

BRIDGE OF DON ACADEMY



PROSPECTUS 2012



Welcome to Bridge of Don Academy

The school prospectus is designed to provide pupils and parents with information which is not only useful, but essential in ensuring the success and smooth operation of the school.

Although its aim is to be as informative as possible, you may still have a number of questions or issues you wish to discuss. In such instances, do not hesitate to contact the school office staff who will make sure you are put in contact with the most appropriate person to deal with your request.

If you are new to the area, or are planning to move to the area in the near future, you may also wish to visit the school where you will meet some of the staff and pupils as they work within the building. Visiting during the school day will let you get a feel for the school and the positive ethos which previous visitors have noted.

Alternatively, our school website provides further information and updates to any changes that have arisen since this version of the prospectus was published.

Jack Harland
Head Teacher



Head Girl Kelsey Collins and Head Boy Mark Leith

General Information

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The School

Bridge of Don Academy is a six-year comprehensive school and Community Education Centre. The school roll is currently 700.

The school campus is shared with a neighbouring primary, Braehead School, which is a brand new school. Also on the campus is St Columba's Church of Scotland and Roman Catholic Church. The school is on an elevated site with extensive views over Aberdeen and the North Sea. The school's playing fields and Westfield Park are adjacent to the campus. School facilities include a 25 metre swimming pool and a drama studio.

The school is well regarded by its community and local families are very proud of it. The school community includes Bridge of Don and the villages to the north such as Balmedie. Pupils from these villages have been taken to this school by bus since 1972. Some of our current country pupils have grandparents who were educated here.

On 4 March 2008, Her Majesty's Inspectors of Education (HMIe) published their follow-through report. Progress was described as good in improving learning and attainment in S1/S2 and S3/S4. Progress was described as very good in:

- Meeting pupils' needs and giving them feedback.
- Procedures to consult with parents and to support parents' involvement in their children's learning.
- Approaches to self-evaluation, including the monitoring of learning and teaching.

In December 2009, HMIe visited the school again to evaluate the quality of our current curriculum and our plans for Curriculum for Excellence, the new curriculum for S1 pupils who joined the school in August 2010 and those following them. Our current curriculum was described as "sound and well organised", providing pupils with "a broad range of NQ courses and wider skills for work". In terms of the new curriculum, the school was praised for its plans which "are rigorous and have been given a great deal of thought". The HMIe report noted that "the coordination of the planned changes is impressive". In terms of the current curriculum, the report notes "there is a great deal of achievement in the school, with young people performing to the highest level in many areas. Personal and social achievements are developed well and there are many examples of young people developing a broad range of skills".

The school's energetic and talented staff have excellent relationships with pupils, parents and the local community. We have an active and supportive Parent Council and would welcome new members. There are strong links with local companies, with a number of them making a significant impact on the curriculum. The school is at present working to expand these links as part of a drive to make pupils' education even more relevant to the contemporary workplace.

The school has been allocated substantial funding by Aberdeen City Council to upgrade accommodation. This has allowed us to provide outside seating and upgrade the PE changing rooms. Another improvement is an additional computer room with 30 workstations and much high specification technology. In addition to these improvements, the school's flat roofs were replaced last year. A new alarm system with sophisticated smoke and heat detectors has been installed and there have been major safety improvements to the rear car park. This last improvement will make boarding school buses much safer. Many classrooms had their ceilings and lighting replaced last October. Our MICAS Base (for pupils on the autistic spectrum) has been enlarged and upgraded. Finally, the school's swimming pool had a major upgrade in the summer of 2011. All this represents considerable investment in Bridge of Don Academy.

In addition to the above improvements, the school has been given access to the Alex Collie Sports Centre across the playing fields. On the days it is closed to the public, our PE classes use its excellent facilities.



The new changing facilities.

Our Values and Aims

OUR VALUES

They have been nicknamed the "BODA Bs".

Achieving more together

- Be honest
- Be respectful
- Be caring
- Be your best



OUR AIMS

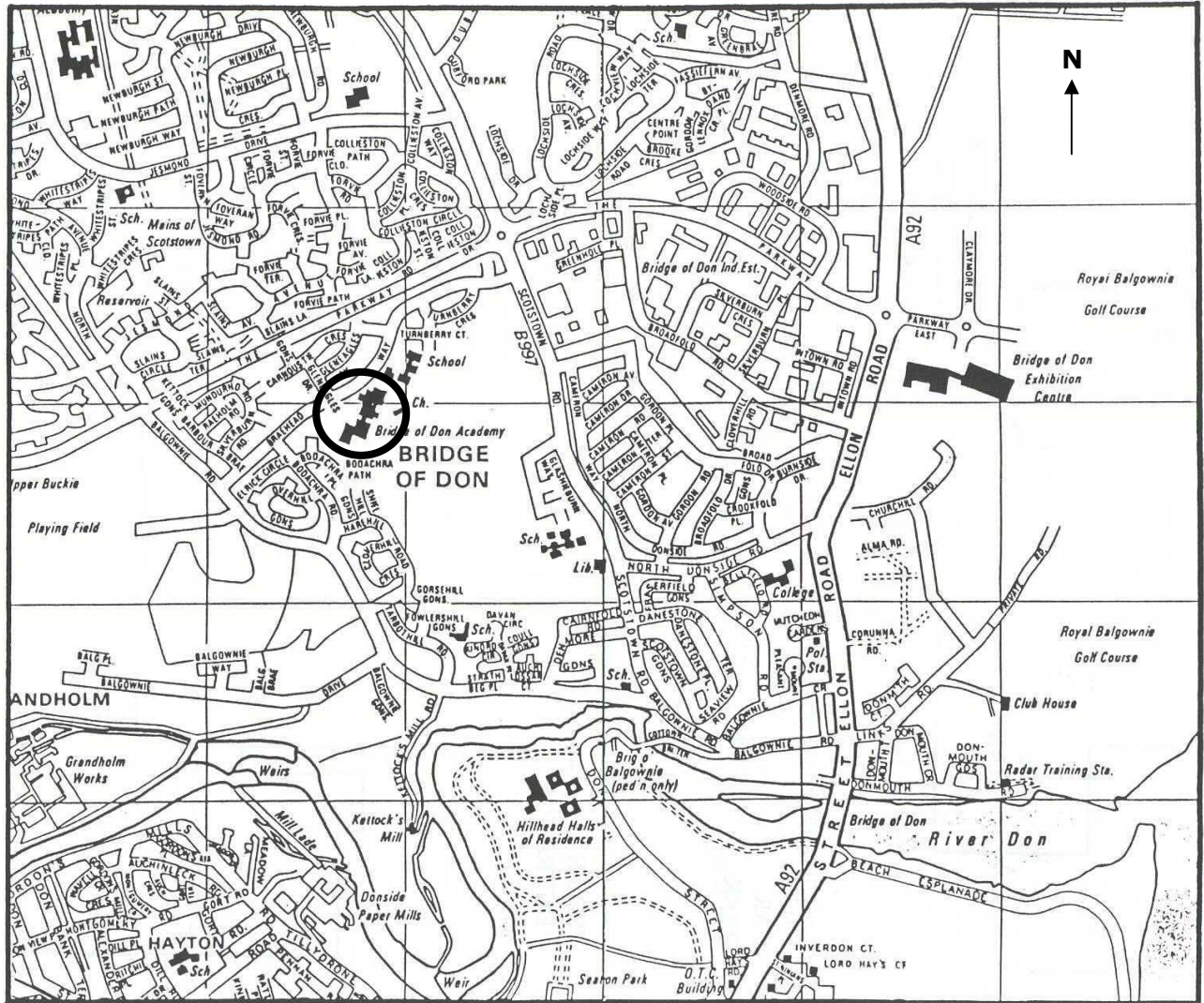
All of our young people become:

- Confident individuals
- Responsible citizens
- Effective contributors
- Successful learners



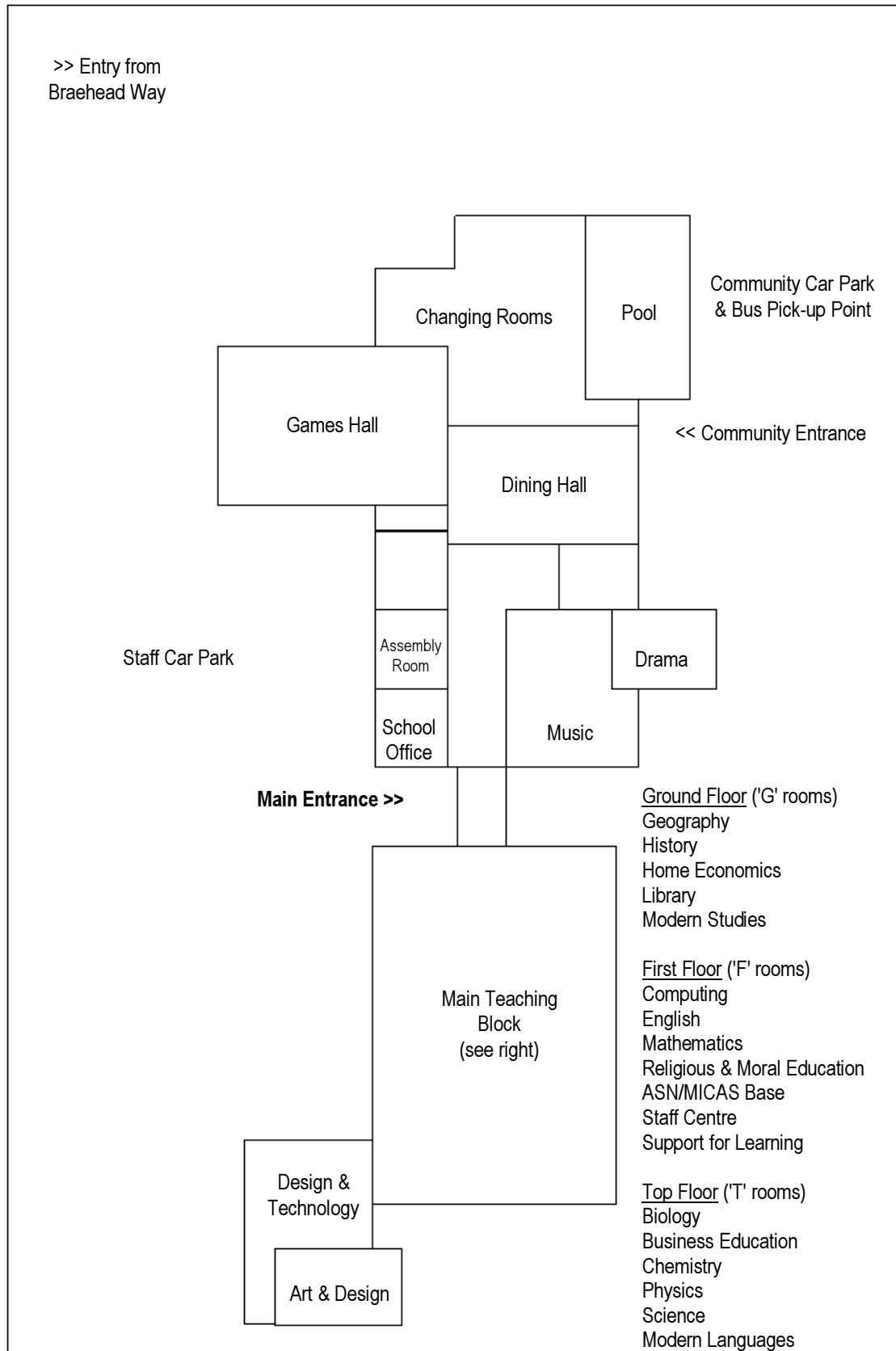
Primary 7 Pupils from Scotstown Primary during their one day visit.

Location



© Bartholomew. Reproduced with permission of Ordnance Survey.

Plan of Bridge of Don Academy



The Pupils

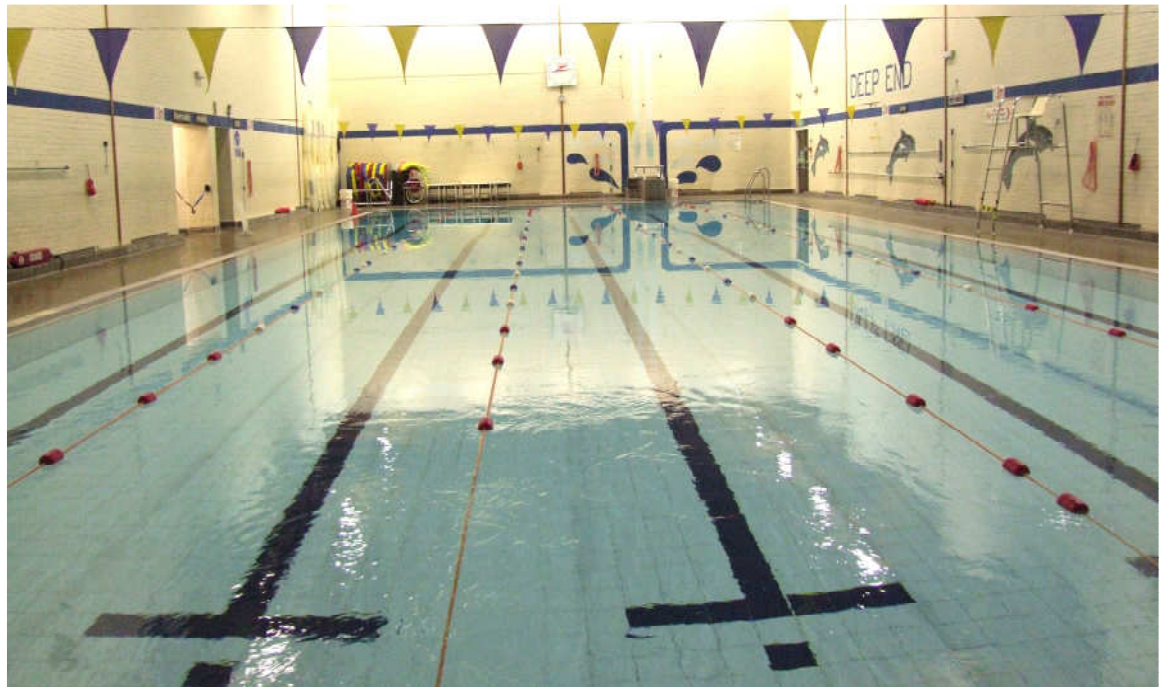
Pupils come to Bridge of Don Academy from Balmedie, Braehead and Scotstown Primary Schools, although a number of our pupils live outwith the catchment area. School buses transport pupils from Balmedie, Potterton and outlying areas. Free transport is provided for pupils who live within the catchment area but are over three miles from the school.



Balmedie Primary pupils during their one day visit.

The Community Centre

Bridge of Don Academy is a Community School. Many community groups make use of the school building during the school day and in the evening. Examples include a Youth Club, 50+ Club, Computing classes, Swimming Clubs, Badminton Clubs, Aerobics groups and Dance groups.



The school swimming pool.

The School Day

Monday and Tuesday

Period	Start	Finish	Duration
Registration	0839	0845	6 minutes
1	0845	0945	60 minutes
2	0945	1045	60 minutes
Interval	1045	1105	
3	1105	1205	60 minutes
4	1205	1305	60 minutes
Lunch	1305	1355	
5	1355	1455	60 minutes
6	1455	1555	60 minutes
Total			366 minutes

Wednesday, Thursday and Friday

Period	Start	Finish	Duration
Registration	0839	0845	6 minutes
1	0845	0945	60 minutes
2	0945	1045	60 minutes
Interval	1045	1105	
3	1105	1205	60 minutes
4	1205	1305	60 minutes
Lunch	1305	1355	
5	1355	1455	60 minutes
Total			306 minutes
Week			1650 minutes

Accord Card

All pupils are given an Accord card which is required for the purchase of food and drink within the school. Cash can be inserted into the electronic deposit boxes and then credited onto a pupil's card.

The Accord card also entitles the pupil to free Young Scot membership until their 19th birthday. Young Scot is a charitable organisation set up to give young people access to information to enable them to make informed choices, and participate in the community. Young Scot membership also entitles the cardholder to local, national and European discounts. Pupils will be given a Young Scot pack which lists the discounts available to them. These include entertainment, culture, clothes and beauty stores, restaurants, insurance and national and international travel. For more details please see: www.youngscot.org.



Accord cardholders may also add public library membership to their card. In addition Aberdeen City Council will shortly be adding Accord functionality to sports centres so that sports passes may be purchased and added to the Accord card. (All services added to the Accord card are subject to the terms and conditions of that service, including cost and entitlement). For further details please see www.accordaberdeen.co.uk.



School Uniform

Following consultation with pupils, parents and staff, a new school uniform was introduced to Bridge of Don Academy in 2008.

Almost all pupils, parents and staff strongly support the wearing of school uniform for a number of reasons:



- It helps to promote a sense of identity with the school.
- It reduces competitive peer dressing and expensive fashion dressing
- The wearing of uniform creates a working atmosphere which supports pupils' learning.
- The school badge, incorporated into items of uniform, enables the easy identification of pupils and therefore assists the operation of school security measures.

Visiting parents, members of the public and staff working in other establishments have praised the school for its standard of dress and courteousness of the pupils.



The new school uniform is detailed on the following page. All items can be purchased from the school.



In addition, there have been incidents in other schools where pupils wearing items such as eyebrow studs or bolts have suffered serious injury as a result to the wearer from general movement in and around the school and during physical activity. Subsequently, on the grounds of Health and Safety, **pupils should not come to school with any form of body piercing on their face, or other parts of their body**, which could pose a risk to themselves and to others. Pupils will be asked to remove such items and be given a letter home to remind parents of the risks to themselves and to others.

Pupils going out on visits or representing the school in any way will be expected to wear school uniform.

Parents of pupils have been overwhelmingly supportive of the school's dress code and we urge you to help us in seeing that our pupils continue to come to school smartly turned out in school uniform. Pupils who do not represent the school during the school day will not be allowed to represent the school on out of school conferences, exhibitions or extra-curricular excursions, including trips abroad during Activities Week.



A uniform check is carried out each morning by register teachers. Pupils not wearing school uniform will be sent to Senior Management. They will be logged and may be asked to wear a school sweatshirt from a stock held in school.

If any parent requires financial support to purchase uniform items, an Aberdeen City Council form can be collected from the school office.

	S1-4		Senior School	
	Boys	Girls	Boys	Girls
Shirts, blouses, and sweaters	<ul style="list-style-type: none"> ✓ White shirt with school tie ✓ White polo shirt with school badge ✓ Black sweatshirt with school badge ✓ Black 'V' neck sweater with school badge ✓ Black tank top with school badge 	<ul style="list-style-type: none"> ✓ White blouse with school tie ✓ White fitted polo shirt with school badge ✓ Black fitted 'V' neck sweater with school badge. ✓ Black fitted zipper front top with school badge ✓ Black tank top with school badge 	<ul style="list-style-type: none"> ✓ Black or white shirt with red senior school tie ✓ Black or red 'V' neck sweater with badge. 	<ul style="list-style-type: none"> ✓ Black or white blouse with red senior school tie ✓ Black or red fitted 'V' neck sweater with school badge. ✓ Black fitted zipper front top with school badge
	<ul style="list-style-type: none"> * Shirts should be plain with no patterns * Shirts and polo shirts should not be covered by non-uniform items 	<ul style="list-style-type: none"> * Blouses should be plain with no patterns * Blouses and polo shirts should not be covered by non-uniform items 	<ul style="list-style-type: none"> * Shirts should be plain with no patterns * Shirts and polo shirts should not be covered by non-uniform items 	<ul style="list-style-type: none"> * Blouses should be plain with no patterns * Blouses should not be covered by non-uniform items
Trousers and skirts	<ul style="list-style-type: none"> ✓ Smart black trousers 	<ul style="list-style-type: none"> ✓ Smart black trousers ✓ Black skirts, just above knee length 	<ul style="list-style-type: none"> ✓ Smart black trousers 	<ul style="list-style-type: none"> ✓ Smart black trousers ✓ Black skirts, just above knee length
	<ul style="list-style-type: none"> * No jeans * No combat trousers 	<ul style="list-style-type: none"> * No jeans * No combat trousers * No big fashion belts 	<ul style="list-style-type: none"> * No jeans * No combat trousers 	<ul style="list-style-type: none"> * No jeans * No combat trousers * No big fashion belts
Shoes	<ul style="list-style-type: none"> ✓ Plain black shoes (no markings) ✓ Hybrid trainer shoes in Black leather (no coloured markings) 	<ul style="list-style-type: none"> ✓ Plain black shoes (no markings) ✓ Black boots but worn under trousers 	<ul style="list-style-type: none"> ✓ Plain black shoes (no markings) ✓ Hybrid trainer shoes in Black leather (no coloured markings) 	<ul style="list-style-type: none"> ✓ Plain black shoes (no markings) ✓ Black boots but worn under trousers
	<ul style="list-style-type: none"> * No trainers 	<ul style="list-style-type: none"> * No trainers * Boots must be worn under the trousers 	<ul style="list-style-type: none"> * No trainers 	<ul style="list-style-type: none"> * No trainers * Boots must be worn under the trousers
<p><i>New tie for S1-4</i></p> <ul style="list-style-type: none"> ✓ Longer in length ✓ Black background ✓ Updated badge ✓ To replace navy tie when stocks are depleted. 				



Pupil Welfare

Guidance

Pupil Motivation

Awards Ceremony and Rewards System

House System

Buddies

Peer Support

Dealing With Problems/Needing Help

Child Protection

Development of Spiritual, Moral, Social and Cultural Values

School Dining Facilities

Valuables

Insurance

First Aid

School Health Team

Guidance

Our Guidance team currently consists of four members of staff:

Mrs D McWilliam – Depute Head Teacher
Miss K Cromar – Head of House
Mrs J Napier – Head of House
Mr R Paterson - Head of House

Pupils and parents should not hesitate to contact their Head of House if a problem occurs.

Pupils attend a 6 minute Registration Period at the start of each day. In general pupils will have the same registration teacher throughout their time at Bridge of Don Academy. Details of medical appointments or other absences should be submitted to the pupil's Register Teacher, who will update the Register accordingly.

Pupil Support Faculty

Our Principal Teacher of Pupil Support Faculty is responsible for the ASN (Additional Support Needs), Behaviour and MICAS teams.

Any child extracted from mainstream classes receiving support in ASN, Behaviour or MICAS will be following an Individual Educational Programme (IEP). They are used to identify suitable targets in the areas of Numeracy, Language and Communication and Personal & Social Development. These targets are then used to create appropriate programmes of work to empower the pupils to succeed.

ASN Base

Aberdeen City Council ASN Admission's Panel considers applications for ASN bases in the City.

The pupils in the ASN base are supported in their mainstream classes by SFL staff and are withdrawn, for a range of reasons, from some of their mainstream classes in order to attend the base.

Once the timetables have been personalised (ie split timetable between mainstream and the base), the pupils receive additional support with their homework, support in certain areas of the curriculum and support in individual, basic skills.



The ethos of the department is to encourage self-esteem, social competence and independence while enabling pupils to be full members of the school community. The ASN department works very closely with parents, staff, pupils, school Educational Psychologist and outside agencies to ensure the needs of each individual are met.

Behaviour Support

The Behaviour Support Team supports pupils who are experiencing difficulties coping within mainstream education. These difficulties may be social, emotional or behavioural in nature and may present in the form of poor peer relationships, conflicts with teachers, persistent disruption or non-attendance. The support aims to intervene in as early and as minimal a way as is necessary in order to enable pupils to benefit more fully from the mainstream setting.

MICAS Base (Mainstream Inclusion for Children on the Autistic Syndrome)

The MICAS base has provision for 11 pupils. Pupils follow a flexible timetable shared between mainstream classes and the MICAS Base. Pupils are supported in most mainstream classes. The curriculum in the MICAS Base is tailored to suit the individual pupils. Staff, parents and pupils can access support from the Autism Outreach Team.



Pupil Motivation

A Staff Working Group established seven years ago, has devised school strategies to encourage pupils to raise standards, increase involvement in school activities and give service to others.

The outcome of the Group's work is illustrated by three major developments - the creation of a House System, the provision of Peer Helping in which Senior Pupils help their junior colleagues and a Rewards System. More details are given of each below.

Awards Ceremony and Rewards System

A rewards system, which seeks to recognise and reward good behaviour, effort and good citizenship, is currently being operated in school. Pupils who meet the criteria will have their achievements recognised in a number of ways.

Staff are asked to note whether or not pupils have met the school code during a lesson. These totals are then collated with a Pupil Motivation ceremony held in school at the end of each term to celebrate their achievements.

Praise Awards are also issued to pupils (see Appendix 3), which let the pupils see that their efforts and achievements have been recognised. Such recognition could be for a particularly good piece of work, an improvement in attitude, representing the school in a positive light.

The highlight of the school year is the annual Bridge of Don Academy Awards Ceremony which is held in the Beach Ballroom at the end of each session, to reward the success and achievement of pupils at Bridge of Don Academy. The event involves the performances by the school orchestra and is attended by parents and other specially invited guests.



We believe that a rewards system will motivate pupils to do well, influence their behaviour and raise their self-esteem. It should encourage pupils of all abilities to feel good about themselves because their achievements are being recognised. Recognising pupil achievement has been proved to play an important role in raising standards and in creating a positive climate where effective learning and teaching can take place.

House System

The three Houses are based upon the guidance groups.

The aims of the House System are:

- i) To provide pupils with a sense of belonging to a group
- ii) To involve pupils in healthy competition
- iii) To give pupils the opportunity to take on responsibility and leadership roles
- iv) To develop among pupils a philosophy of mutual support
- v) To provide a vehicle for representing pupils' views
- vi) To involve all staff with the pupil groups



House points can be achieved by pupil participation in activities such as quiz evenings, extra curricular music groups and sports tournaments. In sponsored events each House is linked to a charity (or other causes) of its choice.



House notice board.

Buddies

Buddies is a peer support scheme which consists of S5/S6 volunteers. The main objective of Buddies is to encourage younger pupils to respond in a positive manner to each other, thus contributing to the positive ethos of the school. Buddies are positive role models and are not necessarily prefects. Buddies wear purple badges and are known to younger pupils through introductions in Assembly/class contact. Training is provided by Mrs Napier and the school has links with Childline who supplement the training programme.

There are various ways Buddies become involved with younger pupils, which may include:



- Attending an S1 Registration once a week
- To complete a duty in the library, playing games/offering help with homework
- Providing support as a one-to-one buddy
- In the canteen/school grounds
- Attending a junior class.

Peer Support

This involves senior pupils in the school volunteering to take on the role of a Peer Helper. The tasks they may be involved in include:

- i) helping first year pupils to settle into the Academy by acting as guides
- ii) helping first and second year pupils with learning by supporting them in their classes
- iii) reaching out to support troubled or lonely pupils by acting as a buddy to them.

To facilitate this senior pupils go through a training programme which involves work on effective communication, developing listening skills and looking at decision making.

Senior pupils also receive training in Paired Reading which is a technique used by more competent readers to help less skilled readers improve.

As the name implies, readers sit in a pair in a quiet situation and take turns to read from a book chosen by the pupil who wishes to improve. The helper is known as the tutor. Each session lasts about 10-15 minutes and ideally should take place twice weekly for a set number of weeks.

Dealing With Problems/Needing Help

Sometimes in school pupils can feel unsure or confused. Help is always on hand. Pupils' Guidance, Register Teachers and School Nurse are a first line of support and assistance, but there are lots of other people to turn to for help: any of the teachers, janitors, office and dining hall staff and senior pupil prefects will do their best to assist and bring help to a pupil in difficulties.

Staff are always available in the dining hall at intervals and lunchtime and the school office is always open to pupils during school hours.

Child Protection

Given ongoing concern on the subject of child abuse, and changes in the law, schools are now required to report if there is a suggestion that any child has come to harm as a consequence of possible abuse.

Each school now has a named senior member of staff appointed to be responsible for Child Protection matters.

In our school, that person is Mrs D McWilliam, Depute Head Teacher.

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

As a school, we have good contacts with medical officers, social workers and the police – any or all of whom may become involved if abuse is suspected.

Development Of Spiritual, Moral, Social And Cultural Values

Certain aspects of moral, social and cultural issues are dealt with at various stages across the whole range of subject departments.

Personal and Social Education

All pupils in S1 to S6 follow a specific programme of Personal and Social Education which is taught by Guidance Staff. This programme is seen as a life-skills course which encourages pupils to develop their awareness and understanding of a wide range of life situations, and the relevant skills and strategies for responsible decision-making. It is designed to help pupils examine, explore, clarify and, where appropriate, modify their personal values.

The following themes run like strands through the entire PSE programme.

- i) The development of increased self-esteem and self confidence.
- ii) The development of self-awareness and the skills of self-assessment.
- iii) The importance of developing effective personal relationships and communication.
- iv) The development of skills for creating and using opportunities (eg skills for sound, effective learning, developing a sense of personal responsibility, identifying opportunities to become involved in activities which contribute to the community).
- v) The development of skills for sound decision-making (eg in respect of healthy living and career choice).
- vi) The development of an awareness of and skills for independence and interdependence. (This includes learning to take personal responsibility for their own learning, and increasing their awareness of both rights and responsibilities).

As an example of the pattern of one session's programme below are details of the PSE syllabus for S1.

- i) My New School
- ii) Friendships
- iii) Positive Behaviour
- iv) Sexual Health
- v) Drugs Education
- vi) Responsible Citizenship



Grampian Police and Bridge of Don driving instructors provide a young driver awareness course.



Our Young Driver Awareness Course.

Religious, Moral and Philosophical Studies

A programme of Religious, Moral and Philosophical Studies is provided for all pupils in S1 to S4 and there is one full-time member of staff in the department with other staff teaching some junior classes.



The aim of Religious, Moral and Philosophical Studies is not to convert pupils to a particular belief. What we endeavour to do are the following:

- i) To provide pupils with a basic knowledge and understanding of Christianity and other religions represented in the UK. We encourage respect and acceptance of the beliefs and practices of all religious and non-religious people.
- ii) To provide pupils with the philosophical skills necessary to explore the important questions relating to existence, knowledge and moral behaviour.
- iii) To encourage pupils to become aware of their own beliefs and values and to explore their reasons for holding these.

By reflecting on personal and social issues relating to religious and moral values, pupils are assisted in their own personal development and awareness of the spiritual dimension of life.

School Chaplain

Our School Chaplain is the Rev Louis Kinsey, Minister of St Columba's Parish Church, Bridge of Don. Rev Kinsey is invited in to visit classes as part of their RE programme, to discuss and explore with them issues which are relevant to the topics being studied. We are grateful to Rev Kinsey for giving so freely of his time as well as for the keen interest he has in the well-being of the school.

Tom Webster, Youth Worker at St Columba's Church, also plays an active role in the school, with an upbeat moral message aimed at encouraging youngsters to think about their role in society and their attitudes towards others. Tom plays a leading role in the school's popular Scripture Union group.

School Dining Hall

The (Health Promotion and Nutrition)(Scotland) Act 2007) sets down strict guidelines to the types of food and drinks that can be for sale in school and it sets nutritional standards for school meals, thereby providing healthy options. The dining hall is open to provide breakfasts from 8.20 am and drinks and snacks at the morning interval. *Pupils are not permitted to leave the school during morning interval.*

School lunches are provided each day by a cafeteria and sandwich bar in the dining hall and pupils are encouraged to use the facilities due to the nutritional standard of the food provided. *No hot food is permitted to be brought into the school from outside providers.*

Pupils who are entitled to a free school lunch should contact the school office at the start of term. Free school meals will automatically be stored on a pupil's Accord Card, thereby making the procedure for the purchase of a free school meal the same as paying for any other.



Due to the importance of drinking water to prevent the body from dehydrating, free water is available from the dining hall when food is being served and water is also available for sale from the vending machine. Pupils are encouraged to bring tap water from home in clear bottles to drink throughout the school day.

Valuables

Normally valuables should not be brought to school. Pupils must accept responsibility for safeguarding their own possessions. Teachers and the office staff will take valuables for safekeeping if necessary. The school will not be held responsible for loss or damage of valuables which pupils have not submitted to their teacher for safe keeping. Lockers are available for pupils to rent, but are offered on the basis of seniority within the school. There *are* a small number of S1 pupils who currently own a locker. We have recently fitted extra lockers in the school and these are available for pupils to rent on a first come, first served basis.



Insurance

No insurance cover is held by Aberdeen City Council to provide automatic compensation in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeen City Council does hold third party liability insurance which indemnifies the Council for claims from third parties (eg parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council.

First Aid

All of our Pupil Support Assistants have been trained as First-Aiders. Pupils who are ill in school should report to the School Office for assistance.

School staff are not permitted to dispense non-prescribed medication of any kind. Staff may dispense prescribed medication to a pupil after making a written agreement with parents. The participation of staff in this arrangement is voluntary.



School Health Team

The School Health Team includes the School Nurse and School Doctor who work in close liaison with School Staff and other health professionals to help children/young people to be healthy as possible so that they may gain most benefit from their education.

This includes:

- Identifying health needs
- Raise awareness of health needs
- Empower children and young people to adopt healthy lifestyles
- Co-ordinate care plans and advice for children with special needs
- Advocacy on behalf of children/young people
- Carry out immunisation programmes as per School Health Services

The School Nurse and Doctor would be happy to discuss any concerns a parent might have about their child's health and its effect on education or social life.

The School Nurse is based at Bridge of Don Academy and can be contacted through the school office.

School Rules And Procedures

Attendance

Illness

Lateness

Going Out Of School

Emergency Procedures

School Rules

Code for Physical Education

Discipline

Anti-Bullying Policy

Homework Policy

Personal Information

Storm Procedures

Special Accommodation Arrangements

School Information Line

Groupcall

Payments towards materials for practical subjects

Attendance

A school year normally consists of 380 attendances, each day being considered as two attendances, one morning and one afternoon session.

Sometimes problems arise concerning a pupil's attendance at school and, in such cases, we welcome the opportunity to discuss the situation with any parent.

The school uses Groupcall to notify parents if their child is absent from school that day. If your child is going to be absent through illness or other reason, please contact the school office by 9.00 am. This procedure will ensure you do not receive a message via the Groupcall system.

It is extremely important that any changes to mobile and home telephone numbers be notified to the School Office in order that records are kept up to date.

An explanatory note is required after every absence which has not been previously authorised. Failure to do so may result in the absence being recorded as truancy and detention given to the pupil.

Applications, in writing, for permission to be absent from school for reasons other than illness or bereavement should be made in advance. There are 12 full non-school weeks in each year. This provides ample opportunity for family holidays. Despite this, in recent years there has been a growing trend to take family holidays during term time. Such breaks in a pupil's schooling have inevitably adverse effects on a pupil's progress in schoolwork. Missing tests or assessments or examinations can be particularly harmful. Please try to avoid such disruption to the school and your child's education.

Guidance Staff and Senior Staff would be keen to discuss such plans for holidays before commitments are made.

In respect of non-attendance at school, the City Council's non-attendance procedures will be implemented when a pupil has recorded a figure of 30 unexplained or ill-explained absences (ie the equivalent of 15 days). Such a move could lead to the prosecution of parents.

Illness

Pupils who are absent because of illness must bring a note signed by a parent on their return. The note should be handed to the Register Teacher the next day.

If pupils are absent from SQA examinations, an official medical note is required by the SQA before any appeal can be considered. Parental notes or self-certification will not be accepted.

Lateness

Pupils who arrive at school between 8.39 am and 8.45 am should go straight to their register class where the Register Teacher will record them as late and pass this information to the school office.

Pupils who arrive in school after 8.45 am should report to the school office for their lateness to be recorded before proceeding to class. They should also provide a parental note on arrival, or the following day at the latest, to explain their lateness.

A warning bell is sounded at 1.50 pm giving pupils adequate time to make their way to their period 5 class.

All the recorded lates will be printed out weekly to Guidance staff who will then pursue unexplained or unjustified lateness as a disciplinary matter.

Going Out of School

Pupils must not leave the school without permission from a member of the Senior Staff (Head Teacher or Depute Head Teachers). Pupils who have a dental or doctor's appointment should bring the appointment card or letter to the Register Teacher at registration and must report to the school office when they depart and again when they return.

Emergency Procedures

Fire/Emergency Evacuation procedures are posted in all classrooms in the school. All staff are conversant with school procedures and regular fire drills are arranged to ensure that all the users of the school are aware of the procedures.

School Rules

General Conduct

- 1 Pupils are expected at all times to act in a disciplined and civilised way. They are expected to treat the fabric and furnishings of the buildings with respect, and all those who work in it with courtesy.
- 2 Smoking is strictly forbidden and smoking materials should not be brought to school.
- 3 Card-playing and gambling are forbidden.
- 4 There is a ban on chewing gum within the school.
- 5 Pupils must not ride bicycles on footpaths or pedestrian areas within the school grounds.
- 6 Ball games (including snowballing in the winter) must not be played in the vicinity of the building.

Attendance

- 7 Pupils returning after absence must bring to their Register Teacher a note signed by a parent or guardian.
- 8 No pupil may leave the school grounds during school hours without first receiving permission from the Head Teacher or Depute Head Teachers. This includes morning interval.

Movement

- 9 As a general rule pupils should keep to the left when moving about the school particularly on stairways.
- 10 Pupils must observe the one-way system when moving along the first floor corridor of the teaching block.
- 11 Within the building pupils should move at all times in an orderly manner and without running.
- 12 Except at morning interval and the lunch-hour pupils should not visit the toilet without first asking permission of a teacher.
- 13 During the morning interval and lunch-hour, pupils must not be in the Teaching Block or main stairways of the school, unless they are participating in a class or club arranged at that time. The Dining Room provides an area where pupils may congregate at intervals and at lunchtimes. This area is always supervised

at these times.

- 14 The lift must never be used except by pupils who have received special permission from Senior Staff.
- 15 Pupils must only use the raised walkways when moving through the car park. For their own safety, and in respect of road users, they must not move between, in front of, or behind parked cars. Pupils should not loiter or play in the front or rear car parks during morning interval or lunchtime.



Property

- 16 No valuables should ever be left in bags or coats in the corridors changing rooms, dining hall or under stairways. Pupils bringing valuables into school do so at their own risk. The school does not accept liability for any items which have been lost or damaged while in school.
- 17 When going to Physical Education, pupils should hand all valuables to their teacher for safekeeping.
- 18 It is the Authority's policy that no pets owned by any member of staff, pupil, parent or guardian should be allowed into any part of the establishment. It must be understood that any part of the establishment includes playgrounds, car parks and playing fields.

Mobile Technology

The Senior Management Team have amended the school policy for mobile phones/ipods. This is as follows:

- 1 The use of mobile phones/ipods is not permitted in any teaching area of the school, including the Library, corridors and stairs.
- 2 No mobile phones or ipods are allowed in any exam room. Severe penalties will apply if this rule is broken.
- 3 Pupils are permitted to use mobile technology in the school canteen and school grounds.
- 4 Inappropriate use of mobile phone technology in any area of the school building or its grounds is not permitted. For example taking photographs, videos or cyber-bullying.
- 5 Anyone caught with a mobile phone in a non-permitted area will have it removed and placed in the School Office until either the end of the day if a first offender, or the end of the week if caught a second time. Parents may be asked to come in to collect the phone if it is confiscated more than once.

Some educationalists argue that much could be gained by allowing a balance between some controlled use of mobile technology and not allowing any inappropriate use. We wish to encourage debate on this issue by pupils and staff and will include this as an action point on the whole school improvement plan for next session.

Much has been publicised about the use of mobile phones to bully others. This is one of the reasons why we do not wish to see pupils carrying or using mobile phones in classes and corridors.



Dress Code for Physical Education

As you may be aware, there has been a lot of media cover in recent times regarding concerns over the Health and Wellbeing of the Scottish population, particularly young people. Indeed, the Aberdeen City Joint Health Improvement Plan states that;

"The health of two thirds of the Scottish population is now at risk from inactivity."(p22)

In 2004 the Scottish Executive established a Physical Education Review Group. On 14 June 2004 Peter Peacock the then Minister for Education endorsed the findings of the Physical Education Review Group, stating a commitment to pursue more time, more teachers and more choice for core Physical Education Programmes (the full report of the review group can be read on the Scottish Executive website). In the time since these recommendations, Bridge of Don Academy has made good progress towards their achievement. All S1-S4 classes now receive the recommended 2 hours of physical education per week.

At Bridge of Don Academy, pupils not only take part in physical activity, but are encouraged to gain the knowledge and learn the skills required to enable them to maintain a positive life long attitude towards their own health and wellbeing. Pupils also have the opportunity to continue their core programme in fifth and sixth year and to opt for certificate classes in third to sixth year.

One of the fundamental aims of the Physical Education department is to create a positive learning and teaching environment through maximal participation and rigorous application of Health and Safety procedures. Over the last six years the department has been very successful in achieving its aim of improving levels of participation.



In order to maintain this it is imperative that all pupils come to every lesson appropriately equipped for participation. In doing so pupils must bring a change of clothing. This should include:

- Shorts
- T-shirt
- Socks
- Clean, non marking training shoes
- Warm and waterproof clothing (as required for outdoor activities)
- Swimming costume/trunks (as required for swimming)
- Towel

Swimming is a compulsory part of the PE syllabus and is a highly desirable life skill to possess. The school's PE staff, guidance staff, school nurse, school doctor, and psychologist will work closely with any pupil who feels unable to participate in swimming due to psychological reasons in an attempt to overcome their difficulties.

As pupils receive prior notification of the activities that they are doing there is no reason why maximum participation should not be achievable in 100% of cases. Failure to participate due to forgotten kit is dealt with as an organisational matter. In such circumstances pupils progress through the levels similar to the school's discipline system. On the rare occasion that a pupil exceeds level 5 they would be timed out of the department and referred to the school nurse/doctor. It must be emphasised that this is an extremely rare occurrence.

Medical Exemption

There may be occasions when pupils are unable to participate fully in the practical work due to injury or illness. In such cases a letter should be brought from home explaining the reason. **Pupils are still expected to bring their PE kit.** This will enable the pupil to be involved in the lesson to a greater or a lesser extent by adopting alternative roles. The importance of this is best illustrated using an example: if the class is outdoors for football all pupils must remain with their class under the supervision of the class teacher. In bringing an appropriate change of clothing the pupil prevents the possibility of their school clothes becoming wet/dirty. In addition, depending on the severity of the illness/injury the pupil may find themselves able to participate in some of the practical work to a lesser extent. Alternatively they provide themselves the opportunity to be involved in another role e.g. referee, timekeeper, scorer, observer. The importance of this in the creation of a positive and effective learning and teaching environment for all cannot be emphasised enough. Any pupil failing to bring alternative clothing will be recorded as having no kit, **even if they bring a note.**

It is appreciated by the school that there may be an occasion where an injury/illness is so severe that participation in any level of practical work is unacceptable. In such cases contact should be made with the school detailing the expected duration of the injury or illness. This will enable the class teacher to converse with the appropriate guidance teacher in order to make alternative arrangements for timetabled PE lessons.

Health and Safety

The Health and Safety issue is one which has increased City wide, primarily due to the increase in the number of pupils with body piercings. Aberdeen City Council has issued a *Code of Practice for Personal Effects in Physical Education* which must be adhered to. While participating in Physical Education lessons and extra-curricular activities, **all pupils are expected to remove all items of jewellery.** Although staff will remind classes of this at the start of lessons they **will not** undertake an inspection of every individual pupil. Therefore any pupil wearing any items of jewellery does so at **their own risk.** The school accepts **no responsibility for injuries sustained as a result of pupils wearing jewellery.**

In addition, the school is aware of the growing trend for pupils to wear training shoes without securing them. However, this poses a potential safety risk while participating in physical activity. Therefore pupils are expected to secure their footwear during practical lessons. Again, **failure to do so is the responsibility of the pupil.**

When the curriculum requires pupils to be out of doors, warm and waterproof clothing may be a necessity for inclement weather. (Shell suits must **not** be worn as they are in breach of Health and Safety regulations). For many of the activities taught in the Physical Education department at Bridge of Don Academy, pupils are advised to consider the use of **personal safety equipment** for participation. For example, when outside playing football, pupils are advised to wear shin guards as many of them wear studded boots. In swimming, pupils are advised to bring goggles for sensitive eyes. Similarly, pupils are informed of the benefits of a gum shield for hockey. It must be stressed that in all of these cases the safety equipment mentioned can never guarantee injury prevention. While the school works hard to ensure that pupils are provided with modern, up to date equipment, due to financial constraints all equipment is shared amongst all classes. The school is not in a position to provide individual pieces of equipment for every pupil for every activity. As you will appreciate, due to health and safety reasons, the school cannot provide gum shields for use by a number of different pupils. **The provision of such equipment is at the discretion of parents.**

Valuables

Any valuables brought into school are the **pupils' responsibility**. During PE lessons, pupils have the option of leaving their valuables in the changing room or in the PE office. However, as neither are under continual supervision the school cannot accept responsibility for the loss or damage of valuables. Pupils are advised to leave their valuables at home.

The PE department is always happy to discuss any situation with parents.

Discipline

Our School Rules and expected standards of behaviour have been formulated so that the School may function smoothly and safely for all who work in it, and so that all pupils can benefit from their educational opportunities. The vast majority of our pupils co-operate naturally and helpfully in the maintenance of good order. However, we do have a discipline policy for those pupils who deliberately break the rules or whose actions or words may threaten the safety, well-being or progress of others.

Throughout the school and in every classroom the discipline levels are displayed along with a poster displaying the behavioural expectations of the pupils.

The discipline policy consists of 8 levels as described in the table below.

Level	Action
1	Verbal warning
2	Isolation within the class.
3	Discipline Letter sent home to parents
4	Timed out of lesson. Discipline letter sent home to parents
5	Referral to Principal Teacher. Planned period of time out Discipline letter sent home to parents
6	Referral to Deputy Head Teacher Warning of exclusion letter and formal meeting with parents
7	Exclusion by Head Teacher and meeting with parents
8	Removal from the school roll

Parents will receive by post a copy of a Discipline Letter if their son or daughter reaches levels 3, 4 or 5 on the discipline scale (see Appendix 3). The letter will explain what has happened to merit a pupil being put on one of these levels. As always, we welcome your comments about any aspect of your son's or daughter's behaviour and you can do so in writing or by phoning the school. Some sanctions that may be imposed as a result of indiscipline at these levels and may take the form of written work to be done at home or a lunchtime detention. Parents will be informed of any sanctions in the discipline letter.

If a pupil reaches level 6, parents will receive a copy of a Warning of Exclusion Letter and will be invited to school to discuss their son's or daughter's behaviour and will be timed out of the class until that meeting has taken place.

Occasionally, a pupil will be excluded by Mr Harland, the Head Teacher of the school if the pupil reaches level 7 and parents will receive a copy of an Exclusion Letter. They will be then invited into school to discuss their son's or daughter's behaviour. Exclusions may result from a one off serious incident or through an accumulation of discipline incidents.

In the very rare instances that a pupil reaches level 8 of the discipline procedure, Mr Harland will make a request to the school's Education Officer that the pupil is removed from the role of the school.

If there are concerns regarding a pupil's organisational abilities, such as coming to school without the correct books, failure to meet deadlines or the non completion of homework , parents will receive an Information to Parents Letter (see Appendix 3).

The Period Report

A further, more detailed method of reporting a pupil's progress may be through a Period Report which class teachers make comment on and sign after each period. Parents are asked to sign it before the pupil returns the report to the school office next day. The use of a Period Report is designed to make parents aware of **good** behaviour and progress as much as it is bad.

Positive Information

Sanctions and the means of transmitting concerns to parents are a necessary part of the discipline structure but so too is the need to have a way of making parents aware of "good news". To facilitate this, class teachers can complete an internal document, known as a Praise Award, to inform parents and the pupils themselves of what staff regard as a particularly praiseworthy work or behaviour. It may also recognise a situation where the pupil has promoted the school in an event or activity in or out of school time.

As well as using Praise Awards, staff complete Pupil Motivation Sheets for classes in years S1 to S4 which are used to reward pupils who have consistently produced a high standard of effort and followed all points on the Pupil Code. A reward event is held for each House Group in the Assembly Room at the end of each term to celebrate pupils' efforts and achievements.

Almost all of our pupils share our aim of making the school a safe and pleasant place to work in, and are seldom involved in the disciplinary process. Even when sanctions are used, we would like to think that their imposition is always accompanied by a spirit of understanding and fairness.

We would hope that, together, we would arrive at a successful way of resolving the difficulties. We do not wish to convey the impression that punishment is the "order of the day" in Bridge of Don Academy.

Behaviour Support

Pupils whose behaviour has been identified as giving cause for concern, will work with the school's Behaviour teacher Mrs Bowman to develop strategies to improve their behaviour in class. Parents have an important role in supporting the work of the Behaviour teacher in tackling the problems identified. See page 14 for more details on the Behaviour Support.

Anti-Bullying Policy

School Philosophy and Ethos

The well-being of every person in our school is important to us and we hope to provide a happy, safe and caring environment for everyone.

The school aims:

- i. to provide a friendly, well-ordered environment in which the school community can work together harmoniously and for the benefit of all;
- ii. to foster the developments of individual self-discipline and responsibility, and an appreciation of the needs of others both in school and in the community outside.

What is Bullying?

We see bullying as the wilful, conscious desire to hurt, threaten or frighten someone else by physical intimidation. It may be defined as the unjustified display of aggressive or physical behaviour on the part of one individual or group towards another.

Consequently, as part of the school's responsibility for the personal and social welfare of our pupils, we would hope to ensure as far as possible that no-one is being bullied.

- i. Positive Management of Behaviour
The school lays down expected standards of behaviour and specific school rules which are intended to be the basis for the operation of a well-ordered and caring school. These Standards of Behaviour, School Rules and the school's Disciplinary Procedures appear each year in the school prospectus.
- ii. Religious, Social and Moral Education
Throughout the school pupils follow a programme of Religious, Moral and Philosophical Studies as well as Personal and Social Education. Within these two programmes emphasis is placed on the importance of caring for others in thought and action and encouraging an appreciation of the community, the environment and a concern for peoples in other parts of the world. Pupils are encouraged to tolerate, understand, appreciate and value the spiritual, moral, social and cultural beliefs of others.
- iii. Aspects of Social Behaviour
In addition, aspects of social behaviour are dealt with across a wide range of subjects.

Key Elements in Action Against Bullying

We feel that, to combat bullying effectively it is important that there is:

- i. a general belief within the school community that bullying is an issue which must be taken seriously and tackled positively
- ii. open discussion about what counts as bullying
- iii. an ethos which encourages victims and witnesses to speak up freely
- iv. a school and classroom ethos which promotes respect for the individual
- v. a readiness to treat incidents seriously, however trivial they may seem at first glance, and to take swift and positive action whenever bullying is reported evident
- vi. a clear lead given in this area by the Head Teacher and senior management team

- vii. a sense of ownership of the policy by all members of the school community – teachers, non-teaching staff, parents and pupils

Recognition of Bullies and Victims

There is no ready-made list of specific characteristics that go to make a bully. It is important, therefore, that we should not ignore reports from pupils of alleged bullying where the bully does not fit the commonly accepted stereotype eg big, aggressive, male.

It is accepted that bullies pick on vulnerable people, but it is not always easy to judge in advance who might be seen as vulnerable. We should, however, be particularly vigilant in respect of those pupils who:

- are new to the class or school
- are different in appearance, speech or background from other pupils
- suffer from low self-esteem
- are nervous or anxious
- display extreme attention-seeking behaviour
- show deterioration in their work

Procedures for Dealing with Bullying

The single most important factor in the prevention of bullying is a school ethos in which pupils are encouraged to speak out about bullying. They should be regularly reminded that it is right to tell an adult about any type of bullying behaviour.

To enable this to take place all staff should encourage-

- victims to tell
- witnesses to tell
- parents to tell
- open discussion

If we are to be seen to take the issue of bullying seriously then we should:

- i. listen to and offer support for anyone who claims to be the victim of bullying
- ii. never dismiss the victim of bullying as "weak" or a "tell-tale"
- iii. listen to and offer appropriate support for the bully, making it clear that it is the bullying behaviour of which we disapprove and not the bully him/herself
- iv. punish the bully, where this is seen to be appropriate, explaining clearly why the punishment is being given
- v. help pupils to offer suggestions for dealing with bullying and to keep the situation under constant review
- vi. contact at an early stage the parents of an alleged victim, invite them into school to discuss the matter and offer appropriate support.
- vii. inform at an early stage the parents of an alleged bully, invite them into school to discuss the matter and offer support agreeing, where appropriate, on a form of sanction. (The school's expected standards of behaviour and discipline policy should be referred to in this context and it should be made clear to the parents that it is the behaviour which is disapproved of and not the pupil).
- viii. have clear in-school procedures for dealing with reported incidents of bullying

These procedures are:

- Where a teacher is informed of an alleged act of bullying, the teacher concerned should note briefly in writing the details of the allegation and refer the matter as soon as possible to the appropriate Principal Teacher of Guidance, who will then take action as detailed above.
- Guidance staff should keep detailed records of all referrals of this nature including notes of interviews.
- Guidance staff should advise appropriate members of the senior management team of all incidents of confirmed bullying.
- Year Heads will keep detailed records of all such confirmed incidents of bullying. Details should include – Date, People Involved, Incident, Action Taken, Outcome. These records will be a means of monitoring the success of the school's Anti-Bullying Policy.

Guidance for Parents

As part of our whole-school approach to the problem of bullying, we would give the following advice/information to parents:

- i. Discuss regularly with your child how he/she is getting on at school. (Discuss particularly friendships, lunchtimes and intervals).
- ii. Be alert to signs of distress – reluctance to go to school, sore stomachs, bruising, taking extra money.
- iii. Watch for your child bringing home extra money or property.
- iv. Encourage your child to speak out if he/she is being bullied and listen carefully to the information he/she may volunteer.
- v. If you think your child is being bullied contact the school as soon as possible and arrange to speak to his/her Guidance Teacher. (It can be beneficial in some cases for the parents to contact the school without their child's knowledge so that the situation can be quietly monitored.)
- vi. Where it is confirmed that a pupil has been involved in bullying, the school will invite the parents to come into school and discuss the situation.
- vii. Be aware that, in many instances, bullying is reported by a pupil where the "victim" him/herself has played a major role in creating the problem. In such instances, it may be necessary to provide the victim with support and guidance on how to establish better relations with others

Conclusion

This policy has been drawn up following consultation within the Bridge of Don Academy Associated School Group and will be the subject of regular review.

Personal Information

At the beginning of each session, parents are asked to fill up an "Admission Form" and to return it to the School Office. The information given on these forms is particularly important when an emergency arises and immediate contact has to be made with a parent or guardian. Accordingly, it would be most helpful if any change of home address, place of work, Doctor or relevant telephone number(s) could be notified to Bridge of Don Academy, School Office, as soon as possible.

Storm Procedures

We are always mindful of the difficulties and dangers which our country pupils might encounter as they make their way home during abnormal weather conditions.

Storm warnings are passed from Dyce Meteorological station via the Local Authority to individual Head Teachers. As soon as we are aware of the onset or likely onset of severe weather conditions, we take the following action.

- i. We phone all of our bus and taxi-hirers to arrange for transport to be available as soon as possible.
- ii. All pupils who travel to school by country bus or taxi are gathered together at a central point in the School.
- iii. Pupils are then asked about any possible difficulties. Where a pupil lives at a distance from the main-road or where we are told by a pupil that there is no-one at home, we try to make contact by phone with a parent at work or with the person named on the pupil's Admissions Form.
- iv. Where there is doubt in our mind that any pupil might not get home safely, he/she will be looked after in the school until contact is made with a parent or guardian and arrangements made for safe transport home.
- v. Where parents contact us and express a wish to collect their children from school, we are, of course, happy to agree to this arrangement.

Special Accommodation Arrangements

Where conditions are so severe that transport cannot be safely provided, it would be prudent for pupils not to attempt the journey home – unless parents collect them personally. This could mean that pupils might have to stay overnight at an address near the school. In order that such an arrangement can function smoothly, a register of available accommodation is kept. Parents who live at a distance from the school are asked each year to complete emergency contact details on the reverse of the Admission Form.

If a parent thinks that weather conditions are likely to deteriorate during any day to the extent that the pupil might have difficulty in getting home again safely, we would advise that the pupil does not come to school that morning.



School Information Line

From early in 2002, a telephone information line has been available to callers seeking information about the school.

In times of severe weather conditions, emergency closure or other emergency circumstances, parents and pupils can receive up-to-date information by calling 0870 054 1999 and using the PIN code 011020 to reach our school's information line.

Groupcall

We have a facility in school which will allow us to contact parents more quickly and efficiently. Groupcall gives us the ability to send text messages to your mobile phones or make automated telephone calls to you. Groupcall may, for example, be used to advise you of the following:

- School Closures
- Advise your child is absent from school
- Unauthorised absence
- Changes to meetings and after school events
- Emergency notifications

It is extremely important that any changes to mobile and home telephone numbers be notified to the School Office in order that records are kept up to date.

Payments towards materials for practical subjects

Historically there has been a required yearly payment for all pupils who are taught the subjects of Art and Design, Design and Technology and Home Economics.

This goes towards the cost of some of the materials and foods used in the day to day learning and teaching in these classes. It would be impossible to give pupils such rich educational experiences without these payments.

This year a combined letter will be sent to parents of S1/2 pupils asking for a one off payment of £25. Pupils in S3-S6 will receive letters from specific departments. Please note that the payments have only increased by £1.00 in Design and Technology.

Given the financial constraints the school is working under at present it will not be possible to provide materials to pupils to do practical work in these 3 subject areas until the family contribution has been paid. Parents should remember that if the family is suffering financial hardship, a telephone call should be made to the appropriate guidance teacher who will access funds held for this purpose.

We hope that all parents understand the reasons for this payment and support us in their contributions. Summaries of the costings can be found below.

Cheques should be made payable to Bridge of Don Academy.

Pupil costs for the Department of Art & Design for 2011-2012

S1/S2 - £5 per year. This is to help purchasing of materials such as clay, glazes, batik silk, dyes and printing materials.

Standard Grade

S3 - £10. Pupils are given the opportunity to purchase an A2 plastic folder that contains a sketch pad, watercolour paints, brush, coloured pencils, ruler, rubber, sharpener, drawing pencils this costs £10 and £5 goes towards colour and black and white printouts.

S4 -£5. To go towards colour and black and white printouts (printing ink and papers) that are necessary for the production of the S4 design unit.

Intermediate 2 and Higher Art & Design

S5/6 - £15. To purchase specialist materials for the design unit, the theme of which is of the pupils' choice. This also includes colour and black and white printouts (printing ink and papers).

Pupil costs in the Department of Design and Technology for 2011/2012

S1 and S2 **£5 per year**

S3 Design and Manufacture **£6 per year**

S4 Design and Manufacture **£6 per year**

Int1/2 Practical Craft skills **£6 per year**

This is to help with the cost of purchasing metals, timber, finishes, etc.

S3 Graphic Communication **£4 per year**

S4 Graphic Communication **£4 per year**

S5/6 Graphic Communication **£4 per year**

Each pupil has a considerable number of A3 colour printouts to produce and the payment will help to cover some of the cost of the colour cartridges.



Pupil costs in the Department of Home Economics for 2011/2012

S1 & S2 £15 for each year. In Food Technology this contributes towards the cost of foods eg fish, meat, fresh fruit and vegetables and in Fabric Technology for materials such as fabric, felt, buttons and thread.

Intermediate 1

S3 Lifestyle & Consumer Technology (Child Care) **£25 per year**

S4 Lifestyle & Consumer Technology (Child Care) **£25 per year**

During the two year course food and fabric items are made by the pupils to meet the requirements of the units. The cost helps to cover these items and also the final practical assignment which is carried out in S4 which requires the making of 4 food items.

Intermediate 1

S3 Hospitality Practical Cookery **£48 per year**

S4 Hospitality Practical Cookery **£30 per year**

S5 & S6 Hospitality Practical Cookery Intermediate 1
(Taste of Cookery) **£48 per year**

Pupils make a wide variety of dishes (1-2 servings) to meet the requirements of the units. The cost helps to cover ingredients used such as chicken, fish, meat, fresh fruit and vegetables. The final practical assignment involves making two dishes for 4 servings, this is also subsidised by the pupil cost.

Intermediate 2

S5 & S6 Hospitality Practical Cookery Intermediate 2 **£48 per year**

A wide variety of dishes are made (1-2 servings) using ingredients such as fish, meat, chicken, fresh fruit and vegetables. The pupils also require to complete a 'Foods of the World' project making four dishes from their chosen country. The final practical assignment requires ingredients for three dishes each for 4 servings which is also subsidised by the pupil cost.



School Curriculum

S1/S2

S3/S4

S3 Course Choice

Certification of Courses

S5/S6

Homework

Library Resource Centre

Assessment and Reporting

Reporting to Parents

Special Education Needs

CURRICULUM: S1

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. At Bridge of Don Academy, we have spent a considerable amount of time planning for the implementation of the new curriculum, starting with S1 in 2010. More details about Curriculum for Excellence can be found at the Learning Scotland website.

S1 pupils in 2012-2013 will follow courses within the following subject areas:

- English
- Mathematics
- French
- History
- Geography
- Modern Studies
- Information Technology
- Science
- Physical Education
- Religious, Moral and Philosophical Studies
- Music
- Drama
- Home Economics
- Art and Design
- Design and Technology
- Personal and Social Education.

Please note that German is not taught until S3 at Bridge of Don Academy. All our associated primary schools teach French. S1 Pupils will be expected to study French in S1 and S2 and continue with languages into S3. Other languages will be offered to pupils for study from S3 to S6.

A Typical S1 Class Timetable

	1	2	3	4	5	6
MON	English Mr Haggarty F2	French Mrs Lees T3	Technical Mr Nicklas G3	IT Mrs Napier T5	Maths Mr Willox F15	Science Mr Gisbey T11
TUE	English Mr Haggarty F2	Maths Mr Willox F15	Music Mrs Forbes G21	PSE Miss Cromar G13	French Mrs Lees T3	Modern St Miss Barrie G11
WED	Maths Mr Willox F15	RME Miss Anderson F12	PE Miss Shaw Games Hall	Science Mr Gisbey T11	English Mr Haggarty F2	
THU	Art Miss Simpson G1B	History Mr McKee G17	Maths Mr Willox F15	English Mr Haggarty F2	French Mrs Lees T3	
FRI	PE Miss Shaw Games Hall	Drama Mr Warrander Drama St	Home Ec Mrs Ezeh G8	Geography Mrs Clark G14	Science Mr Gisbey T11	

To address the changes within Curriculum for Excellence, we have moved away from a 40 minute period and will now operate periods which are 60 minutes in length. As the amount of time pupils spend in school remains the same, i.e. 1650 minutes, this means 27 periods of 60 minutes with a 6 minute registration. As 27 periods cannot be split evenly over 5 school days, it means two 'long' days (Monday and Tuesday) and three 'short' days (Wednesday, Thursday and Friday).

Registration:	8.39 am	-	8.45 am
Period 1:	8.45 am	-	9.45 am
Period 2:	9.45 am	-	10.45 am
Morning interval:	10.45 am	-	11.05 pm
Period 3:	11.05 am	-	12.05 pm
Period 4:	12.05 pm	-	1.05 pm
Lunchtime:	1.05 pm	-	1.55 pm
Period 5:	1.55 pm	-	2.55 pm
Period 6:	2.55 pm	-	3.55 pm (Monday and Tuesday only)

CURRICULUM: S2

S2 pupils continue with the same range of subjects they have studied in S1 before choosing subjects for study in S3.

S2 subject choice takes place in February and March with the opportunity for parents to find out more about the procedures at an Information Evening in February. We would always insist pupils keep their choice of subjects broad, in order to address any change to their planned careers intentions as they move up through the school.

CURRICULUM: S3 (Session 2012-13 onwards)

Pupils will continue with their broad general education but with elements of choice to increase motivation and enjoyment. All advice and guidelines issued by the Scottish Government and Aberdeen City Council policy encourages pupils to choose a broad range of courses from the eight curriculum areas.

- 1 Languages: English and Modern Languages
- 2 Mathematics
- 3 Social Studies: Geography, History, Modern Studies
- 4 Science: Biology, Chemistry, Physics
- 5 Technologies: Administration and ICT, Business, Enterprise and Employability, Computing, Design and Manufacture, Engineering Science, Graphic Communication.
- 6 Expressive Arts: Art & Design, Music
- 7 Health & Wellbeing: Physical Education, Practical Cookery, Practical Cookery and Fabric and PSE (Personal and Social Education)
- 8 Religious, Moral and Philosophical Studies

At Bridge of Don Academy, pupils will all do English, Mathematics, a Modern Language, PE, PSE and RMPS. In addition pupils should make a choice from each of the curricular areas to keep a broad and balanced curriculum as previously explained.

Pupils' S3 curriculum will be as follows:

		Periods	
	English	4	
	Mathematics	4	
	Modern Languages	3	
	Six other subjects (from 3 – 7 above)	12 (2 x 6)	
Core subjects	{	Physical Education (PE)	2
		Religious and Moral and philosophical studies	1
		Personal and Social Education (PSE)	1

	Total number of periods in the week:	27	

CURRICULUM: S4 (Session 2013-14 onwards)

After S3 pupils start courses leading to their first national examinations which are taken in the summer of their fourth year, they are new courses which are currently being designed by the Scottish Qualifications Authority (SQA).

These new qualifications will help young people to demonstrate the knowledge and skills they have learned at school. The new qualifications will become available from August 2013 onwards.

The courses leading to the qualifications will contain work that is assessed and marked throughout the year by teachers as it is at present. For example teachers will continue to mark assessments such as PE performances, dishes prepared in Home Economics, essays completed in Art and Design and English talks. These are "units" of work which are marked as pass or fail. Qualifications at Access 1-3 and at National 4 Level do not have external examinations. They are completely assessed in school by teachers.

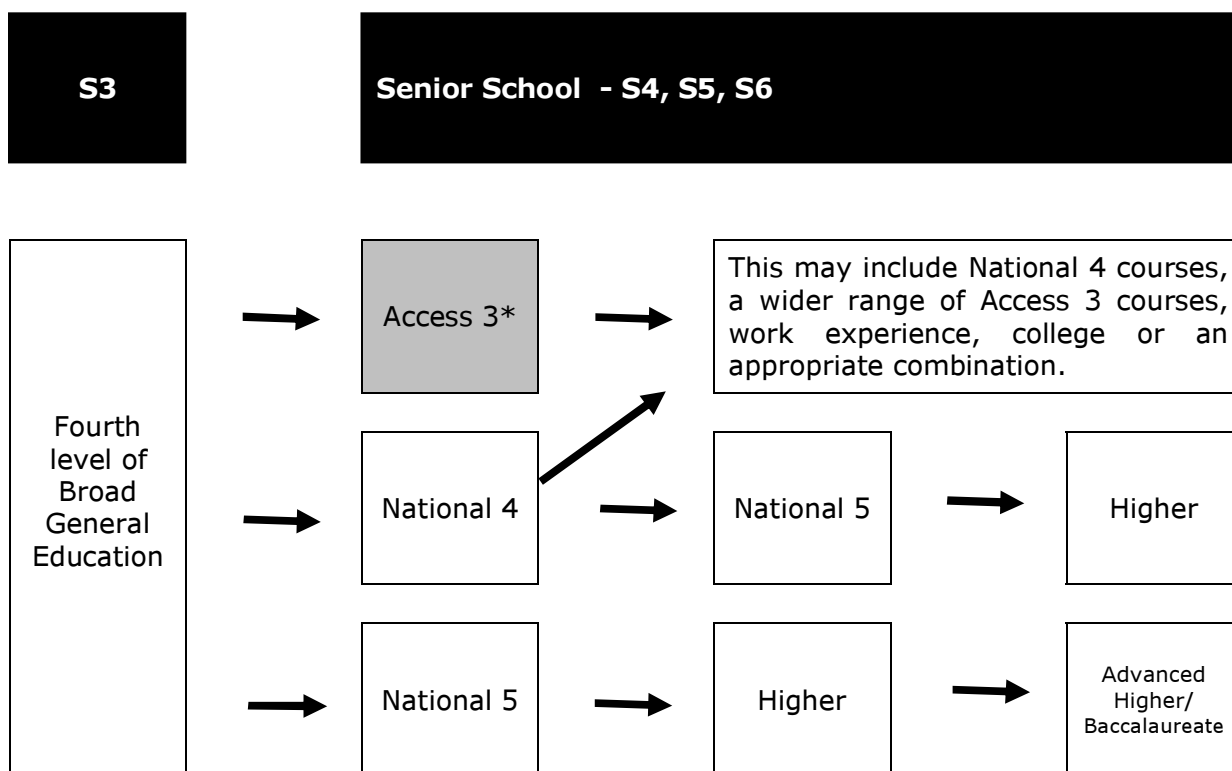
Courses at National 5, Higher and Advanced Higher levels will still include work which is assessed by schools but for these qualifications students will also have to pass an additional assessment – usually a question paper and/or an assignment – which will be marked externally by the SQA.

The SQA will work with schools to make sure that there are robust quality assurance procedures in place that will ensure that all assessments are fair, consistent, and continue to meet national standards.

New National Qualification	External Exam?	Replaces	Current National Qualification
Access 1 and Access 2 Available from 2013	No - Pass or Fail	→	Access 1 and Access 2
Access 3 Available from 2013	No - Pass or Fail	→	Access 3 and Standard Grade (Foundation)
National 4 Available from 2013	No - Pass or Fail	→	Standard Grade (General) Intermediate 1
National 5 Available from 2013	Yes Graded A- C	→	Standard Grade (Credit) Intermediate 2
Higher (revised) Available from 2014	Yes Graded A - C	→	Higher
Advanced Higher (revised) Available from 2015	Yes Graded A - C	→	Advanced Higher

PROGRESSION FROM: S3 – S6

The following table illustrates how pupils could progress from S3 to S6.



* Access courses will not be available for all subject areas.

Option choices will be targeted at specific year groups, most in S4, for example, will study the new National 4 and National 5 courses. **S4** pupils will be expected to study **six** courses. **S5** and **S6** pupils can use one column for developing leadership capacity, giving service, work shadowing, study, Baccalaureate etc. Subject choice, progression and breadth can be planned over a three year period. Pupils could end up with 16 National Qualifications (current norm is 15 qualifications for a successful pupil who completes Sixth Year).

S3 PROFILE

The end of S3 marks the end of a pupil's broad general education and therefore it is an appropriate time to reflect on what has been learned, the skills that have been developed and achievements to date. All pupils will complete a profile. This is not a report as it will be completed by the pupil and will be a positive record of what has been achieved. It will emphasise strengths and help the pupils to plan for future learning and development. It will build on pupils' abilities to reflect on their learning and in some cases will be the beginning of a personal statement which will be required for college, university and job applications. Increasingly applicants at all levels are required to be able to write and talk about their skills and achievements as well as their formal qualifications and experiences.

Aberdeen City Council will produce a profile format for all city schools to use. This is currently being discussed and developed.

CURRICULUM: S4 (2012-13 only)

Standard Grade (Awarded by the Scottish Qualifications Authority)

Standard Grade courses are geared to the full ability range. There are three levels of study, Credit (highest ability level), General and Foundation (lowest ability level) and awards are made on a seven point scale 1-7.

<u>Level</u>	<u>Award</u>
Credit	1 or 2
General	3 or 4
Foundation	5 or 6 (7 indicates course completed, but not passed)

Each pupil will normally sit exams at two levels, either Credit/General or General/Foundation. To help illustrate the allocation of awards, if a pupil sitting Credit and General failed to pass the Credit exam, their award would be given from their performance in the General exam, hence a grade 3 at best.

Individual pieces of classwork submitted to the class teacher over the two years, play an important part in determining the final award.

In February/March of S2, pupils choose a course of 7 subjects to be studied over the next two years. Their selection of courses may be influenced by current abilities, course restrictions, local guidelines and advice and career intentions.

Bridge of Don Academy offered the following selection of courses in S3 in 2011/2012:

Social Subjects	Geography History Modern Studies
Sciences	Biology Chemistry Physics (All three sciences are offered at both Standard Grade and Intermediate 1 levels, but may not all be viable)
Technological	Administration Business Management Child Care* Computing Studies Craft & Design Graphic Communication Home Economics Hospitality: Practical Cookery* Engineering Science
Creative & Aesthetic	Art & Design Music Physical Education

Core subjects including English, Mathematics, Religious Education, Physical Education and a programme of Personal and Social Education make up the remaining time in the 27 period week.

Courses marked * are offered at Intermediate level – see below.

CURRICULUM: S5-S6

National Courses (Awarded by the Scottish Qualifications Authority)

These courses have been introduced at five new levels to cater for the individual

interests and abilities of our pupils and provide a natural progression for pupils who have completed their Standard Grades, as illustrated below:

<u>Standard Grade</u>		<u>S5</u>		<u>S6</u>
1 (Credit)	→	Higher	→	Advanced Higher
2 (Credit)	→	Higher	→	Advanced Higher
3 (General)	→	Intermediate 2	→	Higher
4 (General)	→	Intermediate 2	→	Higher
5 (Foundation)	→	Intermediate 1	→	Intermediate 2
6 (Foundation)	→	Intermediate 1	→	Intermediate 2
7	→	Access	→	Intermediate 1

Each course is made up of a number of units assessed internally and an external exam. The pupils must pass all the internal units and the external exam to gain a course award at an 'A', 'B' or 'C' pass. In some subjects, individual units will be taught rather than a complete course. Some National Courses will be offered in S3/4 because they provide a more appropriate curriculum than Standard Grade.

After carefully analysing the performance of pupils at Standard Grade, teachers will recommend the most suitable level of National Course for pupils to progress to. Modular awards gained at this stage will be recognised by FE Colleges.

Courses offered to pupils in session 2011-2012 were:

Administration Int 2	Mathematics H
Administration H	Mathematics Int 2
Art AH	Mathematics Int 1
Art H	Media Studies H
Art Int 2	Media Studies Int 2
Biology AH	Modern Studies AH
Biology Int 2	Modern Studies H
Business Management H	Modern Studies Int 2
Business Management Int 2	Music AH
Chemistry AH	Music H
Chemistry H	Music Int 2
Computing AH	PC Passport: Intermediate/Advanced
Computing H	PE Performance H
English AH	PE Performance Int 2
English H	Philosophy H
English Int 2	Philosophy Int 2
English Int 1	Physical Education H
French H	Physical Education Int 2
French Int 2	Physics AH
Geography AH	Physics H
Geography H	Physics Int 2
Geography Int 2	Psychology H
Graphic Communication H	Spanish Int 2
Graphic Communication Int 2	Spanish Int 1
History H	Travel and Tourism Int 2
History Int 2	
History Int 1	<u>Abbreviations</u>
Hospitality: Cookery Int 2	AH – Advanced Higher
Hospitality: Cookery Int 1	H – Higher
Human Biology H	I2 – Intermediate 2
Information Systems H	I1 – Intermediate 1
Mathematics AH	

Homework

The following information is taken from the school's Homework Policy.

The Value and Purpose of Homework

Homework has a valuable part to play in the overall learning experiences offered by Bridge of Don Academy. Homework is an integral part of all courses. The purpose of homework is:

- To encourage and develop good study habits in a progressive way from S1 to S6
- To promote pupil responsibility and encourage independent thinking
- To extend or remediate course work and to reinforce existing learning skills

The Expectations of Homework

Pupils should expect to receive homework on a regular basis. The homework should be appropriate to the needs and skills of the individual and should be submitted according to the deadline given. Pupils should receive meaningful feedback.

The Nature of Homework

Homework may take many forms:

- Preparation for future classwork
- Enhancement/consolidation of work done in class
- Research/investigation for project work
- Revision/preparation for assessments
- Completion of work missed during absence

The frequency and amount will vary according to the subject and stage reached, but will increase steadily as pupils progress through the school. We are aware of a growing number of pupils who have part-time jobs. While this is highly commendable, we would urge pupils to find a balance between employment, school work and social activities which does not harm their education or social development. Lunchtime study support classes are available for pupils who wish to complete homework at times when they have evening employment.

It should be noted that homework need not always be teacher directed. The pupil who regularly revises work, whether it be present or past work, is reinforcing the learning experience and leads to improved exam performance.

Support in School

Pupils experiencing difficulty with completion of homework should seek the help of the teacher concerned at a mutually convenient time. It is for this reason that homework is best not left until the night before it is due. Tackling homework as early as possible allows the pupil time to discuss any problems with the teacher and ensure they submit work to as high a standard as possible.

Parental Involvement

Parental involvement is both welcomed and encouraged. Support can be offered in a variety of ways:

Assisting in the management of time

Checking presentation, handwriting and spelling

Helping with revision by asking questions about what has been learned in school

Most of these do not require any knowledge of the work being undertaken. It should be added that a number of pupils may, when asked, indicate that they do not have homework. A telephone call to their Head of House should be made to discuss the matter.

Completion of Homework

Homework is an essential part of coursework in all subject areas. It is expected that all pupils complete homework issued on time.

In the event that pupils wish to access the internet when they do not have internet access at home, they will be given the opportunity to do so at lunchtime or after school, provided they have returned a signed Acceptable Use Statement. In the unlikely event that they need to share resources with another pupil in the class, they will be given sufficient time to allow the exchange of resources and meet the given deadline.

Parents will be informed when a pupil fails to meet homework deadlines or produce work to a standard expected of them. Parents are normally appreciative of such advice and express a willingness to assist the school in addressing such issues.

A positive and organised approach to homework will help pupils gain confidence in their coursework and progress towards their individual goals.



Information and Communications Technology

The school has five computer labs, used primarily by Design and Technology, Business Education and Computing Departments, but booked by arrangement for other subject areas when required.

Other facilities exist in the Art and Design Department and the Library.

Four rooms have 20 networked multimedia PCs with access to the internet and industry standard software, including Microsoft Office, AutoCad, Macromedia Dreamweaver, Adobe Photoshop and Visual Basic. Parents are advised that some software companies offer software to students at a greatly reduced price, provided proof of study is obtained from the school. The fifth room has 30 PCs.

All pupils are required to sign an Acceptable Computer and Internet Use statement before they are allowed to access the internet. This makes them aware of the procedures and precautions in place, along with the school's sanctions for the breach of any of the conditions.

Internet access is provided and filtered by RM, who can also offer a filtered service for parents and children at home. See www.ifl.com for further details.

In accordance with Aberdeen City Council ICT advice, and now that of the UK government, no pupil is given an e-mail address by the school. Pupils wishing to communicate to third parties for schoolwork, should do so using the department's generic e-mail address, which will be monitored by their class teacher. Use of web-based e-mail, such as Hotmail or Yahoo! are not permitted under Council instruction.

Pupils are encouraged to make good use of the facilities available. Parents should note that it is *not* essential for pupils to have access to a computer at home for any subject studied at school. Fully supervised access to computers is available on arrangement during lunchtimes and after school.



The Library Resource Centre

The Library Resource Centre is a bright and spacious area which is open from 8.20 am to 4.15 pm, Monday and Tuesday, and 8.20 am to 3.15 pm Wednesday to Friday, and is a centre of learning activity.

Aims

The LRC aims to provide the school community with a resources and information service that supports learning and teaching, and helps enable pupils to achieve their goals.

Specifically by:

- promoting reading for enjoyment
- providing an appropriate range of resources to support learning and teaching
- promoting and supporting the development of learning skills
- promoting and supporting the use of ICT ensuring that resources can be easily accessed by users
- ensuring inclusion of all pupils by providing appropriate resources and a welcoming and supporting environment
- promoting the LRC to pupils and staff
- liaising with other information providers and wider school community
- providing and maintaining areas conducive to independent study
- providing resources to support applications to colleges and universities
- providing resources to support investigations into GAP year options and activities.

Supporting the Curriculum

Raising Achievement

The Library Resource Centre enables pupils to develop and practise the research and investigative skills that they will require for A Curriculum for Excellence, external exams and beyond.

Personal Reading



All pupils are actively encouraged to spend time at home on *reading for enjoyment* by borrowing books from the range of resources, which have been selected to suit a wide range of interests and ability.

Personal reading is actively promoted in the Learning Resources Centre. S1 and S2 pupils visit the library every two weeks with their English classes. During this time they select personal reading from a well stocked and up to date fiction collection.

Seniors are also provided with a wide choice of material.

Use your LRC for...

- researching a project
- reading for enjoyment
- Internet
- revision and study
- borrowing books
- personal reading
- class visits
- discursive essays
- preparing to give a talk
- finding out about personal and social issues
- careers information
- leisure interests and hobbies
- exploring GAP year options and activities



Facilities

- **Resources** – nearly 7,000 resources, including fiction, non-fiction, a Reference Section and daily newspapers. Pupils can borrow and exchange books daily, either before or after school or at lunchtime, with the option to extend loans when required.
- **ICT Area** – equipped with 9 computers, which have Word Processing and Internet facilities.



Library Initiatives

These are some of the events which take place regularly:

- Authors visits
- Edinburgh Book Festival
- Childrens' Book Week
- Book Fairs/Book Clubs
- World Book Day
- Grampian Children's Book Award

Assessment And Reporting

Assessment

Throughout the 6 years of secondary schooling assessment is a continuous process, ie it does not rely solely on a pupil's performance in a single examination. Continuous assessment may take into consideration the performance in class tests, written exercises, project work, audio work, oral work or practical work. The techniques used will vary among subjects and specific details may be obtained from the appropriate department, usually at Parents' Evenings.

MidYIS (Middle Years Information System)

Baseline testing, known as MidYIS tests, developed and managed by the University of Durham, are carried out within the first two months of first year. Once processed, the results give an indication of pupils' potential and predicted grades for S4 exams and allow the school to monitor a child's progress in more detail throughout the junior stage in secondary.

Reporting to Parents

The formal reporting of a pupil's progress is done by means of report sheets. Although times are subject to variation, the following timetable applied for session 2011-2012.

S1: May

S2: February
(These reports are based on the results of continuous assessment, which may include formal written tests. It is on the basis of this report and discussions with staff, including the Guidance Staff, that courses are selected for study in S3 and S4.)

S3: June

S4: January

S5/6: November

Where there is concern about a pupil's progress, parents may be contacted by a Head of House or Depute Head Teacher. Any parent worried about their child's progress should feel free to contact their child's Head of House to discuss the matter.

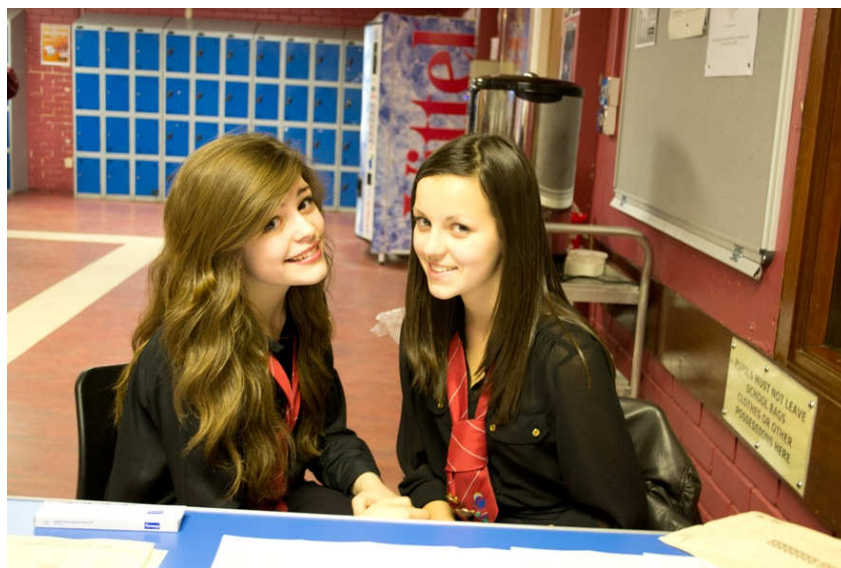
Parents' Evenings

There is one Parents' Consultation Evening for each year group every session. These took place in the months listed below in session 2011-2012.

S1: November
S2: March
S3: November
S4: February
S5/6: March



In addition, there are three Information Evenings. One for S2 and one for S4/S5 pupils in preparation for Course Choice. The third is for parents of P7 pupils who are due to enrol with us after the Summer. Dates for these meetings can be found on the school website.



Extra-curricular

Extra-curricular Activities

Activities Week

School Clubs

Memorial Awards

Extra Curricular Activities

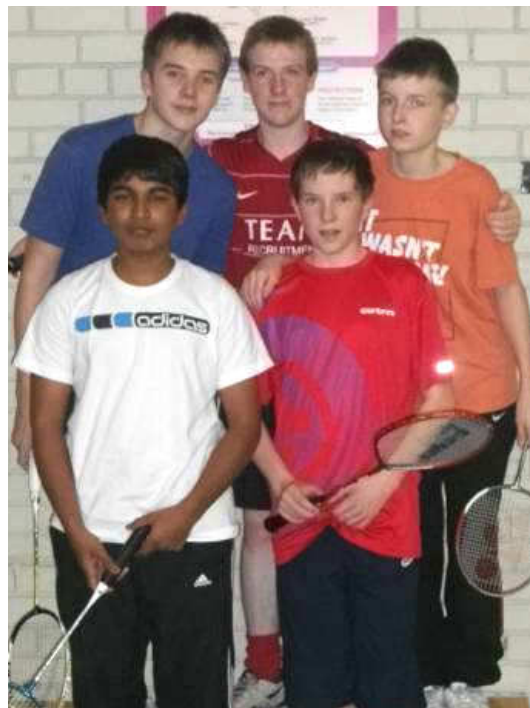
Bridge of Don Academy offers pupils a wide range of experiences through involvement in team and individual activities as well as clubs and groups which meet predominantly after school.

The school currently runs football teams at U-13 and U-15 levels which compete in regional leagues. The senior team are currently involved in playing friendlies against other local schools. This session the basketball club has resumed and an S1 netball club has been set up. During the session there will be the opportunity for pupils to participate in local basketball festivals and competitions.

There is a strongly attended badminton club within the school and pupils have the opportunity to either play recreationally or to represent the school in various tournaments throughout the year.

Our Senior School Golf Team were Aberdeen District Champions in 2002 and 2004 and in 2012 we will be aiming to enter a team to represent Bridge of Don Academy within this competition.

Active Schools also coordinate regular events across the city, which pupils are invited to attend. These cover a variation of sports and have emphasis in both participation and competitive elements. In 2012 the aim is to establish a table tennis club for pupils to participate either for enjoyment or to play in local secondary school competitions.



STEM Science club

The STEM [Science, Technology, Engineering & Maths] club takes place in the Science Department, meeting weekly after school from March – June. The club is open to P7 pupils and any academy pupils with an interest in these subjects. It aims to make learning through discovery a fun experience and also to ease the transition from P7 – S1 in August. Pupils enjoy a range of activities such as making rotor – copters, growing crystals, making and testing remote controls and various Maths challenges. Several members of staff from the Science, Maths & Technology departments work with the pupils and also a group of our senior Science students.

Activities Week

Activities Week in June offers a wide ranging programme of trips, outings and in-school events for pupils in S1 and S2.

Trips are either residential or local. Typical residential trips include outdoor activities in the Cairngorms, Spanish water sports, Paris and London.

Local activities include day trips to venues such as Discovery World in Dundee, Amazonia (Motherwell) and Landmark, visits to various local landmarks and a mixture of outdoor activities such as horse riding, golf, football and paintballing. School based activities include Let's Bake, Get Crafty and a range of indoor sports.

Activities Week takes place during a week where the normal timetable is suspended to allow for these activities to take place. Attendance at school remains compulsory. Should any parent feel that their child cannot participate in any activity due to financial restrictions, they are urged to contact the school who will endeavour to ensure a child does not miss out on any opportunity. Work and teaching staff will be available for pupils who do not participate in any of the activities offered.

A pre-requisite for any pupil wishing to participate is a good standard of behaviour and the wearing of school uniform throughout the session. Pupils may not be permitted to participate on out of school trips, especially residential excursions, if they fail to represent the school in this way at other times of the year.

Sports Clubs And Activities

We would always wish to encourage and accommodate as many pupils as possible in a number of clubs and activities. Below are details offered in the last year.

Athletics: Competition available up to South Grampian and National Standards as well as the annual S1/S2 Heptathlon Event.

Badminton: The school participates in local badminton tournaments. Badminton club meets on Thursday after school.

Basketball: The school participates in local basketball festivals. Basketball club meets on a Tuesday after school.

Dodgeball: A dodgeball club is organised through Active Schools and the school community police officer and meets on Thursdays at lunchtimes.

Football: League teams at S1, S2 and senior age groups in friendly and cup competitions.

Golf: An inter-school Aberdeen City League is run April – June. S1 – S6 pupils eligible to play.

Swimming: This session the school was again represented in the Aberdeen City time trials. A swimming gala is organised at Christmas time.

Ceilidh: A whole school activity which takes place at the end of term 3.

Cross-Country: The school is represented at South Grampian Schools Cross-Country Championships.

Day	Lunchtime	After School	Staff Contact
Monday		Soccer One	Mr Jappy
Tuesday		Basketball Club	Mr Jappy
Wednesday		S1 Netball Club	Miss Shaw
Thursday	Dodgeball	Badminton	Mr Kerr
Friday			

Music

Music clubs and associations have a great deal to offer our pupils and we hope that as many as possible will take the opportunity to join in the various musical groups.

There are a number of instrumental groups, including an orchestra and a concert band all of whom meet regularly on a weekly basis and are made up of pupils who receive instrumental instruction either privately or through the instrumental instruction lessons provided in the school.

There are currently two choirs, Junior and Senior, a string group and a concert band all of whom meet regularly. All these groups perform at intervals throughout the year, including the annual winter concert and the school Awards Ceremony.

Homework/Study Clubs

There are a number of homework/study clubs offered to pupils as part of our Study Support initiative. The clubs run at lunchtimes or after school and are open to all pupils.

There is also a General Study club every lunchtime to allow pupils to finish off work, catch up, receive help with various subjects, or simply offer them a quiet place to study.



Library Club

The Library Club meets every lunchtime and gives pupils from all years the opportunity to read books or magazines, play board games, do homework and access the computers. Throughout the year there will be special events.

Chess Club






This is organised by a number of enthusiastic chess playing pupils and runs each Tuesday lunchtime.









Amnesty International Club



The Amnesty International Club currently meets every Thursday at 1.00 pm in F12. Here we look at individual cases of human rights abuses and discuss these. We write letters to heads of state and government officials urging them to uphold the human rights of all people. We also write to individuals who are in prison because of their beliefs and reassure them that we are trying to help get them released.

Table of Activities

A full list of extra-curricular activities can be found in the following table:

ACTIVITY	TIME	YEAR GROUP	ADDITIONAL INFORMATION	CONTACT
FOOTBALL U13s	MONDAY 3.55 PM – 5.00 PM	S1	GAMES HALL 	MR JAPPY
INDOOR ROWING	THURSDAY 1.20 – 1.50 PM	S1 – S6	ACTIVITIES ROOM	MR JAPPY
DEBATING CLUB	MONDAY 4.00 PM – 5.00 PM	S1 – S6	F12	MRS ANDERSON
PHOTOSHOP CLASSES	MONDAY 1.00 PM – 1.30 PM		NO ENTRY WITHOUT AN ART PASS	MISS SIMPSON
YOUNG ENGINEERS CLUB	MONDAY 3.35 PM – 5.35 PM	S5 & S6		MR NICKLAS
BASKETBALL	TUESDAY 3.55 PM – 5.05 PM	S1 – S6		MR McDONALD
ART CATCH UP CLASSES	TUES, WED, THURS 1.05 PM – 1.55 PM	S3-S6	NO ENTRY WITHOUT AN ART PASS	MISS SIMPSON
MATHS STUDY CLASSES	TUESDAY & THURSDAY 1.00 PM – 1.30 PM		F9	MR WILLOX
MATHS EASTER REVISION CLASSES	SECOND WEEK OF THE EASTER BREAK	S4 – S6	LETTERS WILL BE SENT HOME WITH DETAILS IN MARCH/APRIL 2012	MR WILLOX
PHYSICS CATCH UP	WEDNESDAY 1.25 PM – 1.55 PM	S4 – S6	 T11 & T13	MR GISBEY MRS MACKENZIE
CHEMISTRY CATCH UP	THURSDAY 1.25 PM – 1.55 PM	S4 – S6	 T10B	MR HARDACRE MISS HOSIE
BIOLOGY CATCH UP CLASS	WEDNESDAY 1.10 PM – 1.40 PM	S4 – S6	 PAST PAPERS	MRS MCWILLIAM MISS FREUDENTHAL
JUNIOR CHOIR	TUESDAY Lunchtime		 MUSIC	MRS FORBES MISS STEWART
NETBALL	THURSDAY 3.00 PM – 4.00 PM	S1	GAMES HALL	MISS SHAW
CHEERLEADING	WEDNESDAY Lunchtime		GAMES HALL	MISS SHAW

ACTIVITY	TIME	YEAR GROUP	ADDITIONAL INFORMATION	CONTACT
ORCHESTRA 	WEDNESDAY 3.00 – 3.30 PM	S1 – S6	FOR ALL PUPILS RECEIVING INSTRUMENTAL TUITION	MRS FORBES
COMPUTING CATCH UP CLASS 	WEDNESDAY 1.15 PM – 1.55 PM	S3 – S6	F7/F9	MR WELSH/ MRS BLACKWOOD
STEM SCIENCE CLUB 	WEDNESDAY 3.45 PM – 5.00 PM	P7 – S6	A RANGE OF SCIENCE ACTIVITIES	MRS MCWILLIAM (BIOLOGY)
CEILIDH BAND	WEDNESDAY 1.30 PM		MUSIC 	MR DAVIDSON
IT CLUB	WEDNESDAY Lunchtime 1.25 PM – 1.50 PM	S1/S2	A RANGE OF ACTIVITIES ON OFFER FROM DESK TOP PUBLISHING TO INTERNET TO GAMES DESIGN AND MUCH MORE. T4	MRS CRUICKSHANK 
SENIOR CHOIR	TUESDAY 1.30 PM	S3 – S6		MRS FORBES
BADMINTON	WEDNESDAY 3.00 PM – 4.00 PM	S1 – S6	GAMES HALL	MR KERR
AMNESTY INTERNATIONAL	FRIDAY 1.15 PM	ALL YEAR GROUPS	HUMAN RIGHTS GROUP	MRS ANDERSON
SCIENCE BACCALAUREATE	AS ARRANGED BY PARTICIPANTS	S6		MRS G MCWILLIAM
TABLE TENNIS	WEDNESDAY 1.20 – 1.50 PM	S1 – S6	ACTIVITIES ROOM	MR JAPPY/ MR KERR
DANCE & ZUMBA	WEDNESDAY 3.00 – 4.00 PM		ACTIVITIES ROOM	MISS SHAW

ACTIVITY	TIME	YEAR GROUP	ADDITIONAL INFORMATION	CONTACT
YOUNG ENTERPRISE 	AS ARRANGED BY PARTICIPANTS	S5 & S6	COMPANIES MEET TO SHARE INFORMATION, PLAN ACTIVITIES AND MEET THE BUSINESS ADVISOR [MRS S SHAND].	LINK TEACHERS MRS G MCWILIAM
BUDDIES 	BUDDIES MEET REGULARLY IN T1	S5 & S6	BUDDIES PROMOTE POSITIVE BEHAVIOUR AMONGST YOUNGER PUPILS IN AND AROUND THE SCHOOL IN VARIOUS LOCATIONS SUCH AS THE LIBRARY AND CANTEEN	MRS NAPIER



Primary 7 Pupil from Balmedie Primary on the one day visit.

Memorial Awards

Bridge of Don Academy offers support and encouragement to pupils through four awards set up in memory of three popular and enthusiastic members of staff.

Mrs Patricia Scott Memorial Fund

Patricia Scott (nee Weedon, 24 October 1954 – 17 June 1983) joined the staff at Bridge of Don Academy as a teacher of Science in August 1980. She was a dedicated subject teacher, but also played an active and important part in the organisation of many extra curricular activities. These included Biology Field Trips, the Orienteering Club, and the West Highland Expedition.

During the West Highland Expedition of June 1983, she met her tragic death on the slopes of Beinn Liath Mhor when she was just 29 years old. Her life was short but she found great happiness in hill walking and outdoor life in general.

The school wishes her enthusiasm to be remembered in tangible form and from the Memorial Fund established after her death, a bursary is awarded annually to pupils to enable them to develop skills in outdoor pursuits.

Any pupil wishing to apply for a bursary should first decide on the course which he or she wishes to attend. Then he or she should submit an application form, obtainable from the School Office, containing details of the nature and cost of the activity. The application form should be returned to the school office by 31 January of each session.

The Doug Pauline Memorial Award

Doug Pauline taught in Bridge of Don Academy for 18 years. Initially a Maths teacher, he became the School's first Principal Teacher of Computing Studies in 1985.

His sudden death in October 1995 brought great sorrow to the school. Doug Pauline was energetic, popular and well respected by pupils and colleagues. He had a wide range of personal interests and he contributed much to the extra-curricular and social life of the school.

Soon after his death, his family, pupils, teachers and friends combined to create the Memorial Fund which supports an annual award. The award can be for any of a wide range of achievements – in the Arts, in Sport, in Academic pursuits, in Service to the Community or the field of Technology. The Memorial trustees are to be elected annually and they will call for nominees for the award in March each year.



The Denise Thomson Endeavour Award

Denise Thomson (1971 – 2008) joined the PE department of Bridge of Don Academy in 1999. Although Denise may have been small in stature, she was large in heart and character. During her time at the school, pupils and staff benefited enormously from her talents as a teacher, felt the sparkle of her personality and were all touched by her fun loving spirit. Her sudden death on the 5th of August 2008 brought great sorrow to the school and community.



Denise is remembered for her contribution and commitment to various extra curricular activities including the netball team, golf team and ski trips to France. She brought fun and energy to the annual swimming gala, ceilidhs and cross country events. Denise was popular and well respected by both staff and pupils. As Convener of the Social Committee she helped raise staff morale and became to many a much loved friend.



Denise was an inspiring and motivating teacher. She strongly believed that effort was just as important as natural ability. Leading by example, Denise always gave 100% to her pupils developing, encouraging and advising them. In recognition of this and in her memory, The Denise Thomson Endeavour Award is presented at the annual Awards Ceremony. This award acknowledges and honours a pupil who has demonstrated such qualities in any form of physical activity.

The Mary Stevenson Endeavour Award

Mary Stevenson was a well-loved member of the Bridge of Don Academy staff. Following months of illness, she died.

Mary's link with the school began when her two children had become more independent and she was able to work as an escort on one of the school buses. She developed excellent relationships with the pupils and was soon respected by them.

She was then asked to become an invigilator, which she did well. Her next step was to become a Pupil Support Assistant in 2004. She gave first class service to the school in this role, building strong relationships with many pupils who needed support with their learning and helping teachers in their classes.



Mary was popular with pupils and staff alike and, from the beginning, became a full part of the life and work of the school.

Throughout her illness, she remained resolutely strong and positive, always interested in what others were doing and shrugging off concerns about herself. She was truly an inspiration.



In recognition of Mary's contribution to the school, an award is presented at the annual Awards Ceremony at the Beach Ballroom. This award is presented to a pupil who has accessed the ASN Base and has shown a consistent high level of application to learning.

Appendices

Appendix 1: School Holiday Pattern

Appendix 2: Staff List

Appendix 3: Forms

Appendix 4: School Performance Data

Appendix 1: School Holiday Pattern 2012-2013

Term 1

- Pupils Return – **Tuesday 21 August 2012**
- September Holiday – **Friday 21 and Monday 24 September 2012**
- Term Ends – **Friday 12 October 2012**
- October Holiday – **Monday 15 to Friday 26 October 2012**

Term 2

- Term Starts – **Monday 29 October 2012**
- Term Ends – **Friday 21 December 2012**
- Christmas Holiday – **Monday 24 December 2012 to Friday 4 January 2013**

Term 3

- Term Starts – **Monday 7 January 2013**
- Mid Term – **Monday 11 February 2013**
- Term Ends – **Thursday 28 March 2013**
- Easter Holiday – **Friday 29 March to Friday 12 April 2013**
(Good Friday 29 March 2013)

Term 4

- Term Starts – **Monday 15 April 2013**
- May Day Holiday – **Monday 6 May 2013**
- Term Ends – **Friday 5 July 2013**

In-Service days

- **Monday 20 August 2012** and 4 days to be set.

Dates for Sessions 2013 – 2014 are available on the school's website.

Parents who wish to remove their child from school outwith these dates **must** seek written permission from the Head Teacher. The school is not obliged to permit family holidays during term-term and we would ask you to keep the pupils' continued education at the forefront of any holiday plans.

Appendix 2: Staff List

In 2011-2012 the City staffing formula allocated 52 full time equivalent teaching staff to Bridge of Don Academy.

Members of staff as of February 2012:

Senior Management

Mr J P Harland (Head Teacher)
Mr M Jamieson (Depute Head Teacher)
Mrs D McWilliam (Depute Head Teacher)
Miss S Murray (School Support Services Manager)

Principal Teachers of Guidance

Miss K Cromar (Iona House)
Mrs J Napier (Arran House)
Miss L Ritchie (Tiree House)
Mr R Paterson (Skye House)

Expressive Arts – Art & Music

Mrs M Milne (Principal Teacher) Art
Miss L Simpson Art
Mrs G Forbes Music
Miss C Stuart Music

Music Instructors

Mr W Alexander (guitar)
Mr C McKay (guitar)
Mrs S Noden (piano)
Miss D Haig (woodwind)
Miss L Renwick (voice)
Mrs J Gourlay (brass)
Mrs G Rose (percussion)
Mr Davidson (violin)

English

Mr D Haggarty (Principal Teacher)
Mrs E Forbes
Mrs M Mitchell
Miss C Taylor
Mrs E Tortolano
Mr S Warrender

Health & Wellbeing

Mrs K Thomson (Principal Teacher)
Mrs M Hall (Tues, Wed)
Mrs N Ezeh (Mon, Thurs, Fri)

Mathematics

Mr B Willox (Principal Teacher)
Miss S Anderson
Mrs H Benzie
Mr C Cooper
Miss M Guthrie
Mr C McDonald



Modern Languages

Mrs J Lees (Principal Teacher)
Mrs J Robinson
Mrs L Fettes

Physical Education

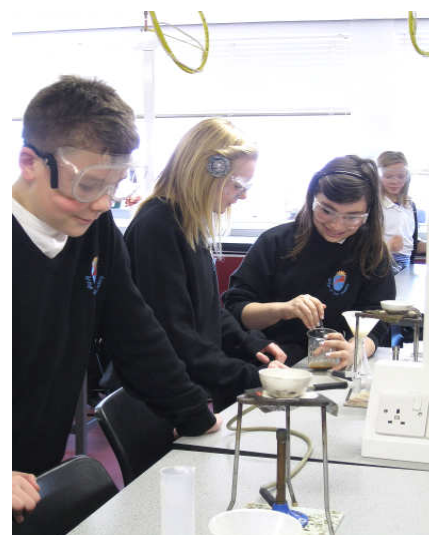
Mr A Jappy (Principal Teacher)
Mr J Kerr
Miss L Shaw

Religious, Moral and Philosophical Studies

Mrs A Anderson (Principal Teacher)

Science

Mrs G McWilliam (Principal Teacher) also teacher of Biology
Miss C Freudenthal Biology
Mr J Gisbey Physics
Mr D Hardacre Chemistry
Miss C Hosie Chemistry
Mrs K McKenzie Physics



Social Studies

Mrs M Clark (Principal Teacher) also teacher of Geography
Mrs L Thomson Geography
Mr D McKee History
Mrs L Marshall History
Miss C Barrie Modern Studies



Support for Learning

Mrs N Wood (Principal Teacher)
Mrs A Smith
Mrs K Johnston (Mon, Tues, Wed)
Mrs S Henderson (Thurs, Fri)
Mrs J Bowman
Mr D Windmill
Mrs E Adamson (Pupil Support Assistant)
Mrs F Beaumont (Pupil Support Assistant)
Mrs J Dargie (Pupil Support Assistant)
Mrs E Duncan (Pupil Support Assistant)
Mrs S Jenkins (Pupil Support Assistant)
Mrs I Leith (Pupil Support Assistant)
Mrs A Milne (Pupil Support Assistant)
Mrs L Smith (Pupil Support Assistant)
Mrs S Still (Pupil Support Assistant)
Mrs J Thomson (Pupil Support Assistant)

Technologies

Mrs J Cruickshank (Principal Teacher) also teacher of Business Education
Mr T Welsh Computing
Mrs M Craib Computing
Mrs L Blackwood Computing
Mr S Nicklas Design & Technology
Miss E Freeman Design & Technology

Librarians

Mrs E Garden (Job Share)
Mrs G Marshall (Job Share)

Technicians

Mr W Ralph (Supervisory Technician)
Mrs K Alexander (Science)
Mrs E Forbes (Reprographics)
Mr E Inverarity (Design & Technology)
Ms A Rochford (Home Economics)

Administration Staff

Mrs R Fowlie (School Administrator/Senior Support Assistant)
Mrs D Duncan
Mrs E Rennie

Nurse

Mrs L Andrew

Janitors

Mr D Chesser
Mr G Polson

Cook Supervisor

Mrs S McBain

Appendix 3: Pro-forma Examples



BRIDGE OF DON ACADEMY Pupil Acceptable Use Form



Access to the School Computer Network and Internet is now available at Bridge of Don Academy. Users will now have access to software and online libraries and databases.

All pupils receive training which includes information about appropriate use of the computer network as well as how to navigate the Internet to search for information for school-based projects. Although Internet use is supervised in our school, you should be aware that some pupils might find ways to access material, which is inaccurate, illegal or potentially offensive to some people. Bridge of Don Academy uses a filtered system of Internet access offered by Research Machines to prevent, as far as possible, this type of unauthorised access and follows the Local Authority guidelines on Internet Safety. Despite the risk of potential problems, we believe that the benefits to pupils of Internet access far exceed any disadvantages.

We insist pupils and parents read the "Conditions of Computer Use" section below. Both pupil and parent signatures are required before pupils can access the Internet.

Conditions of Computer Use

While using computers and the Internet at Bridge of Don Academy:

1. My computer use will only be for appropriate educational activities.
2. The language I use and the material I send or receive will not be offensive in any way.
3. I will not attempt to download illegal material or attempt to access inappropriate sites, newsgroups or chat rooms such as racist, pornographic or violent sites.
4. I will inform staff immediately if I find any inappropriate material on a computer I am using.
5. I will not reveal the personal address, phone number or password of others, or myself nor use another's password.
6. I will not use any computer in such a way that would disrupt the computer use of others.
7. I will not attempt to access files belonging to others.
8. I will not interfere with any computer security measures the school may have in place.
9. I will only upload or download files with the permission of a member of staff.
10. I will not copy files to or from school computers unless used for schoolwork, and the act of doing so does not infringe copyright laws.
11. I will not attempt to install, or uninstall, any programs on school computers.
12. I will respect the copyright of materials and not use downloaded materials except for private study and I will acknowledge all sources referred to or quoted.
13. Access to social networking sites is strictly forbidden
14. Users must not leave computers unattended in such a state as to risk unauthorised access to and disclosure of information.

15. Users must not knowingly or carelessly expose the network to avoidable risk through the introduction of computer spyware or viruses

The violation of Bridge of Don Academy's rules concerning the use of computers and the Internet will result in disciplinary action including, but not limited to, the loss of computer privileges and may result in legal action. Users should be aware that monitoring and random checks are made on all computer use and that e-mail messages sent and received may be monitored. All rules relating to computer use apply networked and stand-alone computers in the school.

Pupil Section

- I have read the Bridge of Don Academy Acceptable Computer and Internet Use Agreement.
- I agree to follow the conditions of computer use contained in this document.
- I understand that if I violate any of these conditions of computer use, I will be denied access to the school's computer facilities and I may face other disciplinary measures.

Pupil's Name _____ Class _____

Pupil's Signature _____ Date _____

Parent or Guardian Section

- As the parent or legal guardian of the pupil signing above, I have read the Acceptable Computer and Internet Use Agreement and grant permission for my son or daughter to use computers and the Internet.
- I understand that Internet access is designed for educational purposes.
- I also understand that Bridge of Don Academy cannot be held responsible for websites that are deemed as inappropriate but have taken every precaution for online safety.
- I accept the conditions of computer use contained in this document and acknowledge that my son/daughter will be held responsible for violation of these conditions.
- I give consent for my child to be photographed as part of a press article for the school which, if selected, may then appear in the local or national press. [Permission must be granted by the Head Teacher and/or the local authority's public relations department, before the press can visit the school.]
- I also give permission for my son's/daughter's picture, where deemed appropriate by the school, project or other schoolwork to be published on the Internet. [I understand that his/her full name will not be used with any published photograph. This will help ensure the pupil's privacy.]

Parent's Name (please print) _____ Date _____

Parent's Signature _____

If you have any questions or concerns about this, please contact Mr Jamieson through the school office.



BRIDGE OF DON ACADEMY

Information to Parents

Name:		Class:	
Subject:		Teacher:	
Issued on:			

This form is designed to alert you to a concern regarding an aspect of your child's progress at Bridge of Don Academy, details of which are given below. To foster close and productive links between home and school, we would be grateful if you could discuss the issue(s) with your child so we can all work together to ensure that your child receives a positive and productive education. If you would like to respond to this letter, please do so by written return. The concern relates to:

<input type="checkbox"/> Failure to bring necessary jotters, books or equipment to class <input type="checkbox"/> Failure to bring planner <input type="checkbox"/> Failure to produce classwork in keeping with his/her own ability <input type="checkbox"/> Failure to produce homework in keeping with his/her own ability	<input type="checkbox"/> Failure to complete homework on time for the date set <input type="checkbox"/> Failure to meet deadlines for exam related work/formal assessment <input type="checkbox"/> Other
--	--

Further Information:

Teacher's Signature.....

**Annette Bruton
Director of Education, Culture and Sport**



BRIDGE OF DON ACADEMY

Head Teacher: Jack P Harland

Discipline Letter



Name:		Class:	
Subject:		Teacher:	
Issued on:			

This letter is designed to alert you to a concern regarding an aspect of your child's education at Bridge of Don Academy. This has resulted either from your child receiving repeated warnings for breaching the pupil code **or** a more serious incident, as detailed below. To foster close and productive links between home and school, we would be grateful if you could discuss the issue(s) with your child so we can all work together to ensure that your child receives a positive and productive education. If you would like to respond to this letter, please do so by written return. The concern relates to:

<input type="checkbox"/> Attitude	Level Reached
<input type="checkbox"/> Behaviour	<input type="checkbox"/> Level 3: Class teacher communication to parent
<input type="checkbox"/> Other	<input type="checkbox"/> Level 4: Immediate Time Out Class teacher communication to parent
(Please see below for full details.)	<input type="checkbox"/> Level 5: Planned Time Out Principal teacher communication to parent

Further Information:

Teacher's Signature.....

**Annette Bruton
Director of Education, Culture and Sport**

Bridge of Don Academy

Praise Award

Pupil

Class

Department

This Praise Award has been given for:

- | | |
|--|---|
| <input type="checkbox"/> An excellent standard of classwork. | <input type="checkbox"/> Consistently meeting the school's expectations of pupils. |
| <input type="checkbox"/> An excellent standard of homework. | <input type="checkbox"/> An outstanding contribution to a school activity. |
| <input type="checkbox"/> A significant improvement in behaviour. | <input type="checkbox"/> An outstanding contribution to a class activity. |
| <input type="checkbox"/> A significant improvement in attitude. | <input type="checkbox"/> An outstanding contribution to an out of school activity that brings credit to the pupil and thereby the school. |
| <input type="checkbox"/> A significant improvement in effort. | <input type="checkbox"/> Other |

Comment

.....

.....

Teacher's Signature

Date

Top copy kept by teacher on return; Blue to PT; Yellow to Year Head; Green to Guidance.

Appendix 4: National Examination Results: Session 2010-2011

The following pages contain an analysis of the performance of our pupils in S4 to S5 who sat national examinations in 2011. They give a comparative summary of examination results, awards, leaver destinations budgeted running costs and absence rates for Bridge of Don Academy, for Aberdeen City and for Scotland.

When using this data you should bear the following in mind:

- Examination results as published give a misleading picture of the relative effectiveness of schools. Although there are differences between Aberdeen schools research evidence has shown that these differences are largely attributable to differences in pupil intakes.
- The school running costs are also misleading. Costs are largely determined by architecture, size, age and maintenance requirements of school buildings.
- Furthermore, running costs averaged at a cost per pupil do not take account of other groups which may use the building during the school day (eg Community Education Classes and groups).
- Results are an important indicator of performance for a school, but not one that gives the full picture of education. These results should be considered alongside other indicators of pupils' progress, such as the quality of the learning experience and the ethos of the school.
- Sometimes differences in the patterns of results from year to year may be due to fluctuations in pupils' abilities in different year groups rather than to any underlying trend in school performance.
- Some schools make provision for pupils with additional support needs either within their mainstream roll or in integrated ASN units. These pupils can have a significant effect on attainment patterns. However, the overall effect is heavily dependent on the number of pupils and the nature of their needs.
- A low staying-on rate to S5 and S6 in a school might be part of the explanation for a low percentage of awards.
- Awards are credited to the presenting centre only. Exam results may be affected by pupils who are presented for examinations at Aberdeen College of Further Education.

They should not, therefore be regarded as an indication of the learning resources available to pupils in individual schools.

Information For Parents 2011: Secondary Schools

School: Bridge Of Don Academy	Id No.: 100 - 5235634
--------------------------------------	------------------------------

Leaver Destinations

Number Of Pupils Leaving In School Year 2010/11 And Percentage With Destination As:

Total Number of Leavers (=100%)	125
Full-time Higher Education	38
Full-time Further Education	26
Training	2
Employment	22
Other Known	10
Not Known	2

Budgeted Running Costs For Financial Year 2011-12

School Roll at September 2010	663
Total School Running Costs at April 2011 (£)	3,542,005
Cost per Pupil (£)	5,342

Attendance And Absence For School Year 2010/11

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	39,562	41,968	50,272	42,662	43,596	218,060
Percentage Authorised Absences	6.7	6.2	7.8	6.4	5.6	6.6
Percentage Unauthorised Absences	1.6	1.1	1.4	1.6	1	1.3

**Estimated S5 January Roll As A Percentage Of The S4 Roll
In September Of The Previous Session**

2008/09	2009/10	2010/11
67	70	72

Examination Results (within Scottish Credit and Qualifications Framework)

(2010/11 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		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
	96	94	96	85	81	85	27	34	32

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		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
	39	39	42	23	20	22	8	8	8

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		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
	30	35	27	18	22	19	14	12	14

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	28.1	30.7

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.

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

Education Authority: Aberdeen City

Leaver Destinations

Number Of Pupils Leaving In School Year 2010/11 And Percentage With Destination As:

Total Number of Leavers (=100%)	1,774
Full-time Higher Education	36
Full-time Further Education	26
Training	2
Employment	22
Other Known	13
Not Known	2

Budgeted Running Costs For Financial Year 2011-12

School Roll at September 2010	9,354
Total School Running Costs at April 2011 (£)	57,195,179
Cost per Pupil (£)	6,115

Attendance And Absence For School Year 2010/11

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	649,724	640,017	659,708	636,960	495,692	3,082,101
Percentage Authorised Absences	5.7	6.5	7.6	6.6	5	6.3
Percentage Unauthorised Absences	1.5	1.9	2.8	3	2.7	2.4

Education Authority: Aberdeen City

***Estimated S5 January Roll As A Percentage Of The S4 Roll
In September Of The Previous Session***

2008/09	2009/10	2010/11
59	65	67

Examination Results (within Scottish Credit and Qualifications Framework)

(2010/11 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		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
	91	92	91	76	76	75	31	36	32

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		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
	39	40	40	24	23	27	11	11	13

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		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
	30	33	31	21	23	22	14	17	17

Education Authority: Aberdeen City

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	32.2	33.8

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

National Data

Leaver Destinations**Number Of Pupils Leaving In School Year 2010/11 And Percentage With Destination As:**

Total Number of Leavers (=100%)	54,073
Full-time Higher Education	36
Full-time Further Education	27
Training	6
Employment	20
Other Known	11
Not Known	0

Budgeted Running Costs For Financial Year 2011-12

School Roll at September 2010	299,616
Total School Running Costs at April 2011(£)	1,702,108,639
Cost per Pupil (£)	5,681

Attendance And Absence For School Year 2010/11

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	19,561,953	19,996,998	20,211,642	20,145,865	15,556,206	95,472,664
Percentage Authorised Absences	5.3	6.2	6.8	6.3	5.9	6.1
Percentage Unauthorised Absences	1.6	2.3	3.2	3.5	3.1	2.7

National Data**Estimated S5 January Roll As A Percentage Of The S4 Roll
In September Of The Previous Session**

2008/09	2009/10	2010/11
67	72	75

Examination Results (within Scottish Credit and Qualifications Framework)*(2010/11 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		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
	92	92	93	78	78	78	35	36	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		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
	41	43	44	23	25	26	11	11	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		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
	31	33	35	21	22	23	14	15	15

National Data

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	33.9	34.1

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

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Bridge of Don Academy

Braehead Way
Bridge of Don
Aberdeen
AB22 8RR

Tel: 01224 707583
Fax: 01224 706910

E-mail: enquiries@bridgeofdon.aberdeen.sch.uk
Web: www.bridgeofdon.aberdeen.sch.uk