from S1 through to S6 is divided into 3 stages:

Classes	Average Age	Courses
S1	12-13	Curriculum for Excellence from August 2010
S2-S4	13-16	SQA Courses – Standard Grade with some NQ courses
S5-S6	16-18	NQ Courses – Access, Intermediate, Higher, Advanced Higher

Note: This pattern will continue for pupils from S2 to S6 in session 2011/12. Subsequent classes will follow the new Curriculum for Excellence from S1 to S3 in preparation for the new S4 examination system that commences in session 2013/14.

Each school day (Monday to Friday) is divided into six 50 minute periods with, in addition, a registration period of 10 minutes, a 20 minute morning interval, a 45 minute lunch break and a five minute changeover between periods. There is a short 10 minute assembly on Monday mornings.

### .1 S1-S2 Curriculum

In August 2010, along with all other schools in Scotland, Dornoch Academy started the reformed curriculum, called Curriculum for Excellence. The new S1 and S2 courses include an added emphasis on literacy, numeracy, and health and wellbeing across all learning, as well as the traditional secondary subjects in eight curricular

areas. There is now greater flexibility for schools to set their own balance between subjects. The table below shows how this has been arranged in Dornoch Academy.

<b>Subjects</b>	<b>Percentage Allocations</b>
creative subjects: art, drama, music	10.0%
English	13.3%
French	10.0%
Mathematics	13.3%
modern studies, religious & moral education	6.7%
physical education	8.9%
personal & social education	3.3%
science	10.0%
social subjects: geography, history	13.3%
technologies: home economics, ICT, technical	11.1%
<b>Total</b>	<b>100.0%</b>

## .2 **S3-S4 Curriculum**

The final form of the future curriculum from S3 to S6 is not finally decided, although it is clear that there will be a broader education until the end of S3. Pupils already in S3 and S4 study eight subjects begun in S2 and following SQA courses. To produce a balanced education, all pupils study English, French, mathematics, a science and a social subject. Their curriculum must also include a minimum amount of creative and technological studies, although this may be met by the overall content of courses from other modes. All pupils also have at least two periods of physical education and one period of personal & social education, and religious, moral & philosophical studies. Pupils may opt to take their examinations a year early in S3 to allow them to enter the vocational programme in S4.

<b>Modes</b>	<b>Associated Subjects</b>
creative & aesthetic activities	art & design, music
language & communication	English, French, German
mathematical studies & applications	mathematics
personal & social education (PSE)	PSE core (and as part of all subjects)
physical education	physical education
religious, moral & philosophical studies	religious, moral & philosophical studies
scientific studies & applications	biology, chemistry, physics, science
social & environmental studies	geography, history, modern studies
technological activities & applications	administration, computing studies, craft & design, graphic communication, home economics

Dornoch Academy has also grasped the opportunity of a more flexible approach to the curriculum to provide an enhanced vocational education programme for senior pupils. In S4, S5 and S6 pupils may opt for a more vocational curriculum which includes attendance at Inverness College on Fridays. This is done only if they have already obtained a good general range of academic qualifications.

## .3 **S5-S6 Curriculum**

In S5 all pupils who are not following the vocational route normally study five courses at Higher level. These are completed in one year. In addition to these courses, S6 students who have already obtained Higher passes, may take Advanced



Higher courses. In S6, students may elect to use some of their time for prefect duties or study time and are not required to study the full number of five courses. In session 2010/11, Dornoch Academy is offering Higher courses in administration, art & design, biology, business management, chemistry, English, French, German, geography, graphic communication, history, mathematics, music, physical education physics, and psychology. Childcare, Italian, Latin, religious, moral & philosophical studies, and Spanish, along with many Open University short courses, are available by distance learning. There are Advanced Higher courses in art, biology, chemistry, English, French, geography, history, mathematics, and physics. A comforting feature of the new SQA examinations is that even if students do not pass the final examinations they achieve, through internal assessment, certification in their component units - equivalent to the former modules. An S5-S6 Course Choice Form for session 2010/11 is attached as Appendix 2.

Senior pupils may also undertake the SQA PC Passport qualification which is equivalent to the familiar European Computer Driving Licence.

#### .4 Streaming/Setting Policy

All S1 pupils are taught in mixed ability classes. From S2, classes are organised in attainment sets or in mixed ability classes as appropriate to the subject. Children are taught in small classes and groups which allow pupils an ideal mix of direct whole class teaching and individual attention enabling them to progress to the best of their ability. In S3-S4, the courses are open to all pupils at the appropriate level, i.e. Credit, General or Foundation, but with attainment sets in English, French and mathematics. For S5, entry to Higher Still courses will be negotiated on the basis of performance in S4 examinations.

## 9 EXTRACURRICULAR ACTIVITIES

### .1 Activities

The school organises extracurricular activities at lunch times, after school and on Saturdays. At lunch time many pupils also make use of the library, computing room, and recreation areas for informal activities.

Parents, friends and former pupils offer their time, especially in **The Duke of Edinburgh's Award**, where individual pupils tackle a wide range of activities from badminton and chess, to drama and football. Lunch time events such as an inter-House quiz or a countdown challenge also take place.

The regular organised activities include: art, boxing, cheerleading, chess, choir, dance, debating, drama, fly tying, inter-House competitions, junior life support, library, mathematics, piping, and wind/strings ensemble. Pupils with musical ability can join the Sutherland Schools Orchestra or Sutherland Schools Pipe Band based at Golspie High School.

There are also a range of sporting activities taking place throughout the year which include: badminton, basketball, circuit training, fishing, football, hockey, indoor football, rugby, skiing, snowboarding, squash and trampolining.

The school has long-standing links with international schools in Denmark, France and India. Exchange home visits that took place in former years have now ended because

of more stringent child protection regulations. Instead, excursions abroad now use centres supervised by our own staff.

## **.2 Study and Homework Clubs**

Study clubs are held three to four times a week, usually from 3.30 pm to 4.45 pm. They are open to all pupils who wish to take advantage of extra tuition in any of the following subjects: art, biology, chemistry, English, French, German, geography, history, mathematics, physics and support for learning. There is also a homework club at interval and lunch time

Free transport is provided to all outlying areas served by the school from Monday to Thursday to allow pupils from these areas to participate in extracurricular activities and study clubs.

# 10 **DISCIPLINE**

## **.1 The School's Part**

Developing self-discipline and understanding the purpose of rules and good manners are a crucial part of learning. At the same time it is universally acknowledged that effective learning in school can only take place in a disciplined environment. The school is therefore committed to encouraging the highest possible standards of behaviour and the kind of support which encourages this. When there is a lapse, it will be made clear that it is the behaviour which is unacceptable but that the child as a person is still valued. We hold that enforcement of discipline is proof of a caring attitude. The safety and security of every pupil is of paramount importance so that the school stresses that there is **ZERO TOLERANCE OF ANY FORM OF BULLYING**.

The school staff recognise that they are the main agents for establishing discipline during the school day. Pupils remain on campus at lunch time and the school also takes responsibility for determining behaviour on the journey to and from school, particularly on school transport.

Pupils are issued with a *Code of Conduct and Good Practice*. Both they and their parents are asked to sign it to show their commitment to the standards the school requires.

## **.2 Partnership in Discipline**

The school and the home are partners in setting and maintaining standards in discipline and the school seeks to share its responsibility by communicating with parents when any special incidents involving their children occur. Our aim in working with parents is that a consistent message should be given by all who share in the pupil's wellbeing. Parents have been influential in upholding our *Anti-Bullying Policy*.

## **.3 Classroom Behaviour**

The overall management of discipline has been delegated to the Depute Rector, assisted by a designated Principal Teacher. Teachers are required to apply the same code of behaviour which is designed to produce an orderly and industrious

atmosphere in class. Staff set an example of good manners and expect pupils to respond. The rules are based on common sense and made known to all pupils at the start of the session using the *Code of Conduct and Good Practice*. When rules are broken, sanctions are applied. Most often this is in the form of a verbal reprimand or insistence on repeating a task, e.g. homework. Instances of indiscipline are recorded on a discipline monitoring system and quickly dealt with by the school.

However, in more severe cases, when misbehaviour is disrupting the work of the class or there is persistent misbehaviour at low-level, pupils will be referred to the Depute Rector or Principal Teacher. Such referral normally results in a pupil being placed on a Daily Report which reports on behaviour in every lesson and is sent to parents at the end of each day.

The discipline system is designed to allow all pupils to reach their full potential. It is part of our overall system of pupil support, the main part of which is pupil guidance which exists to advise and support pupils over the whole range of their academic, personal and social needs.

#### **.4 Mobile Telephones**

- You should switch off your mobile telephone and put it away during lesson time to prevent disrupting the lesson. It may be used at interval and lunch time.
- You must not record staff or other pupils on your mobile telephone without consent.
- You must not use a mobile telephone to cause distress to any individual. This will be classed as bullying and be liable to the same sanctions.
- Your mobile telephone will be confiscated if you break these rules.
- Your confiscated mobile telephone will be given to the Depute Rector for return at the end of the school day. The incident will be filed on your pupil record.
- You will have to delete any images in breach of the school policy in the presence of the Rector or Depute Rector. Your parent(s)/guardian(s) will be informed of the incident.
- If you repeatedly breach the school policy, you will be banned from bringing a mobile telephone to school.
- If you use a mobile telephone to spread any offensive comments or images outwith the school, it will be made a police matter and result in exclusion.

#### **.5 Exclusion from School**

For bullying and other serious cases of indiscipline, the Rector may impose temporary exclusion to create time for parents and school to work together to finally resolve the problem. Every effort is made to guarantee that the offender can return as soon as possible, but only when their good behaviour can be guaranteed.

## 11 **CHILD PROTECTION**

### **.1 Pupils in School**

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint social work/police investigation.

All agencies involved in child protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

More information about child protection procedures within Highland can be obtained from the Resource Manager – Looked After Children and Child Protection, Ms Linda MacLennan, The Highland Council, Social Work Services, Kinmylies Building, Leachkin Road, Inverness IV3 8NN. Telephone 01463 703408 or Fax 01463 713237.

### **.2 Pupils Moving Away From School**

When families move away from our area, continuity of their children's education is very important. The Highland Council has sound procedures to enable transfer arrangements to go as smoothly as possible. In some situations, it is also vital that services which support and protect children know where they have gone. It is in each pupil's interest that transfer arrangements start before the pupil comes off our register in Dornoch Academy. Leaving things until the child enrolls in a new school is not satisfactory.

We request that parents or carers of children who are de-registering pupils should arrange a meeting with their child's guidance teacher. In order to ensure continuity of education and care we do ask for certain information, principally:

- Name, address and telephone number of new home (if known).
- Name, address and telephone number of new school (if known).
- Anticipated enrolment date.
- The name and contact address/telephone number of an interim contact who will know the whereabouts of the family (family member/close friend/employer).

If the new school's details are unknown and if pupil records are not requested within 10 working days, then we are required to notify Social Work Services. They undertake a check of their records, and liaise with our school and other agencies as appropriate if this raises issues or concerns.

## 12 **PROCEDURES FOR POTENTIAL DRUGS MISUSE INCIDENTS\***

Dornoch Academy provides health education and drugs education in line with Highland Council's Health Education Policy and Drugs Education Guidelines. This is designed to,

among other things, alert pupils and families to the hazards and likely consequences of drug misuse. However, if an incident involving illegal drugs were to emerge, the school's response would follow the *Scottish Executive Guidelines for the Management of Incidents of Drugs Misuse in Schools*. These oblige us to deal with such incidents as:

- Drug-related litter on or near school premises.
- Suspicion and allegations about in-school and out of school activities.
- Pupils displaying symptoms of drug misuse.
- Pupils/adults with drugs on school premises/trips/transport.
- Pupils/adults taking drugs on school premises/trips/transport.
- Pupils/adults selling drugs on school premises/trips/transport.

School staff are clear that they must immediately report all incidents of drugs misuse or of suspected drugs misuse to the Rector. The Rector will ensure that appropriate action is taken in accordance with the Scottish Executive guidelines. The action taken is recorded in a Drugs Incident File.

A full copy of the guidelines is available in the school. It may also be accessed on the Scottish Executive website at <http://www.scotland.gov.uk/library3/education/dmis-00.asp>.

[\* All schools are obliged to include a statement of this sort in their prospectus. Its inclusion does not indicate that there is any specific problem in Dornoch Academy.]

## 13 PASTORAL, PERSONAL AND LEARNING SUPPORT ARRANGEMENTS

The pastoral, personal and learning support arrangements of the school are managed by the Depute Rector, who is also Head of Pupil Support.

All pupils are allocated to a registration class, which meets together with their registration teacher for 10 minutes at the start of every school day. Normally, the same pupils remain together as a class for registration from S1 to S4, with the same registration teacher following them. This teacher will know them well, issue general communications from school to home and be available each day for help and advice; in this way the teacher acts as the first level of guidance for the pupil for the first four years of secondary. As some pupils leave at the end of S4, the registration groups are rearranged so that, in S5 and S6, pupils come under the guidance of senior tutors.

More specialised guidance and personal support is provided by our Principal Teacher of Guidance, Children's Services Worker and Youth Development Officer. The school is of a size that allows the same Principal Teacher to meet all pupils for one period each week in their registration classes. During this time, the teacher covers aspects of health and wellbeing, guides curriculum choices and career education, and arranges for external presenters to provide specialised instruction. The Principal Teacher of Guidance also meets all pupils one-to-one at various times each year, particularly after regular monitoring reports from teachers, but also when specific advice is requested by a pupil or parent. It is important that all pupils know there is immediate help and support available at any time while they are in school. Our community and social youth staff, namely the Children's Services Worker and Youth Development Officer, become very well known to pupils. They are readily accessible and are

a visible presence in the school each interval and lunch time. As their working hours are not restricted by the school timetable, they can work closely with other professionals who support children, young people and families. However, it is also our school policy that pupils should be able to approach any adult on our staff for advice. If the staff member cannot solve the problem he or she will pass it on to someone, with more specialised knowledge, who can.

Note on future curriculum change: In session 2010/11, S1 classes are taught in their registration groups for all subjects in a common course throughout the week, whereas from S2 upwards, subject teaching groups vary depending on the options that pupils and parents have chosen at the end of S1. Next session, 2011/12, one change that will result from the implementation of the Curriculum for Excellence, is that S2 will follow the same arrangements as S1. As they move on to S3, there will be some personalisation, with pupils choosing some subjects in preference to others. However, final subject choice for examination presentations will not start until S4. Under the Curriculum for Excellence, the Scottish secondary curriculum is arranged in two phases, the S1-S3 Broad General Education and the S4-S6 Senior Level.

## 14 GENERAL INFORMATION

### .1 Lateness

During the first period all teachers are informed of who is absent from school. Pupils who arrive late must enter by the front door and proceed straight to the reception so that the record of lateness can be maintained, the register for the day changed and teachers informed. They must also report to the Depute Rector who monitors late arrival of pupils. When a large number of pupils arrive on a late bus, registration takes place directly at reception and pupils are deemed to be “on time”.

### .2 Absence from School

As a result of recent tragedies in other parts of Britain, school procedures on pupil absences now need to ensure that (a) all children are safely accounted for each morning and, (b) a valid reason is given for each absence. We request the assistance of parents as follows:

- Any day your child is to be absent please try to inform the school before 8.40 am. Your child’s registration teacher will be informed and absence notes will not be required.
- If your child is absent, without the school being informed beforehand, we will contact you by telephone to ensure your child is safely accounted for.
- If this is not possible, we will get in touch with your emergency contact to ensure your child’s wellbeing.
- If you have not already explained the absence, please complete the absence form in your child’s school planner on the day of return to school.
- The registration teacher will check that an explanation has been given and record it.

### .3 Common Rooms

There are various social areas available for pupils - the school canteen and assembly hall are open to all pupils during breaks. They also have use of the computing room and the library.

#### .4 **School Planners**

Pupils are issued with school planners at the beginning of each session. These are used as a personal organiser for remembering homework, project work, etc. These planners are signed **weekly by parents** and monitored closely by guidance teachers. They form an important home/school link.

#### .5 **Houses**

On joining the school, pupils at Dornoch Academy are placed in one of two Houses, Mackay or Sutherland. The house colours are red for Mackay and blue for Sutherland. The House system exists to encourage both sporting and non-sporting competitions and for administration of the guidance system.

### 15 **SCHOOL UNIFORM**

The school uniform for all pupils is:

Black blazer with school badge (which must be with pupil at all times).

Black trousers for boys.

Plain black skirt (of reasonable length) or smart plain black trousers (not jeans, leggings, shorts, or track suit bottoms) for girls.

White shirt (long enough to be worn tucked in), or blouse (for girls).

Black v-neck jersey (optional under blazer - not instead of the blazer).

School tie.

Black shoes (not trainers).

The sport/physical education kit is a T-shirt in the house colours (football tops are not allowed). Most pupils also purchase the school hooded top which is black with "DORNOCH" printed across the back in the house colours, and the individual pupil's initials on the front.

Jewellery must be kept to a minimum. Excessive make-up and jewellery are considered inappropriate during the school day. Pupils may be asked to remove some items when in school for health and safety reasons.

Pupils should wear the uniform during school hours and also when representing the school out of school time. Blazers can be purchased directly from Marks & Spencer or a similar outlet, with the badge (£6.00) and tie (£3.00) being purchased from the school. Pupils find it useful to purchase a spare tie.

### 16 **PHYSICAL EDUCATION**

In the interest of personal hygiene, pupils are expected to change into shorts and T-shirts for all physical activities. **Pupils must have non-slip trainers with non-marking soles for indoor work.**

## 17 THE SCHOOL DAY

The school teaching day is divided into six periods of 50 minutes with a 10 minute registration at the beginning of the day and a five minute changeover between lessons.

<i>Registration</i>	<i>8.45 am – 8.55 am</i>
Period 1	8.55 am – 9.50 am
Period 2	9.55 am – 10.45 am
<i>Interval</i>	<i>10.45 am – 11.05 am</i>
Period 3	11.05 am – 11.55 pm
Period 4	12.00 pm – 12.50 pm
<i>Lunch</i>	<i>12.50 pm – 1.35 pm</i>
Period 5	1.35 pm – 2.25 pm
Period 6	2.30 pm – 3.20 pm
<i>Close</i>	<i>3.20 pm</i>

Academy pupils who use the buses to travel home, share them with pupils from Dornoch Primary School, which closes at 3.15 pm. There are currently two buses for Bonar Bridge for use by Dornoch Academy and Dornoch Primary School.

## 18 MORNING ASSEMBLY

There is a morning assembly at the opening of each school week (normally Monday) at 8.45 am. All staff and pupils attend, with pupils sitting together in their registration classes so that teachers can carry out the usual check. This bringing together of the whole school as a body is important for the ethos of the school. In accordance with national education policy, the assembly also includes collective worship of a broadly Christian nature.

## 19 PREFECT SYSTEM

Each year, S6 pupils are elected as prefects. For the session 2010/11, the School Captains were Christopher Hartley and Joanne Munro, and the Vice Captains were Jasmine Murray and Ruairidh Richardson.

## 20 SCHOOL CALENDAR

The school calendar and holidays are as follows (all dates are inclusive).

### Term 1 (Monday 15 August 2011 – Friday 7 October 2011)

Monday 15 August 2011

Inservice Day

Monday 10 October 2011 – Friday 21 October 2011

October Holiday

### Term 2 (Monday 24 October 2011 – Thursday 22 December 2011)

Monday 24 October 2011

Inservice Day

Friday 23 December 2011 – Friday 6 January 2012

Christmas/New Year Holiday

### Term 3 (Monday 9 January 2012 – Friday 30 March 2012)

Monday 13 February 2012 – Tuesday 14 February 2012

February Weekend



Wednesday 15 February 2012	Inservice Day
Thursday 16 February 2012	Inservice Day
Friday 17 February 2012	Inservice Day
Monday 2 April 2012 – Monday 16 April 2012	Easter Holiday

Term 4 (Tuesday 17 April 2012 – Friday 29 June 2012)

Monday 7 May 2012	May Day Holiday
Friday 29 June 2012	School Closes at 12.30 pm

**21 SCHOOL MEALS**

The school canteen offers a varied menu with a healthy eating bar to enable pupils to choose their own fillings for rolls and baked potatoes or choose their own salads. There is also a flourishing breakfast bar. Pupils may pay for their school meals either in cash on a daily basis or by using the Smart Card system, preferably paying money into the school canteen on a Monday. They may also order and prepay a packed lunch to save queuing time in the canteen. Provision is made for pupils on special diets. Pupils recently won a £2,000 prize awarded for their commitment to healthy eating.

Application for free school meals may be made to the school. Forms are included in the enrolment pack issued to all pupils.

**22 ARRANGEMENTS FOR HEALTH/MEDICAL CARE**

If pupils become unwell during school hours they should report to the Pupil Support Base. When a pupil is too ill to return to class, parents (or their emergency contact) will be informed by telephone or, in the case of a serious injury or illness, the local medical centre will be contacted. The staff has a complement of trained first aiders.

**23 TRANSPORT**

Buses run from Ardgay, Birichen, Bonar Bridge, Clashmore, Embo, Invershin, Spinningdale and Torboll areas.

In the case of severe weather, bulletins will be made through BBC Radio Highland and Moray Firth Radio. Parents may also telephone the School Information Line on 0870 054 6999 (the school PIN code is 04 1020). If the school closes early, village newsagents and post offices have agreed to display posters informing parents of the closure time. Any pupil with a long or difficult journey must not leave the school without contacting the Depute Rector.

**24 PARENTS AND THE SCHOOL**

Schools by their nature revolve around pupils and teachers, but it is our firm conviction in Dornoch Academy that the effective involvement of parents will be central to the success of our school. The foundation of such a relationship is an atmosphere of mutual support and trust between families and the school. This is often unseen or visible only in the informal meetings which arise between parents and teachers in the course of everyday contacts. It is very important that full benefit should be drawn from such a good relationship by organising for our communications and co-operation to be of a high order.

There are several key areas where an impact can be made for the benefit of the children:

**.1 Homework**

Homework is used in school to consolidate or extend learning and to practise skills. It is also an effective means of keeping parents informed on a very regular basis about work being done in all subjects and of how well their child is coping.

Pupils are provided with clear information on course content and methods of assessment so that they can pass this to parents who wish to follow their progress through courses. Every pupil is supplied with a school planner. All homework must be entered into the planner for inspection by parents as well as to enable pupils to organise their work at home. Parents are asked to sign the planner weekly. First level guidance teachers also monitor the planners weekly. Pupils who do not complete homework on time are registered on a discipline monitoring system. This is monitored by the Depute Rector and guidance.

**.2 Reporting to Parents**

Monitoring of pupils' work takes place officially three times a year, and monthly for S5/S6, though there is an 'early warning' system, through guidance, to identify any pupil whose progress is giving cause for concern. Detailed reports are issued once a year.

**.3 Parents' Meetings**

Parents will have the opportunity to meet all their child's teachers each year at a parents' evening. Meetings are arranged at important transitional stages where guidance and management staff will explain important decisions which have to be made, e.g. course choices at the end of S1 and S4. An open evening for primary 7 parents is arranged to provide a more "hands-on" understanding of the school's facilities and pupil courses.

**.4 Parental Visits**

Parents are welcome in the school at any time to discuss any matters affecting their child's education or welfare. As far as possible, an "open door policy" is encouraged by which parents can meet with the Rector or a member of the guidance team simply by calling at the school. If preferred, to ensure that they are available, an appointment can be made through the receptionist.

**.5 Parent Forum and Parent Council**

All parents and carers are automatically members of the Parent Forum. The business of the Parent Forum is conducted by the 20 members of its Parent Council which works with the Rector to ensure that parents are fully involved in school life and policy. The Chairperson is Mr W Powrie, telephone 01349 862229. The school's active and successful Parent Teacher Association (PTA) is now incorporated in the Parent Council.

**.6 Parental/Community Expertise and Contacts**

Because of the ethos of partnership that has been fostered, all have become deeply aware of the pool of expertise and goodwill that exists in the parent body and in the community. Many schemes, planned to widen pupils' awareness, benefit from community input such as The Duke of Edinburgh's Award, contacts with local voluntary groups, work experience, career talks and demonstrations of specialist skills not possessed by the teaching staff. There is always the opportunity to assist with extracurricular activities. An especially useful scheme which started recently is the Retired and Senior Volunteer Programme (RSVP). Please contact the school if you are willing to assist.

The school is also involved in setting up environmental and recycling schemes with which the community has helped.

## .7 Ideas Generator

Many successful activities in the school have been born from ideas suggested by parents or friends. The school wishes to remain open to such valuable contributions in the future.

## 25 STAFF OF THE ACADEMY

<b>Rector</b>	Mr J H Garvie BSc(Hons), AdvDipEdMgt
<b>Depute Rector (Pupil Support)</b>	Mrs L Gordon DipHE
<b>Principal Teachers</b>	
<u>Faculty (English/creative/active school)</u> Teacher of English	Mr N Ross MA(Hons), PGCE(S)
<u>Faculty (languages/ICT)</u> Teacher of French/German	Mr A Bauld BA(Hons), PGCE(S)
<u>Faculty (mathematics/technology)</u> Teacher of mathematics	Mr A Thompson BSc(Hons), PGCE(S)
<u>Faculty (science)/Mackay House guidance</u> Teacher of chemistry	Mr I McKenzie BSc, DipEd, Cert. in Guidance
<u>Faculty (social subjects/business/religious, moral &amp; philosophical studies)</u> Teacher of history	Mr M Hook MA(Hons), PGCE(S)
<u>Management of SQA/enterprise</u> Teacher of business studies	Mr S Doogan BA, PGCE(S)
<b>Subject Teachers</b>	
Art & design	Ms J Fullarton BA, PGCE(S)
Biological sciences	Mr J Robinson BSc(Hons), PGCE(S)
Chemistry	Dr A Allan PhD, BSc(Hons), PGDE Mrs R Machin MEd, PGCE
Drama/pupil support	Mrs L Sawyer Dip in Speech & Drama (RSAMD), Cert. in Dramatic Studies, Cert. in Teaching
English	Dr B Brindle PhD, BA(Hons), PGCE(S)

French/German	Mr P Newman PGDipEd
Geography	Mrs K Felber MA
Home economics	Miss K Bell MA(Hons), PGDE
	Ms M Mackay (NHC)
	Mrs E Sutherland (NHC)
Mathematics	Ms E Saudade BSc
	Mrs J Sutherland MA, PGCE
Music	Mrs C Dunin-Rzuchowska BA, PGCE(S)
Physical education	Miss S Mackay BA(Hons)
Physics/science	Mr A Mackay MSc, BSc(Hons), PGCE(S)
Religious, moral & philosophical studies/modern studies	Mr K Weidner BD(Hons), PGCE(S)
Technical subjects	
<i>Pupil support</i>	Mr A Pickering BEd(Hons)
<i>Alternatives to exclusion support</i>	Mr J Thomson DipEd, DipPE
	Mrs C Mason DCE
<b>Additional Support Needs Auxiliaries</b>	
	Mrs C Allan
	Mrs M Cowie
	Mrs D Ferrier
	Mrs A Lapsley
	Mr D Low
	Mrs S Nichols
	Mrs A Webber
<b>Administrative Assistant</b>	Ms C Lindsay
<b>Chaplain</b>	
Dornoch Cathedral (Church of Scotland)	Rev S Brown
<b>Children's Services Worker</b>	Mr A Mackay
<b>Clerical Assistant</b>	Mrs H Fraser
<b>Community Outreach Officer</b>	Mr J McMurray
<b>General Auxiliary</b>	Mrs R Gagan
<b>Instrumental Instructors</b>	
Bagpipes	Mr S Wregg
Guitar	Mr K Robinson
Strings	Ms L Mackenzie
Woodwind	Mr D Evans
<b>Janitor</b>	Mr J Thomson
<b>Library Assistants</b>	Mrs L Dickenson
	Mrs S Kennard
<b>School Technician</b>	Mrs R Walters
<b>Youth Development Officer</b>	Mrs Y Ross

## 26 **INTEGRATED CHILDREN'S SERVICES**

Dornoch Academy has also benefited from the approach of being an Integrated Community School. As such, we are continuously developing our partnership with the full range of children's services, most notably with The Highland Council's Community Learning and Leisure and Social Work Services, NHS public health services, and the Northern Constabulary.

## 27 **PARENTS' CHARTER: INFORMATION FOR PARENTS**

The Scottish Executive Education Department (SEED) prepares statistics for each school for inclusion in the school prospectus and these are attached as Appendix 3.

## 28 **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS**

The Scottish Government and its partners collect and use information about pupils to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### **Why Do We Need Your Data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils;
- plan and deliver better policies for the benefit of specific groups of pupils;
- better understand some of the factors which influence pupil attainment and achievement;
- share good practice;
- target resources better.

### **Data Policy**

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only.

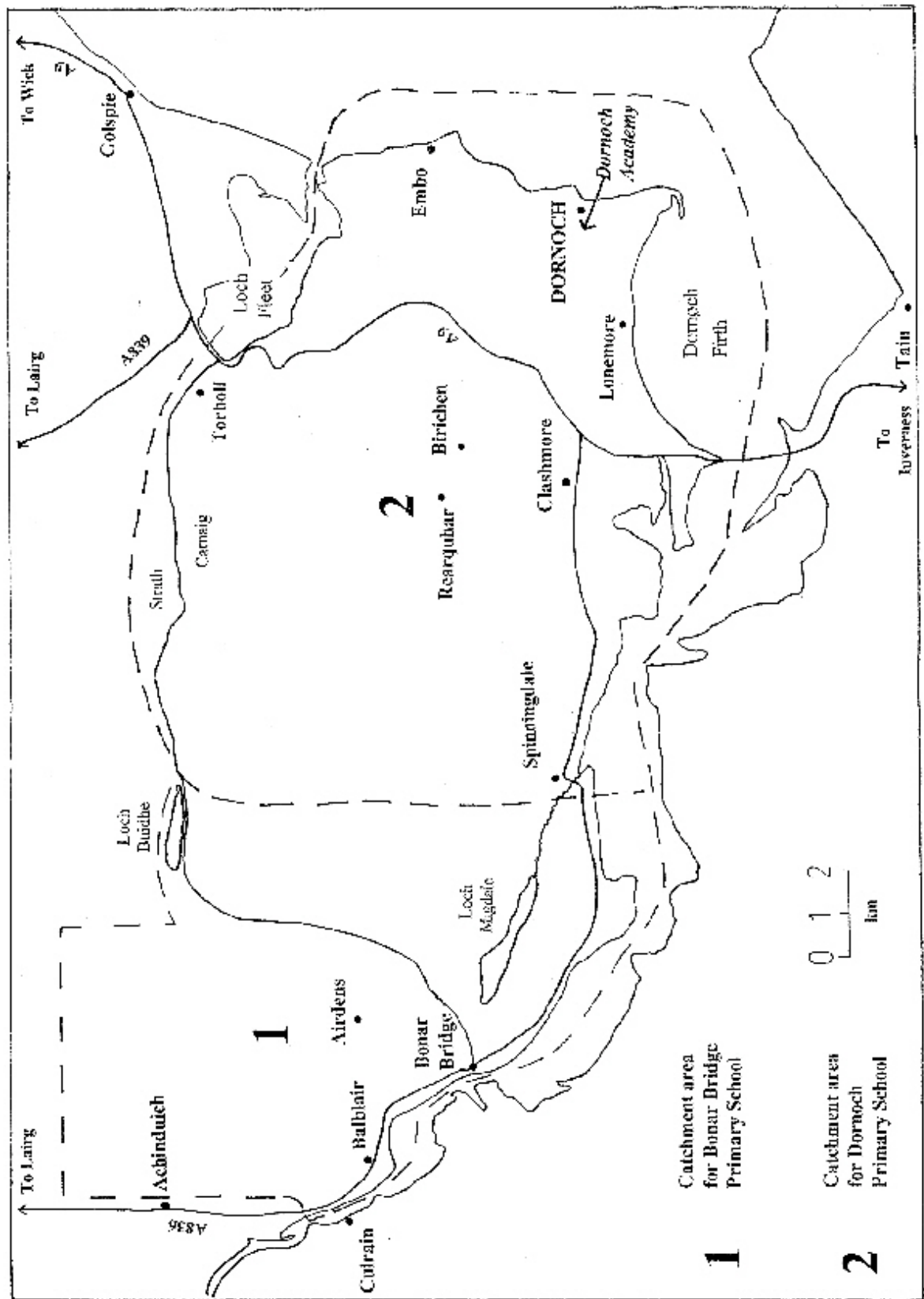
### **Your Data Protection Rights**

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

Scottish Government works with a range of partners including HM Inspectorate of Education, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at [Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.



For pupils entering S5 and S6 or moving directly from S3 in June 2010 until May 2011.

<b>S5 or S6 Seniors Only</b>	<b>HIGHER COURSES (S6 may choose 4 or 5 columns, S4 and S5 must choose 5 columns)</b>														
	Higher English	Higher Mathematics	Higher History	Higher Biology	Higher Physics										
	Higher Psychology	Higher/Int Business Management	Higher Chemistry	Higher/Int Physical Education	Higher/Int Music										
	Higher/Int RME	Higher/Int Art & Design	Higher Geography	Higher Drama	Higher/Int Graphic Communication										
	Higher Media Studies	Int2 Chemistry	Int2 Psychology	Higher/Int German	Higher/Int French										
	Int2 Physics		Int2 English	Int2 Mathematics	Int2 Biology										
<b>Any Seniors (S4/S5/S6)</b>	<b>VOCATIONAL COURSES (if you choose a coloured option in a column you must choose it in all its columns)</b>														
	Int1/Int2 Maths	Skills for Work Hospitality	Skills for Work Rural Skills	Int1/Int2 English	WE Placement	Inverness College	S Grade Geography/History	WE Placement	Inverness College	Core PE	WE Placement	Inverness College	Core PSE/Tutorials	Skills for Work Hospitality	Cosmetology
		Skills for Work Retail	Cosmetology											Skills for Work Retail	
		Skills for Work Construction												Skills for Work Construction	
<b>DISTANCE LEARNING OR FLEXIBLE LEARNING COURSES (or add as arranged)</b>															
H/Int1/Int2 S6	Gaelic		Latin		PC Passport		Care		NHC Courses						
<b>Heriot-Watt University (teachers teach 2-3 periods per week)</b>						<b>Dornoch Academy Courses (teachers teach 2-3 periods)</b>									
AH S6	Mathematics	English French	Biology Chemistry Physics	German	Geography History	Graphic Communication	Art & Design Music								
<b>OPEN UNIVERSITY ONE YEAR SHORT COURSES (6 periods equivalent to one column)</b>															
OU S6	<p>Archaeology: the science of investigation (SA188) Beyond Google: working with information online (TU120) Contemporary Wales (D172) Darwin and evolution (S170) Design and the web (T183) Digital photography: creating and sharing better images (T189) Digital worlds: designing games, creating alternative realities (T151) Elements of forensic science (S187) Empire of the microbes (S171) Ethics in real life (A181) Fossils and the history of life (S193) Heritage, whose heritage? (A180) How the universe works (S197) Human genetics and health issues (SK195) Introducing astronomy (S194) Introduction to bookkeeping and accounting (B190) Introduction to counselling (D171) Introduction to financial services (BD131) Linux: an introduction (T155) Maths for science (S151) Molecules, medicines and drugs: a chemical story (SK185) Neighbourhood nature (S159) Perspectives on Leonardo da Vinci (A178) Planets: an introduction (S196) Plants and people (S173) Robotics and the meaning of life: a practical guide to things that think (T184) Shakespeare: an introduction (A177) Small country, big history: themes in the history of Wales (A182) Sport: the science behind the medals (S172) Start listening to music (A179) Start writing essays (A172) Start writing fiction (A174) Sustainable Scotland (T123) The story of maths (TM190) Understanding human nutrition (SK183) Understanding the weather (S189) Volcanoes, earthquakes and tsunamis (S186)</p>														

Student's signature:		Parent's signature:		Date:	
	I wish to be present at guidance interview		YES/NO		



## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>School:</b> Dornoch Academy	<b>Id No.:</b> 270 - 5109434
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### *Leaver Destinations*

#### *Number of Pupils Leaving in School Year 2009/2010 and Percentage With Destination As:*

<b>Total Number of Leavers (=100%)</b>	48
<b>Higher Education</b>	56
<b>Further Education</b>	8
<b>Training</b>	2
<b>Employment</b>	23
<b>Other Known</b>	8
<b>Not Known</b>	2

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

### *Budgeted Running Costs for Financial Year 2010-2011*

<b>School Roll at September 2009</b>	290
<b>Total School Running Costs at April 2010 (£)</b>	1,873,146
<b>Cost per Pupil (£)</b>	6,459

Key to symbols:

The symbol ## indicates that the data are not available.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

**School:** Dornoch Academy

**Id No.:** 270 - 5109434

### *Attendance and Absence for School Year 2009/2010*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances (Pupil Half Days)</b>	20,185	19,365	18,631	20,185	15,197	93,563
<b>Percentage Authorised Absences</b>	5.8	7.2	8.6	7.5	6.3	7.1
<b>Percentage Unauthorised Absences</b>	0.6	1.5	3.8	0.5	0.8	1.4

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>School:</b> Dornoch Academy	<b>Id No.:</b> 270 - 5109434
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### *Estimated S5 January Roll as a Percentage of the S4 Roll in September of the Previous Session*

2007/2008	2008/2009	2009/2010
88	86	76

### *Examination Results (within Scottish Credit and Qualifications Framework)*

*(2009/2010 results are pre-appeal)*

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
		<b>08</b>	<b>09</b>	<b>10</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>08</b>	<b>09</b>
	95	96	100	86	93	96	65	46	55

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
		<b>08</b>	<b>09</b>	<b>10</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>08</b>	<b>09</b>
	57	63	56	33	47	37	22	28	17

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
		<b>08</b>	<b>09</b>	<b>10</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>08</b>	<b>09</b>
	41	43	60	24	33	44	10	16	35

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>School:</b> Dornoch Academy	<b>Id No.:</b> 270 - 5109434
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### *Minimising Overall Absence*

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
<b>Absence</b>	28.4	32.6

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols:

The symbol (##) indicates that the data are not available or comparable with other years.

#### ***For Information:***

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>Education Authority:</b> Highland
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### *Leaver Destinations*

#### *Number of Pupils Leaving in School Year 2009/2010 and Percentage With Destination As:*

<b>Total Number of Leavers (=100%)</b>	2,690
<b>Higher Education</b>	34
<b>Further Education</b>	22
<b>Training</b>	2
<b>Employment</b>	30
<b>Other Known</b>	12
<b>Not Known</b>	2

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

### *Budgeted Running Costs for Financial Year 2010-2011*

<b>School Roll at September 2009</b>	14,742
<b>Total School Running Costs at April 2010 (£)</b>	100,795,568
<b>Cost per Pupil (£)</b>	6,837

Key to symbols:

The symbol ## indicates that the data are not available.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

Education Authority: Highland

### *Attendance and Absence for School Year 2009/2010*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances (Pupil Half Days)</b>	982,734	967,660	1,033,564	988,342	782,645	4,754,945
<b>Percentage Authorised Absences</b>	6.4	7.7	8.0	7.4	7.2	7.4
<b>Percentage Unauthorised Absences</b>	1.3	2.1	2.6	3.3	3.0	2.5

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>Education Authority:</b> Highland
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### *Estimated S5 January Roll as a Percentage of the S4 Roll in September of the Previous Session*

2007/2008	2008/2009	2009/2010
72	76	78

### *Examination Results (within Scottish Credit and Qualifications Framework)*

*(2009/2010 results are pre-appeal)*

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
92	92	92	81	82	82	38	38	39	

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
43	44	45	24	26	26	10	12	12	

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
34	34	37	22	22	25	12	13	16	

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>Education Authority:</b> Highland
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### *Minimising Overall Absence*

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
<b>Absence</b>	35.0	37.7

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols:

The symbol (##) indicates that the data are not available or comparable with other years.

#### ***For Information:***

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6



## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

National Data
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### *Leaver Destinations*

#### *Number of Pupils Leaving in School Year 2009/2010 and Percentage With Destination As:*

<b>Total Number of Leavers (=100%)</b>	54,097
<b>Higher Education</b>	36
<b>Further Education</b>	27
<b>Training</b>	5
<b>Employment</b>	19
<b>Other Known</b>	13
<b>Not Known</b>	1

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

### *Budgeted Running Costs for Financial Year 2010-2011*

<b>School Roll at September 2009</b>	302,921
<b>Total School Running Costs at April 2010 (£)</b>	1,695,802,434
<b>Cost per Pupil (£)</b>	5,598

Key to symbols:

The symbol ## indicates that the data are not available.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>National Data</b>
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### *Attendance and Absence for School Year 2009/2010*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances (Pupil Half Days)</b>	20,375,279	20,601,741	21,076,798	20,825,660	15,739,991	98,619,469
<b>Percentage Authorised Absences</b>	5.3	6.2	7.0	6.4	5.8	6.2
<b>Percentage Unauthorised Absences</b>	1.5	2.2	3.0	3.5	2.8	2.6

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>National Data</b>
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*Estimated S5 January Roll as a Percentage of the S4 Roll  
in September of the Previous Session*

2007/2008	2008/2009	2009/2010
65	67	72

*Examination Results (within Scottish Credit and Qualifications Framework)*

*(2009/2010 results are pre-appeal)*

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
	91	91	92	76	78	78	34	35	35

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
	39	41	43	22	23	24	10	11	11

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
	30	31	33	20	21	22	13	14	14

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>National Data</b>
----------------------

### *Minimising Overall Absence*

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
<b>Absence</b>	34.2	33.9

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Key to symbols:

The symbol (##) indicates that the data are not available or comparable with other years.

***For Information:***

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
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