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KA18 2LY

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| School Blog:  | https://blogs.glowscotland.org.uk/ea/AuchinleckAcademy |
| Twitter:      | |
| School App:   | |
| Denominational Status (if any): | Non-Denominational |
| School Roll:  | 861 (age 12-18) |
| Further information: | www.east-ayrshire.gov.uk/schoolhandbooks |
Welcome to the Auchinleck Academy Handbook

The handbook has been designed to provide staff, pupils, parents, carers and partners with a range of information on the life of the school as well as details of the courses and opportunities provided for each one of our pupils.

As Head Teacher I am committed to ensuring that:

• all pupils and staff achieve their full potential
• achievement and success are aspired to, recognised and celebrated
• we all take pride in being part of the school community
• the highest quality learning and teaching is delivered
• the most effective partnerships are developed
• our school continuously improves

The required planning, reviewing, partnership and communication, will be informed by the following five Core Values, which have been agreed with staff and pupils:

Achievement, Respect, Responsibility, Equality and Teamwork

I hope you find that the pages of our handbook provide high quality illustrations of such aims and values and that you find the handbook interesting and informative. I certainly am very proud of our pupils and staff and the way they work together towards achievement and improvement.

I am sure that if you visit our school you will find much to impress you. Please feel free to contact me at any time with your suggestions about how we might improve the quality of our provision. I cannot promise to respond personally to every suggestion, but I do promise to read them all and to act upon them whenever possible.

Martin Robertson
Acting Head Teacher
SECTION 1

Auchinleck Academy Ethos, Vision and Values

We have worked closely with staff, pupils, parents and our partners in the community to develop a shared vision for our school.

- All pupils and staff achieve their full potential
- Achievement and success are aspired to, recognised and celebrated for all members of the school community
- All members of the school community take pride in being part of the school and its community and work together to improve it
- All pupils are encouraged to take responsibility, develop resilience, respect and leadership skills through involvement in the curriculum and wider activities
- The highest quality learning and teaching is delivered across the school to encourage enjoyment and enthusiasm for learning
- Effective partnerships are developed and supported between pupils, parents staff, and the wider community to support learning and improvement of the school community
Parent Council

As a parent of a child in attendance at the school, you are automatically part of the Parent Forum of the school. The membership of the Parent Forum is made up of all parents who have a child at the school. The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them.

Parents are welcome to contact the school on any matter relating to their son’s or daughter’s wellbeing. It is helpful if they can approach the school in advance and arrange a meeting with the appropriate member of staff at a mutually convenient time. The school may also request a meeting with parents when pupils are failing to maintain a reasonable standard of work or conduct.

A number of meetings are held throughout the session to allow communication between parents and teachers on a variety of subjects. These include:-

(a) Meetings with parents of Primary 7 children due to attend the academy the following session

(b) Meetings to discuss option choices at the end of second year

(c) Meetings for all years of the school to allow parents and teachers to discuss individual pupil’s progress

The dates for Parent’s evenings each session will be published in the school calendar and on the school website.

In addition to these formal meeting times, the Head Teacher publishes a Quality and Standards report at the end of each session which includes details of school achievements, progress towards targets and other Quality and Standards issues. A copy of this document, and of the School Improvement Plan, can be obtained via the school website.

The Chair of the authorities’ Parents Steering Group has a place on Council Cabinet to help influence decision making about all matters relating to education. The authorities’ Parent Steering Group is composed of representatives from Parents Councils across East Ayrshire and this group will represent the views of parents in the school sector.

The parent council is keen to examine ways of consulting with parents and indeed involving them more fully in the life of the school.

Members of the Council are:

Chairperson: Eileen Neil
Head Teacher: Martin Robertson
Acting Deputy Head: Rachel McCaffrey
Adele Young
Elaine Taylor
Katrina McEwan
Susan Robertson
Robert Brown
David Hulme
Agnes Nicol
SECTION 2

TRANSITION

The move from primary to secondary can often be one of the most important changes in a child’s school life. We at Auchinleck Academy strive to ensure that the experiences and skills gained at primary level are built upon in the first year of secondary school. A smooth transition is our aim.

To ensure that the Curriculum for Excellence programme is continuous, there are regular meetings between Head Teachers of our seven associated primaries and the Depute Head with responsibility for the transition programme in Auchinleck Academy. Various initiatives are planned and implemented to the benefit of all children in the Learning Partnership. In addition, there are other exchanges of information through guidance teachers visiting primaries.

Present joint development aims include the use of formative Assessment and Critical Skills strategies in all schools and the joint work in both Literacy and Numeracy. Further contact is made through the involvement of primary 7 children in the swimming programme delivered by the PE department. This year will see the development of a Science Project linking curricular activities and enterprise across the Partnership.

Early contact with primary children is made in September through visits to primaries by the Depute Head Teacher (transition). There are further visits in Spring which also involve the Depute Head Teacher (transition), the PT guidance and the Principal Teacher of Learning Support. The purpose of the second visit is to exchange information and answer any questions the children may have. Parents are invited to attend and Open Evening at the Academy in September where they can get information on Literacy, Numeracy, Health and wellbeing, study skills and transition arrangements. A further information session is arranged for June which coincides with the 2 day pupil visit.

Parents of children outwith the catchment area who have been offered or who are seeking a place in the school may attend the information meeting at the Academy in September and June. In March all schools will join together for a Curriculum for Excellence day and in June, Primary 7 children will visit Auchinleck Academy for two days when they will follow a full timetable and gain experience of all subjects.

Enhanced Transition

As part of our transition programme Auchinleck Academy offer enhanced transition for pupils who have specific learning difficulties and Social and Emotional Behaviours Needs (SEBN). Our pupil support department offer additional visits for pupils and or parents/carers to discuss future supports that may be required. Visits may also include a tour of the school and meetings with key members of staff that pupils will be working with.

In addition to this pupils with SEBN are referred through feeder primaries to attend the Enhanced Transition afternoons, these run once per month (excluding December) from September to May. During these visits pupils will work in small groups engaging in activities
such as: Outdoor Learning, baking/cooking, team building activities, fitness, computing and growth mind-set with a variety of staff. During these visits pupils are able to build relationships with key staff members including senior leaders, guidance staff and class teachers in preparation for their transition to secondary school. This year we also invited pupils along to the 'Big Sleep Out' that involved camping with pupils and staff.

Any parent who wishes at any time to visit the Academy may call to arrange an appointment.

Associated primary schools are:

**Auchinleck Primary I**  
Dalsallock Road  
Auchinleck  
KA18 2BU

**Catrine Primary**  
Fourfields  
Catrine  
KA5 6PS

**Drongan Primary**  
Millmannoch Avenue  
Drongan  
KA6 7BY

**Mauchline Primary**  
The Loan  
Mauchline  
KA5 6AN

**Muirkirk Primary**  
Burns Avenue  
Muirkirk  
KA18 3RH

**Ochiltree Primary**  
Main Street  
Ochiltree  
KA18 2PE

**Sorn Primary**  
14 Main Street  
Sorn  
KA5 6HU
The Head Teacher is responsible to the Depute Chief Executive and Financial Officer for the overall management of the school.

**Senior Leadership Team**
The Depute Head Teachers have particular responsibilities for certain house groups, overseeing the educational experience of their pupils, including the curriculum, guidance and discipline.

**Mrs A. McPheator**
Head of Afton House (Acting)

**Mrs J. Macara**
Head of Ballochmyle House

**Mrs C. Devine**
Head of Lochlea House

**Mrs V. Grove**
Head of Mossgiel House

**Miss M. Paterson**
Head of Inclusion Hub

**Mrs R McCaffrey**
Acting Head of Ballochmyle

**Pupil Support**
Each pupil in Auchinleck Academy is assigned to a Principal Teacher of Pupil Support. The school Pupil Support staff work closely with the Depute Head Teachers to ensure that every child is supported to achieve their potential in school.

The school is divided into 4 houses: Afton, Ballochmyle, Lochlea and Mossgiel. Each House group is assigned a Principal Teacher of Pupil Support and Depute Head Teacher.

Our 4 Principal Teachers of Pupil Support are:

<table>
<thead>
<tr>
<th>Mr Beattie</th>
<th>Mrs Cumming</th>
<th>Mr Tickner</th>
<th>Mr Dempster Afton</th>
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<tr>
<td>House</td>
<td>Ballochmyle House</td>
<td>Lochlea House</td>
<td>Mossgiel House</td>
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Pupil Support staff have a number of responsibilities, in addition to their normal teaching duties:

- Care of new pupils.
- Monitoring the academic progress of pupils.
- Monitoring of attendance and timekeeping.
- Advice on course choices.
- Care of pupils experiencing difficulties – academic, physical, emotional, mental.
- Preparation of report on pupils – universities, college, employees, other.
- Contact with parents/carers – telephone, letter, interviews, meetings.
- Linking with other agencies e.g. Social Work, Career Services, other agencies.
**Support for Learning**

Our Support for Learning Department work closely with SLT, Principal Teachers of Pupil Support, Principal Teachers of Curriculum and Classroom Teachers to support and provide an education for every pupil through our awareness and understanding of:

- the diverse range of pupils’ learning needs;
- the process by which we identify these needs; and
- the procedures we adopt to meet these needs.

As a school it is our responsibility to ensure early identification of learning needs, to provide appropriate support and to monitor and evaluate the effectiveness of that support. Effective consultation and communication procedures are vital between subject departments, Support for Learning, Pupil Support, parents/carers, associated primary schools and external agencies.

Support for Learning staff work closely with staff across the school, parents and pupils to ensure course content and presentation meet the needs of each pupil and allow access across the curriculum.

It is accepted that the best way of achieving the school aim of supporting all pupils to achieve their potential is to take a varied and flexible approach to learning.

The Support for Learning department is led by our Principal Teacher of Support for Learning, Mrs McCrorie.

The roles and responsibilities of the Principal Teacher of Support for Learning are:

- To be the main link with the S.L.T. to advise them on any new developments in Support for Learning.
- To manage the resources of the Department, including staff, to maximise support to pupils, parents/carers and subject staff.
- To oversee the legal requirements of the Records of Needs.
- To liaise closely with the School Psychologist, concerning children with learning needs, especially at the crucial times of primary/secondary transfer, and secondary/further education.
- To take an active part in staff development activities which support learning e.g. reading and writing initiatives.
- To oversee the administration of pupil plans, in consultation with subject colleagues.
- To liaise with the SQA coordinator and the School Psychologist, to identify those who need special arrangements in S.Q.A examinations.
- To raise issues and initiatives re Support for Learning with fellow Principal Teachers, both Subject and Guidance.
- To develop close links with associated primaries, to encourage smooth primary/secondary transfer for pupils.
Inclusion Hub

Current legislation outlined in the Standards in Scotland’s Schools Act (2000) places a duty on all education authorities to educate all pupils within mainstream schools. It is based on the premise that there is benefit to all young people when the inclusion of those with additional support needs with their peers is properly prepared, well-supported and takes place in mainstream schools with a positive ethos.

We were pleased to welcome the addition of an Inclusion Hub to Auchinleck Academy in August 2017. The hub is situated on the ground floor of the main block and is staffed by:

- Miss M. Paterson (Depute Head Teacher)
- Mr J. McEwan (Classroom Teacher)
- Miss M. Wilson (Classroom Assistant)

The vision for our Hub is to create a safe and inclusive base that supports vulnerable young people with challenging behaviours to overcome their difficulties, stay in school, learn and achieve. This provision allows us to fully meet the needs of every learner and ensure each young person has personal success bringing around positive change and increasing levels of attainment in literacy, numeracy and health and wellbeing. We aim to install the importance of education in our young people, maximise protective factors and provide them with strategies that allow them to reintegrate and cope within mainstream education.

The Auchinleck Inclusion Hub aims to:

- To continue to build supportive relationships
- Support learning and reintegration into mainstream school
- Reduce exclusion rates
- Improve attendance
- Raise attainment
- Empower and enable vulnerable students to achieve personal success
- Improve student moral
- Modify and improve individuals behaviour
SECTION 3

The School Day

The school operates a timetable with 32 periods every week. Each school day is organised as follows:

The school operates a timetable with 32 periods every week with a period of Personal Learning Planning at the start of each day

Each school day is organised as follows:

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<th></th>
<th>PLP</th>
<th>Period 1</th>
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<th>Period 7</th>
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<td>Monday</td>
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<td>8.50am-9.00am</td>
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<td>10.55am-11.45am</td>
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There is a 15 minute interval break between period 2 and 3 and 40 minute lunch break between period 4 and 5. During these times, pupils have access to the school dining hall where they can purchase hot food, snacks and drinks. During intervals, pupils are required to remain in the school grounds, however at lunchtime parents may choose to give their
### School Holiday Arrangement 2019/20

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<th>TERM</th>
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<td>First</td>
<td>Mid Term</td>
<td>Teachers (In service)</td>
<td>Friday 16 August 2019</td>
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<td>Pupils return</td>
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<td>Local Holiday</td>
<td>Friday 20 September 2019</td>
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<td>Local Holiday</td>
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<td>Close</td>
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<td>Teachers (Inservice)</td>
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<td>Pupils return</td>
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<td>Close</td>
<td>Friday 20 December 2019</td>
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<td>Second</td>
<td>Mid Term</td>
<td>Re-open</td>
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<td>Close</td>
<td>Thursday 6 February 2020</td>
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<td>Teachers (In service)</td>
<td>Tuesday 11 February 2020</td>
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<td>Teachers (In service)</td>
<td>Wednesday 12 February 2020</td>
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<td>Pupils return</td>
<td>Thursday 13 February 2020</td>
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<td>Close</td>
<td>Friday 3 April 2020</td>
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<td>Third</td>
<td>Re-open</td>
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<td>Monday 20 April 2020</td>
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<td>Local holiday (May Day)</td>
<td>Monday 4 May 2020</td>
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<td>Local Holiday</td>
<td>Monday 25 May 2020</td>
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<td>Teachers (In service)</td>
<td>Tuesday 27 May 2020</td>
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<td>Pupils return</td>
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<td>Close</td>
<td>Friday 26 June 2020</td>
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Session 2020/21:  Teachers In service – Monday 17 August 2020  
Pupils return - Tuesday 18 August 2020
Auchinleck Academy
Keeping Your Child in School:

A Guide for Parents about School Attendance

The Importance of Attendance

✓ When a child attends school on a regular basis, they take an important step towards reaching their full potential as they have the greatest opportunity to learn and develop skills.
✓ The more time a child spends around other children, the more chance they have of making friends and feeling included which improves their social skills, confidence and self-esteem.

The Role of the Parent

✓ Parents are by far the most important influence on children's lives and learning and it is parents who are responsible for making sure their child is educated.
✓ However, where attendance problems occur, the key to successfully resolving these problems is by the parent and the school engaging in conversation.

Attendance Tips for Parents

Lead by Example:

✓ Let your child know that you think attending school daily is important.
✓ Make sure your child goes to school regularly and on time.
✓ Do not provide inappropriate excuses for your child to miss school.
✓ Set good examples, enforce rules and speak well of the school and support school staff.
✓ Show an interest in your child’s learning and extra-curricular activities.

Establish a Routine:

✓ Encourage your child to wash in the evening and prepare clothes/lunches for the next day.
✓ Provide regular study times for your child to complete their homework.
✓ Ensure a balance between school studies and extra-curricular activities.
✓ Establish a regular bedtime schedule to ensure efficient rest.
✓ Make sure your child has enough time to arrive at school to avoid any late comings.

Open Lines of Communication:

✓ Let the school know in advance if your child is going to be absent.
✓ Phone the school on the morning of your child’s absence to explain why your child is off.
✓ Provide your child with a letter explaining why they were absent on their return to school.

Article 28: Children have the right to a good quality education.
Behaviour & Anti-Bullying

Every young person in Auchinleck Academy should experience an education free from bullying behaviour.

Respect is one of Auchinleck Academy’s core values and we ensure that all pupils feel respected and included in school.

Auchinleck Academy has achieved Silver Rights Respecting School status. Article 2 of the United Nations Convention on the Rights of the Child states that children should be treated fairly and not discriminated against in any way.

The Aims

Auchinleck Academy is committed to creating an environment that:

• Considers bullying behaviour unacceptable
• Listens to the views of the young people
• supports those that have displayed and experienced bullying behaviour
• Establishes clear procedures for dealing with bullying behaviour
• Takes all incidents of bullying behaviour seriously
• Upholds our school values of achievement, respect, responsibility, teamwork and equality

What is bullying behaviour?

Bullying is hurtful or unkind behaviour which is deliberate and can be repeated. It can be carried out by an individual or a group of people towards another individual or group, where these individuals hold more power than those being bullied. It is behaviour that leaves people feeling helpless, frightened, anxious, depressed, demeaned.

Bullying behaviour can take several forms:

• Emotional-e.g. excluding, ignoring
• Physical-e.g. pushing, kicking
• Verbal-e.g. name calling, teasing
• Cyber-e.g. text messaging, social media misuse

Bullying can be:

• Homophobic-e.g. taunts about sexuality
• Racist-e.g. racial taunts, graffiti
• Gender-e.g. sexist bullying
• Appearance-e.g. teasing
• Disability-e.g. name calling
• Gender identity-e.g. transphobic bullying

Why is it important to respond to bullying behaviour?

• Bullying behaviour is never acceptable
• It is not a normal part of growing up
• No one deserves to be at the receiving end of bullying behaviour
• All involved require support
Reporting bullying
If a young person is being bullied they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school.

Who can help you?
All staff will take reports of bullying behaviour seriously. You can approach any of the following people:

- Class teacher
- Guidance teacher
- Depute Head Teacher
- Head Teacher
- Youth workers
- School nurse
- Support staff (classroom assistant, janitor, librarian etc.)
- Campus police officer

How are we trying to prevent bullying behaviour in Auchinleck Academy?

- Focus on anti-bullying during assemblies, PSE programme, whole school events
- Monitoring of playground, corridors during interval and lunchtime and before school starts
- Restorative approaches are embedded in our practice to support young people who have experience or displayed bullying behaviour

There is also support for young people and parents on the school website, under the ‘HWB for Pupils and Parents’ section.

The school’s anti-bullying policy is available on the school website: https://blogs.glowscotland.org.uk/ea/AuchinleckAcademy/

Or, by contacting the school on 01290 420617

Organisations that can help:

Respectme: www.respectme.org.uk
Childline: www.childline.org.uk 0800 1111
KIDSCAPE: www.kidscape.org.uk
Bullying online: www.bullying.co.uk
LGBT Youth Scotland: www.lgbtyouth.org.uk
DRESS CODE

As a school, we pride ourselves in setting high expectations and standards for all of our pupils. Through consultation with pupils, parents and staff we have identified our school uniform which is worn by all pupils when in school. Wearing the school uniform is extremely important in not only giving our pupils a sense of identity but also in promoting the safety and well being of all pupils. All of our pupils wear uniform, thus making it easier to identify strangers in the building and school grounds easily.

Our school uniform comprises:

- Black school blazer with Auchinleck Academy badge
- White or black blouse or shirt
- Plain Black jumper
- Auchinleck Academy school tie
- Black trousers or skirt
- Black shoes
- The following items are not part of our uniform and should not be worn by pupils:
  - Hooded jumpers or sweatshirts
  - Jeans (including black jeans)
  - Leggings
  - Tracksuit trousers
  - Shorts
  - Sports t-shirts
  - Polo shirts
SECURITY AND VISITORS

The safety and well-being of pupils and staff in Auchinleck Academy is of the utmost importance and we have therefore introduced the following security measures:

- All pupils wear school uniform. This allows us to identify strangers immediately.

- All visitors must sign in at the School Office where they are provided with a visitor’s badge.

- Security cameras have been installed at appropriate points around the school buildings and grounds to monitor activity throughout the day. Any unauthorised person or persons are therefore quickly identified.

- An adult presence is provided in playgrounds at break time. Playgrounds, car parks and school grounds are supervised in the morning before 8.50 and at intervals, lunchtimes and at 2.55/3/45 p.m. by Janitorial Staff and by the Senior Management Team. This ensures that pupils are safe whether at leisure within the grounds or when entering or leaving school buses.

HOMEWORK and STUDY

An on-line system for issuing homework is now in use across the school. Teachers enter homework details and due dates on the Show My Homework website. Pupils and parents have login details. Homework set and deadlines can be viewed and there is also the option to contact teachers regarding homework. There is also a Show My Homework App that can be downloaded to hone/tablets.

School Canteen Facilities

Payment for school meals must be made online. This can be done using a very secure website called ParentPay or in cash at local stores where you see the PayPoint logo. Parents will have a secure online account, activated using a unique activation username and password issued by the school. ParentPay holds an electronic record of all payments and account balance which parents can view at any time.

There is one dining hall situated on the first floor. There is also a kiosk located in the playground next to the Music doors. Drinks and snacks are available every interval from On-Site Services. There is also an area for pupils who bring packed lunches on the second floor. School lunches, sandwiches, snacks, etc are available in the dining halls from 12.35 p.m.
# SECTION 4

## The Curriculum

### S1 and S2

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<tr>
<td>Pupils will begin working at Level 3 although some will continue to work at Level 2.</td>
<td>English and Literacy</td>
<td>Modern Languages</td>
<td>Social Subjects</td>
<td>Expressive Arts</td>
<td>Maths</td>
<td>Science</td>
<td>Technologies</td>
<td>Health and Wellbeing</td>
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<td>Pupils will follow a common course in English and Literacy</td>
<td>Pupils will experience 2 or 3 Languages</td>
<td>Pupils will experience a common Social Subjects course covering History, Modern Studies, Geography and RME</td>
<td>Pupils will experience Music and Art in specialist classes. Drama experiences will be included</td>
<td>Pupils will follow pathways at different levels to suit their abilities</td>
<td>Pupils will follow a common Science course</td>
<td>Pupils will experience Administration, Computing and Technical in specialist classes</td>
<td>Pupils will complete a Personal Development Programme, participate in PE and in Home Economics</td>
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<tr>
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<td>Modern Languages</td>
<td>Social Subjects</td>
<td>Expressive Arts</td>
<td>Maths</td>
<td>Science</td>
<td>Technologies</td>
<td>Health and Wellbeing</td>
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**Responsibilities of All - Literacy, Numeracy and Health and Wellbeing**

**Learning Across the Curriculum**
Many young people will progress on to working at level 4 in discrete subjects within curricular areas. Some young people will continue to work at level 3.

### Modern Languages
- Pupils will follow pathways at different levels to suit their abilities
- Pupils will choose to specialise in one Language:
  - French
  - Spanish
  - German

### Social Subjects
- Pupils will study 1 period RME and choose one SS:
  - Geography
  - History
  - Modern Studies

### Maths
- Pupils will follow pathways at different levels to suit their abilities

### Science
- Pupils choose a discrete or common Science course
  - Biology
  - Chemistry
  - Physics
  - Science

### Health and Wellbeing
- Pupils will complete a Personal Development Programme and participate in PE

### Responsibilities of All - Literacy, Numeracy and Health and Wellbeing

### Learning Across the Curriculum
### S4 Pathways

#### S4 – Vocational Pathway

| Level | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| English | Level 3, 4 or 5 Scottish Studies | Maths | Level 3, 4 or 5 Applications of Maths | Choice 1 | Pupils will continue with subjects studied in S3 | Choice 2 | Pupils will continue with subjects studied in S3 | Choice 3 | College | Choice 4 | Barista | Choice 5 | Cust-Care | Choice 6 | Wood | Choice 7 | Childcare | Health and Wellbeing |
|       |                             |       |                              |               |               |               |               |       |               |               |               |       |               |       |       |               | PSE (Employability) 1 |
|       |                             |       |                              |               |               |               |               |       |               |               |               |       |               |       |       |               | PE 2 |
|       |                             |       |                              |               |               |               |               |       |               |               |               |       |               |       |       |               | RME/YPI 0.5 |
|       |                             |       |                              |               |               |               |               |       |               |               |               |       |               |       |       |               | Work Experience 0.5 |

#### S4 – N4–N5 Pathway

| Level | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| English | Level 3, 4 or 5 Scottish Studies | Maths | Level 3, 4 or 5 Applications of Maths | Choice 1 | Pupils will continue with subjects studied in S3 | Choice 2 | Pupils will continue with subjects studied in S3 | Choice 3 | College | Choice 4 | Barista | Choice 5 | Cust-Care | Choice 6 | Wood | Choice 7 | Childcare | Health and Wellbeing |
|       |                             |       |                              |               |               |               |               |       |               |               |               |       |               |       |       |               | PSE (Employability) 1 |
|       |                             |       |                              |               |               |               |               |       |               |               |               |       |               |       |       |               | PE 2 |
|       |                             |       |                              |               |               |               |               |       |               |               |               |       |               |       |       |               | RME/YPI 1 |

**Notes:**
- Most pupils will work at Level 4 or Level 5, although a small number will work at Level 3.
- English and Maths will be offered at Level 4 or Level 5.
- Applications of Maths will be offered at Level 3, 4 or 5.
- Choice 1: Pupils will continue with subjects studied in S3
- Choice 2: Pupils will continue with subjects studied in S3
- Choice 3: College
- Choice 4: Barista, Bikes, Nail Bar
- Choice 5: Cust-Care, Digital Literacy, ASDAN
- Choice 6: Wood, Metal, Bus/Ent, Creative Indus
- Choice 7: Childcare, Construction, Sport Leader, PT Achieve

**Health and Wellbeing:**
- PSE (Employability) 1
- PE 2
- RME/YPI 0.5
- Work Experience 0.5
### S5/6 Pathways

| Level | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| **S5/6 – Vocational Pathway** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **English** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 3, 4 or 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Scottish Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Maths** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 3, 4 or 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Applications of Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Personal Finance/Numeracy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Employability Programme** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Work Experience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Personal Development | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Choice 1** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 4/5 College Course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Choice 2** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils choose from a range of Level 3 or 4 Courses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| or Foundation Apprentice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Choice 3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils choose from a range of Level 3 or 4 Courses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Choice 4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils choose from a range of Level 3 or 4 Courses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Choice 3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Business Enterprise Course linked to: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bike Project | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Barista | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nail Bar | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **S5/6 – N5, H and AH Pathway** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **English** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N5 or H English | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Maths** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N5 or H Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Choice 1** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils choose from a range of N5 and H subjects. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Choice 2** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils choose from a range of N5 and H subjects. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Choice 3 – S5 Only** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils choose from a range of N5 and H subjects. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **HWB** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HWB | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PSE 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EMP 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**Notes:**
- **PLP Period – 10 minutes daily**
- HWB
- PSE 1
- Mentor 1
SECTION 5
SQA Results – Insight Analysis

- 70.27% for 2017-18 school leavers
- This is a 1.25% decrease from previous year
- Above virtual comparator
- Above East Ayrshire
- Above national

- 89.86% for 2017-18 school leavers
- This is a 5.9% decrease from previous year
- Below virtual comparator for past 5 years
- Below East Ayrshire for past 5 years
- Below national
### Breadth & Depth – All Leavers

**Auchinleck Academy**

<table>
<thead>
<tr>
<th>Awards</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<th>Level 7</th>
<th>Number in Cohort</th>
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<td>99.32%</td>
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<td>90.54%</td>
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**Virtual Comparator**

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<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Number in Cohort</th>
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SECTION 6

Raising Attainment & Achievement

- Rigorous results analysis at tracking periods to identify patterns of underachievement across pupils and the school.
- Review, evaluation and further development of S5 mentoring programme.
- Introduction of S4/5/6 target programme.
- Implementation of S3 exam diet and SNSA assessments. All departments are tracking pupil progress through the BGE using new numeric system.
- EAC Moderation framework produced to support schools
- Pupils are recording wider achievements in PLP
- S3 pupils will add achievements to their profile
- A large number of pupils have been awarded colours, this is recorded and monitored
- All departments are now aware of the Careers Education Standard and using to plan curriculum developments
- All staff trained on the MYWOW website
- MYWOW ambassadors in place and supporting staff and parents
- Learning rounds have been successfully introduced over 2 sessions. Learning rounds are currently being evaluated and changes being made to the format and paperwork. Many examples of good practice have been identified as a result of the learning rounds. In-service days have been identified as the best way to share good practice. Staff have found learning rounds beneficial and are happy for these observations to replace the health check observations.

Learning audits have been made more user friendly with streamlining the QI’s where possible, feedback has been given to staff on strengths and development needs. Staff have been able to put forward their ideas for the identified development needs and contribute to future planning.
Learning, Teaching & Assessment

- All PLP programmes have been reviewed and updated to reflect whole school values and priorities such as RightsRespecting School, Health and Wellbeing, and Improving Attendance
- Increased focus on wellbeing and pastoral issues in PLP means that all PLP Tutors have first line guidance role.
- PLPs were highlighted as a key strength during the recent Silver RRSA assessment due to the rights related content and the opportunities within the PLPs for pupils to manage their learning and express their views.
- Enhanced Transition Programme has been introduced for young people with the most complex needs.
- S1 Leadership Day.
- S2 Outdoor Learning Day.
- S1 and S3 Arran Activity Weekend.
- Outdoor Learning Month.
- Increased number of pupils completing Duke of Edinburgh's Award.
- Involvement with Field Studies Outdoor Learning Research Project.
- Robust online safety course delivered to all via S2 ICT and PSE
- School App implemented and ready to be shared with the school community
- Digital champions involved with the delivery of ICT to feeder primaries
- PT attended RME CoP meeting and shared good practice, developing links. Link with Samia Carmichael at Cumnock Academy has just been established.
- Time for reflection calendar now in place. A variety of issues are covered to ensure moral and religious aspects are prominent. One minister has been involved in the delivery of this.
- S6 pupils have lead most of the Time for Reflection assemblies as a leadership opportunity.
- Local authority has published a guidance note to be included in handbook.
- Courses have been revamped and replaced to include much more active learning, link in with Rights Respecting School, Outdoor learning and increase engagement in the subject. YPI has now been moved to S3.
Ensuring Wellbeing, Equity & Inclusion

- All Action Plans have now been transferred to the Wellbeing Application
- Staff have been shown how to use the Application and are contributing to annual wellbeing assessments for all pupils with ASN.
- A new Support Department has been created to bring together the strengths of the Guidance and Support for Learning Teams, support inclusion and ensure that all pupils have access to the same level of support regardless of their needs.
- Achievement of Silver Rights Respecting School award
- Implementation of Rights Respecting Classroom Charter
- Relationship Framework revised and updated to include greater emphasis on children’s rights
- Interdisciplinary Project on Children’s Rights introduced into S1 curriculum
- Opportunities for learning about rights exist in most subjects
- Introduction of school app to increase communication between home and school.
- Small group of vulnerable S3 pupils have attended a Nurture group this session instead of French led by Yipworld and Vibrant Communities.
- A whole school Nurture Implementation group has been set up. The staff involved have been trained in Brain Development and Attachment theory.
- An Autism friendly Nurture room is now established as part of the Support Department.
- All staff have been trained in Restorative Approaches in both Auchinleck and Cumnock Academies.
- Appointment of Community Link worker who is providing in school support to 40 – 50 pupils
- Establishment of Inclusion Hub, successes outlined in Hub Improvement plan
- All staff and pupils agreed a new policy where pupils can go to the toilet on request
- Sick room policy is fit for purpose

Assessment and Reporting

Three tracking reports will be issued across the session at agreed times for S2- S6 year groups and twice a year for S1. Each report will include information regarding your child’s behaviour, effort and homework as well as their current working level. One of the reports will include teacher comments to describe the next steps in learning for each subject. In addition, a Parents Evening will be held annually for each year group to discuss your child’s progress in further detail.