Liberton High School
Handbook
A Foreword from the Director of Children and Families

Session 2014-15

Dear Parents

This brochure contains a range of information about your child’s school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child’s education.

We are committed to working closely with parents as equal partners in your child’s education, in the life of your child’s school and in city—wide developments in education.

Parental involvement in the decision making process and in performance monitoring are now, more than ever, an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2014/15 and hope that it will provide you with all the relevant information you may need concerning your child’s school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child’s school in the first instance who will be happy to offer any clarification you may need.

Gillian Tee
Director of Children and Families
Children and Families Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed

- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

**Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.**
Welcome from the Head Teacher

Dear parents / carers

Welcome to the Liberton High School Handbook. We are a comprehensive school serving our community in the South of Edinburgh. We have around 65 staff providing outstanding educational experiences for 610 pupils through the implementation of A Curriculum for Excellence.

We believe that every single pupil in our school has huge potential and it is our mission to work with them their parents and the entire community to ensure that every one of them delivers excellent performance in all aspects of their school careers. This handbook offers an introduction to our school and a general overview of the education provided for your child.

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me.

To make our handbook easy to use I’ve divided the information into four different sections:

- **Section One – Practical Information about the School**
- **Section Two – Parental Involvement in the School**
- **Section Three – School Curriculum**
- **Section Four – Support for Pupils**

Stephen Kelly
Head Teacher
Contact Details

Name of Head Teacher: Stephen Kelly
Name of School: Liberton High School
Address: Gilmerton Road, Edinburgh, EH17 7PT
Telephone Number: 0131 664 7514
Website: www.liberton.edin.sch.uk
E-mail Address: admin@liberton.edin.sch.uk

About the School

Stages provided for: S1 to S6
Present Roll: 610
Denominational Status of: Non-denominational

Organisation of the School day

Start Time: 8.30 Monday - Friday
Morning Break: 10.40 – 10.55am (Mon – Thurs) 10.30 – 10.50am (Fri)
Lunch Time: 12.50 – 1.35pm (Mon – Thurs) 12.40pm (Fri)
Finish Time: 3.25pm (Mon – Thurs) 12.40pm (Fri)

Assembly days for pupils

Dee House Tuesday
Tay House Wednesday
Forth House Thursday
Agreed Term Dates for Session 2014-2015

**Autumn term**

Monday 11 August 2014 - Staff resume  
Tuesday 12 August 2014 - Staff only  
Wednesday 13 August 2014 - Pupils return  
Schools closed Monday 15 September 2014 (Autumn Hol)  
Tuesday 16 September 2014 - All resume  
Friday 10 October 2014 - Mid-term, All break  
Monday 20 October 2014 - Staff resume  
Tuesday 21 October 2014 - Pupils resume  
Friday 19 December 2014 - Term ends

**Spring term**

Monday 5 January 2015 - Staff resume  
Tuesday 6 January 2015 - Pupils resume  
Friday 13 February 2015 - Mid-term, All break  
Monday 23 February 2015 - All resume  
Thursday 2 April 2015 - Term ends  
*The Easter break incorporates the following holidays:*  
Friday 3 April 2015 - Good Friday  
Monday 6 April 2015 - Easter Monday  
Monday 20 April 2015 - Spring Holiday

**Summer term**

Tuesday 21 April 2015 - All resume  
Monday 4 May 2015 - May Day, schools closed  
Tuesday 5 May 2015 - All resume  
Thursday 7 May 2015 - Staff Only  
Monday 18 May 2015 - Victoria Day, schools closed  
Tuesday 19 May 2015 - All resume  
Friday 26 June 2015 - Term ends

**P7/S1 Transition Days** - Tuesday 16 June, Wednesday 17 June and Thursday 18 June 2015.
Section One – Practical Information about the School

This section deals with the practical aspects of your child’s attendance at our school.

Communicating with the School

This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

Registration and enrolment

Registration for new First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Attendance and absence

It is the responsibility of parents and carers of a child of school age to make sure that their child is educated.

Absence from school is recorded as authorised, that is approved by the children and families department, or as unauthorised, that is unexplained by the parent (truancy).

Absences: What to do when your child is absent.

- In all cases the reason for absence should be explained by the parent/carer either by telephone or email on the first day of the absence giving a rough idea of when the pupil will return.
- In addition, on the first day back after an absence the pupil should bring a note to their Tutor during registration. The note should make clear the dates of the absence.

If a pupil is unable to return to school after lunch the parent/carer should inform the school office. On the second day of unexplained absence our Attendance Monitor will either telephone or send an absence enquiry to find out the reason for absence. We also have Truancy Call which is an automated communication system which will contact you directly if your child is marked absent at registration and we have not been notified of the reason for absence. Your child will be automatically included in the system. Should you prefer not to be notified that your child is absent from school please contact the appropriate Support for pupils leader to discuss this further.

Requesting absence from school

All pupils should bring a note from their parent/carer when requesting absence from school. This allows the Tutor to keep a record and amend the register. Pupils must not leave school at anytime during the school day without informing the school office.
Please make every effort to avoid family holidays during term time as this will disrupt your child’s education and reduces learning time. I can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with me before the holiday. If I cannot give permission before the holiday, it will be recorded as unauthorised absence. I can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. the Reporter to the Children’s Panel, if necessary.

**School Uniform**

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. A school’s reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

**Dress Code for Liberton High School**

**All Years**

- White collared school shirt.
- School tie. (Each S1 pupil will be provided with a complimentary tie; this will be posted out in the summer prior to starting at LHS).
- Plain black ‘V’ neck sweater. Jumpers worn in classes must be plain black. Plain black fleece with LHS logo. (This is the only fleece that will be permitted to be worn in classrooms).
- Plain black trousers or skirt. Jeans are not acceptable. Leggings may be worn under skirts or trousers provided they extend to the ankle.
- Plain black footwear.
- Belts must fit into trouser or skirt loops and be plain black.
- Knee length tailored shorts are acceptable in classes. Only in PE are other shorts permitted to be worn.
- Headwear may only be worn in the school building for religious or health reasons.
- All students must carry to school a bag containing their personal planner, subject jotters and/or textbooks and a stock of pens and pencils etc. School bags must be large enough to carry an A4 jotter.

**S6 Students and S5 Prefects**

All prefects are expected to wear the dress code as described above and a black blazer with the school crest. Blazers must be worn from 1 September of each session.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school. If you have any queries regarding the school’s dress code, please contact the school office.
Footwear and Clothing Grants

Grants for footwear and clothing for children are available to parents receiving:

- Child Tax Credit, but not working tax credit, with an annual income of less than £15,860
- Income support, jobseekers allowance [income-based], support under Part V1of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance.

Information on free school meals and clothing grants is available on the [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG.

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the School to be advised of the current price. Our menu and price list are available to download from the school website, there are always healthy choices as well as a vegetarian option every day. Menus are often themed around a wide range of cultural festivals (see menu in appendix i).

Our canteen is open from 8.00 – 8.25am, break and lunchtimes; we also have a Deli bar serving cold food at lunchtimes only. Our canteen uses a cashless catering system whereby pupils put money on their Young Scot card via slot machines in school. Our Deli Bar accepts cashless catering cards and cash payments. Pupils can eat packed lunches in both the canteen and the social area but please note that chewing gum and aluminium cans of any kind are not allowed in school.

Free School Meals

Some families may be eligible for free school meals. Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. An application is required for every school session.

Travel to and from School

Parents are requested, when dropping off/collecting children from school that they do not park near the pedestrian exit or in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol.
General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

During intervals teaching staff are present in the social areas of the building to supervise pupils.

School security

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors’ book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know. Telephone calls, texts and email communication will be used to ensure pupils can get home safely. No pupil would be sent home without consent of a parent/carer.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account [www.twitter.com/Edinburgh_CC](http://www.twitter.com/Edinburgh_CC) and Facebook page [www.facebook.com/edinburghcouncil](http://www.facebook.com/edinburghcouncil). If many schools are affected, or the situation is likely to be prolonged, then the Council's website [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) will also be used.

Mobile Phones

Whilst we appreciate the practicality of mobile phones and the enormous potential they have as tools for learning, pupils are only allowed to use their phones at interval times unless specific permission is given by their class teacher. Pupils repeatedly off task using their mobile phone will be asked to hand them over to their teachers and will get them back from either myself or house heads. Please remember that pupils bring expensive mobile phone to school at their own risk.

Equality

Council has published an Equality Scheme, which can be viewed on the council’s website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.
English as an Additional Language

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

Complaints, Comments and Suggestions Procedure –

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

There are some things which you should take note of in relation to making a complaint:

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation [0131 469 3233]
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

Health and Safety

"Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school". 
School Health Service

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child’s years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests. Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child’s parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

Some of the staff concerned and the parts they play are as follows:-

School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.

The School Doctor is made aware of any possible problems and parents/carers and the family doctor are informed if any further action is considered necessary.

The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child’s health.

The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants.

An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from outwith the Edinburgh area.

Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the School Doctor.

The School Doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the School Doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Doctor, but you may be charged a fee for this. In secondary schools the School Doctor may consider whether any special information should be provided for the Careers Service.

The School Doctor or Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school.

With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

The Audiometric Team normally checks children’s hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.
The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the School Doctor feels that your child may have a speech or language problem.

Any enquiries concerning the provision of dental services should be made to:
The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

We hope that the School Health Service can, together with yourselves, contribute to your child’s overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Doctor or School Nurse should you require any further information”.

**Medicine administration**

Please keep the school informed if your child has any medical problem. The school can keep and issue medication, inhalers, provided a form is completed detailing when medicine is to be taken.
Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school. This section contains information about how parents / carers can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Ethos

In partnership with our community we at Liberton High School aim to ensure that every pupil has the belief, skills, knowledge and work ethic required to achieve their full potential that will ensure that they are fit for a full, active and satisfying life in the world beyond school. This will be achieved for all of our learners through the highest quality of learning experiences and personal support.

Our Values

At Liberton High School we believe that:

- Everyone in our school community matters.
- Diversity should be celebrated and everyone should be cared for, respected and valued.
- Everyone has the potential for learning and to achieve success beyond what they them selves ever thought possible.
- Success only happens when we work hard, when we never accept anything less than our best.
- To be successful we need to raise the expectations we have of ourselves and each other.
- Together we can create a supportive learning culture based on trust, where we can all take risks with our learning and our teaching.
- An excellent school is a sustainable one that respects its environment and its community.
‘On Board’ Positive Behaviour Management System

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour. Effective classroom management is vital to establish a secure and positive environment in which teaching can take place. Managing pupils’ behaviour is a very important aspect of effective teaching. It is the responsibility of all staff. Effective teachers take full responsibility for the management of their pupils.

The On Board system is based on the idea of promoting positive behaviour, incorporating both rewards and sanctions. The aims of this policy are to

- Improve pupil behaviour and motivation.
- Increase the degree of reflection on classroom management techniques.
- Increase the degree of consistency of implementation of these techniques.
- Encourage pupils to take responsibility for their own behaviour.

Anti Bullying Policy

Liberton High School is firmly committed to dealing quickly and effectively with any reported cases of bullying. If you have any concerns, please let us know as soon as possible. Do not let things continue to escalate.

Bullying can be a very complex issue. If we do not immediately resolve the problem, please contact us again so that we can take further action or use alternative/additional strategies.

While it would be unrealistic to say that bullying never happens at Liberton High School, may we reassure you that it is not prevalent at the school. However that is not to say that we do not take it seriously.

Action

- All incidences are taken seriously and treated consistently.
- All incidents are recorded.
- The bully is severely warned about the consequences of continued bullying. Other action may be taken e.g. sanctions, counselling sessions, use of specialist agencies.
- The parents / carers of all pupils in the incident will be contacted where appropriate.
- Practical measures will be taken to support the victim.
- The bully will be encouraged to see the victim’s point of view.
- The case will not be closed until a satisfactory outcome has been achieved.

Bullying is discussed as a topic in PSE classes. Pupils are actively encouraged to report any bullying. The Befriending Scheme links S1 pupils with senior pupils whom they can trust and confide in. Safe areas can be provided for pupils who are the victims. Toilets are supervised at social times. We have a large social area which is supervised by staff. Parents online gives a lot of good information and advice for parents. It includes a section on what to do if you think your child is being bullied as well as advice on understanding teenagers.
Parent / Carer Consultation

We offer opportunities for you to discuss your child’s progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

Parent Councils

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents / carers are welcomed to be:

- involved with their child’s education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children’s schools.

All parents / carers are automatically members of the Parent Forum at their child’s school. As a member of the Parent Forum all parents / carers can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
Liberton High School Parent Council

All parents / carers are welcome to attend Parent Council meetings which are usually held in the staff room at 7.00pm.

Dates of Parent Council meetings will be published in the school calendar.

How to contact the Parent Council:

- Write a note and send it into the school office either by post or ask your child to give it to their tutor teacher
- E-mail us at LHS.parentcouncil@googlemail.com
- Telephone the school and we will get back to you

For more information on parental involvement or to find out about parents as partners in their children’s learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

The Liberton High School Association (LHSA)

The Liberton High School Association plays a key role in building partnerships and communication between the students, parents, carers and Liberton High School staff. The LHSA and Parent Council work with each other and the school to improve our children’s education and school environment.

All parents / carers are welcome to join the LHSA, regular meetings are held in the school staffroom throughout the school year.

To find out more about the LHSA speak to us at any of the school events or through the school office, or email us at liberton_pta@yahoo.co.uk

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Pupil Council

The Student Council is chaired jointly by the Head Boy and Head Girl and is composed of all House Captains and two directly elected members from each year group S1-S4. The election process involved all students in S1-S4 who were given the opportunity to propose themselves as Student Councillors. This proposal process involved them explaining why they would make a good Student Councillor and what they would like to achieve during their time as a Student Councillor. Following this, students in each year group voted for their preferred candidates using the first past the post electoral system. The Council meets during the school day, roughly once a month and discusses a wide variety of school issues – in a lively but considered way. It also has an annual staff-student consultation event which involves staff and students coming together to discuss matters of concern and then working to improve school life for all.
Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child are also included.

Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for excellence will be fully implemented by 2016.

Glow, Scotland’s unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

Teachers and practitioners will share information to plan a child’s ‘learning journey’ from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They’ll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There are now qualifications for literacy and numeracy. New qualifications at National 3, 4 and 5 were introduced in 2013/14. Our well regarded Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching and implemented over two years from 2014/15.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that’s needed. There will be a new emphasis by all staff on looking after our children’s health and wellbeing – to ensure that the school is a place where children feel safe and secure.
Ultimately, Curriculum for Excellence aims to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland’s reputation for great education.

Pupils will make the transition from a Broad General Education experienced in S1 – S3 into a Senior Phase that will have S4, S5 and S6 combined in a single cohort. Pupils in this Senior Phase will study either five or six subjects in each year. This will ensure Liberton’s ability to provide tailored, flexible curricular routes for all of our pupils. Our rationale for our curricular provision is as follows;

- Our curriculum is defined as the totality of the learners experience throughout the four contexts.
- Throughout our curriculum we aim to raise standards and develop the skills required for life long success.
- Every pupil can access all experience and outcomes within the third level across the four contexts of learning S1- S3 with most pupils engaging with fourth level outcomes in S3.
- Every pupil will experience breadth, challenge and application in their learning.
- Curriculum architecture will evolve to reduce the number of teacher contacts each learner has in order to develop high quality learning relationships. Teachers will know each learner well and this will help to ensure depth, personalisation and choice.
- It is the responsibility of all staff to develop literacy, numeracy, health and well-being across the four contexts of learning.
- Personalisation and choice at the end of S2 will not narrow options for qualifications in the senior phase, learner reviews at the end of S3 will ensure flexibility.
- Our curriculum will provide flexible and evolving progression routes S1 - S6 to ensure that the entitlements are delivered for every learner.
Our Broad General Education

The diagram below shows how we have organised our Broad general Education. In our plan we have personalisation and choice at the end of S2 where pupils will make choices following a learner review with their Pupil Support Leader who will ensure every pupil experiences their full entitlement.

### S1

Pupils have four periods of CDT for half the year then four periods of HE for the other half. The Social Subjects course in an integrated course consisting of Geography, History and Modern Studies.

### S2

Social Subject run extended blocks of Geography, History and also run an Integrated Project containing elements of Modern Studies. Business and ICT courses are integrated.

### S3

Skills for life is a 40 hour Modern Languages course this may allow for additional English / Maths time or allow time to ensure 5+ @ level 3/4 for identified groups of learners. The columns D – G pupils would pick 15 periods IDL. Staff in each column could offer more than one IDL to promote personalisation and choice. In column H pupils select one subject then all would in engage in a 15 period ‘Wider Achievement’ project. DoE, Eco, Volunteering, Mentoring etc.

Throughout our Broad General Education there are a wide range of opportunities to contribute to the ethos and wider life of the school as well as opportunities for personal achievement.
### The Senior Phase

Our plan for the Senior Phase is shown in the diagram below. In our plan pupils can either do five Highers, six National 3/4/5s or a mixture that suits their individual needs. We are constantly looking for flexible ways to deliver the pupil entitlement in the Senior Phase. The subjects in the columns are for illustration purposes only; course choice forms are reviewed and published each year in January.

Please contact Stephen Kelly Headteacher if you would like any further information about the implementation of Curriculum for Excellence within our school.
Learning and Teaching at Liberton

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children’s thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Ethos of the Liberton Learning Community

For effective learning to take place it is the responsibility of the Liberton community to ensure that there is a positive and empowering climate for learning. All staff should have high expectations and promote positive relationships. The climate in which learning takes place should be positive with young people entrusted and encouraged to take responsibility for their own learning.

The experiences we provide will be engaging and active

Learners should be actively engaged in their learning. They need to have an investment in the learning process and to be positively involved in their own learning. Learning should build on and connect to prior learning and be meaningful and relevant. By making connections to what is already known learners will be more receptive to new knowledge.

Effective questioning is one of the four key elements of formative assessment and is at the heart of an effective learning environment. All learners should be encouraged to think and ask questions.

The Liberton Learning Community will continue to develop and improve to ensure that learners experience a range of teaching approaches that reflect the needs of the individual learner and are appropriate within the context of the learning community.

Our learners are set challenging goals

Learners must be encouraged to be ambitious in their learning and learning goals need to be challenging but not impossible. Learners should be encouraged to have high expectations of what can be learned and achieved by setting themselves challenging but realistic targets and being praised for their effort and achievement.

The pace of learning should be appropriate to each individual learner and all learners should experience breadth, challenge and application as well as progression in learning along with the development of higher order thinking skills. Planned learning experiences in a variety of contexts that make connections across curricular areas, should include clear aims and objectives that recognise individual needs and are appropriately resourced to meet learning outcomes.
Shared expectations and standards at Liberton

Planning for learning should be responsive to the learner, who can and should contribute to the process.

Leading learning should include:

- Creating a climate where the relationship with the learner is established through positive communication and dialogue strengthened and consolidated through informal discussion, planned interviews and academic mentoring
- Planning, tracking progress and summarising achievements
- Professional discussion with other leaders of learning including moderation activities.

The Learner should:

- Be involved in the dialogue and receive positive feedback relating to aspects of their learning which have been completed well and be given information in relation to what they have ‘to do’ to progress.
- Have choice in how they demonstrate their success in learning
- Be made aware of personal targets/outcomes within their own learning and have opportunities for applying, consolidating and reinforcing their learning.
- Be well prepared for the next stage in their learning.

Timely, accurate feedback which helps our pupils 'close the gap'

Learners and others involved in the learning need feedback about what they have learned, how much and how well they have learned it. Feedback, both verbal and written, is a key element of formative assessment, giving the learner a clear understanding of what needs to be done to learn more effectively. Feedback will relate to the learning intention and success criteria.

Learning intentions, success criteria, personal learning planning

Learning intentions focus on what is to be learned rather than on the task or activity. Learning intentions should be matched with success criteria. These are key elements of formative assessment and should enable learners to have their own understanding of the learning that they are trying to achieve and what the successful learning will look like when they have achieved the learning intentions.

By ensuring that both learning intentions and success criteria are shared, agreed and understood, learners are encouraged to have greater independence and a sense of responsibility for their learning.

Personal learning planning is a conversation about learning that enables learners to think about how they are progressing in their learning; how they know this, what they need to improve/learn next and how they will achieve this learning. Personal learning planning is essentially learning how to learn. Successful personal learning planning is dependent on the 4 key elements of formative assessment which includes effective strategies for learners to peer and self-assess in relation to the learning intentions and success criteria.
Collaborative learning at Liberton

By enabling pupils to learn and play in teams, pairs and larger groups, knowledge, co-operation and trust can be established and built to form collaborative communities in our classrooms and school. Collaborative experiences support the development of confidence and skills for life, learning and work. Attitudes and dispositions can be nurtured through collaborative experiences. Collaborative experiences allow choice and ownership of learning through; sharing ideas, ‘buying in’ rather than ‘going along’, pursuing common goals and recognising and resolving conflict. At Liberton collaborative learning using approaches developed through The Cooperative Learning Academy is a major aspect of our approach to learning and teaching.

Reflecting the ways different learners progress

There is no one model which fully describes learning preferences. Opportunities must be given to allow learners to demonstrate their learning through saying, writing, making and doing. Teaching approaches should be varied to encourage learners to develop different learning styles. Young people must be taught to identify the ways that they learn best and should be provided with opportunities to use all their senses and different intelligences through a variety of different contexts.

Collaboration with colleagues and partners

Learners experience transitions when moving school, class or programme and where their learning takes place across a range of contexts or establishments. Effective transitions particularly within the Liberton cluster promote continuity and progression in learning. All practitioners, staff, parents, support agencies and learners should be involved in the process ensuring learners’ experiences are coherent at times of transition.

Wider Achievement

Learners will increasingly be encouraged to reflect on and articulate the learning and skills they have gained across a range of contexts both within and outside educational establishments. In this way learners and teachers will increasingly recognise and be able to articulate, track and monitor their progress in the four capacities: successful learners, responsible citizens, effective contributors and confident individuals.

Monitoring and Evaluation of impact on learners

Within the quality framework of How Good Is our School 3, the Liberton management team will support the involvement of everyone in evaluating how well the learning needs of our pupils are being met as well as the quality of their experiences. Monitoring and evaluation will include quantitative data, direct observation and stakeholders’ views.
Homework

We have a clearly defined policy on homework, a copy of which will be distributed to you on an annual basis. Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child’s progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

Religious Observance

Our approach to religious observance includes inputs from a range of faith and non faith groups within our wider community. The focus of religious observance is on getting all of our pupils to think about the choices they make and how they live their lives. We feel that this is an important aspect of learning for all pupils, however, parents who wish to exercise their right to withdraw their child from religious observance should contact the Head Teacher in writing and alternative arrangements will be made for your child.

Extra Curricular Activities

We offer a wide range of sporting and cultural activities. We have outstanding activities in the performing arts namely; Dance Club, Musical Theatre, Choir, Swing Band, Guitar Ensemble, Cello Ensemble and a Ceilidh Band. We also have an excellent range of sporting and outdoor education clubs including; Bike Club, Football, Rugby, Basket Ball, Gymnastics, Duke of Edinburgh Awards Scheme and many more!

Science Club is a very successful extra curricular club and we also have an extensive study support programme running after school.

A copy of the full extra curricular timetable can be found on the school website.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator Ellie Forgan by email; ellie.forgan@ea.edin.sch.uk
Section Four – Support for Pupils

This section gives information about how pupils’ additional support needs will be identified and addressed and the types of specialist services provided within our school.

Getting It Right for Every Child

Taking care of our children’s well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it Right for Every Child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian’s Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh of Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

In on the Act - Supporting children and young people with additional support needs provides the following information

Liberton High School is a mainstream secondary school which has now been adapted to allow full wheelchair access. The Support for Learning (SfL) team, teachers and Learning Assistants, work across the whole curriculum to support pupils with additional support needs in their subject classes, if required. Any class teacher can refer to SfL to discuss how they can meet the needs of individual pupils within their curriculum and/or for a block of in-class support.

In addition to working in classes, SfL are involved in the Edinburgh Literacy Initiative and run various reading groups for S1 pupils to help them become more independent across the curriculum and in the long term.
We also run the Learning Base where we can provide short-term support for pupils returning to school after illness or long term absence.

Support for Learning liaise with our associated primary schools during P7 to ensure that the needs of the pupils, and classroom strategies to meet such needs, are communicated to the secondary staff before pupils begin S1. It is hoped that SfL will have been invited to attend Young Person’s Planning Meetings (YPPMs) for P7 pupils with additional support needs during their final primary year, and will have had an opportunity to meet parents/carers and discuss specific arrangements for their child’s transition to Liberton High School. Thereafter Annual YPPMs will be held in Liberton High School for the parents/carers and professionals forming the Team Around the Child, to discuss progress, make plans and set targets for the coming year.

Teachers, parents or pupils are welcome to refer to SfL at any time to discuss concerns about additional support needs and how to address them across the curriculum. Assessment Arrangement support can be arranged, to allow pupils with additional support needs to sit assessments with appropriate support to allow them to reveal their subject knowledge, from S1 through to SQA examinations, for both internal and external assessments.

SfL work closely with many supporting professionals within the City of Edinburgh Council’s Children and Families Department as well as Lothian NHS Trust to ensure pupils receive appropriate support during their secondary career.

Shona Thomson is Support for Learning Leader and can be contacted on 0131 664 7514 for more information.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

**Pastoral Support**

Pastoral support is delivered through a vertical house system. We have three houses; Dee, Forth and Tay each containing pupils from S1 to S6. Each house has a Pupil Support Leader (Guidance Teacher). This system ensures that families work with the same staff as their children move through our school. We place huge importance on the role of positive constructive relationships in supporting pupils. We have two Depute Headteachers (DHTs), Mr Russell and Mrs Robertson. Our DHTs manage year groups, one with S1,3,5 and the other S2,4,6; this will alternate each year to ensure the DHTs stay with the same pupils as they move through their school career.

<table>
<thead>
<tr>
<th></th>
<th>Dee</th>
<th>Forth</th>
<th>Tay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Support Leader</td>
<td>Mr I. Stewart</td>
<td>Mr P. McGuinn</td>
<td>Ms F. Lundius</td>
</tr>
</tbody>
</table>
Transitions – Moving to a New School or Leaving School

This section gives information about transition. There are also details about making a placing request to another school.

Primary to Secondary Transfer

There are a range of opportunities and events throughout the session to ensure that the transition from primary to secondary school is as smooth and effective as possible.

In September we hold an information evening which is open to all P7 parents. The aims of the evening are to provide a flavour of what Liberton High School has to offer, provide parents with the opportunity to meet staff and ask questions and give the pupils a chance to see what life at secondary school is like.

Throughout the session our staff are involved in delivering curricular input to our Cluster primary schools e.g. Food, Health and Textile Technology, French and English.

A number of our extra-curricular clubs e.g. dance and cycling are open to primary pupils.

In June all P7 pupils participate in the ‘three day visit’ where they have the opportunity to follow their S1 timetable, meet their teachers and work with our Prefects. The evening before the visit begins there is an information evening for parents.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Catchment Secondary School

Liberton High School
328 Gilmerton Road
Edinburgh
EH17 7PT
Tel: 0131 664 7514
Email: admin@liberton.edin.sch.uk

At Liberton High School we have a designated Support for Pupils link for each of our Cluster Primary Schools as well as a Depute Head Teacher who oversees the transition process.

The link member of staff is involved in very detailed information gathering about all of the P7 pupils transferring to the school (a process which starts well before P7 when appropriate). They are then responsible for ensuring that the information gathered is made available to the relevant staff. This information includes interviews with the P7 teachers, pieces of pupil work and the Pupil Profile.

The information gathered is then taken into consideration when making up the S1 classes and teaching staff are made aware of all information relevant to them, in terms of supporting pupils to be as successful as possible.
A range of staff including our Support for Learning department, Educational Welfare Officer and Educational Psychologist are involved in offering support to pupils with additional needs. This can involve visits to the school, meeting key members of staff and group work activities as necessary. We have a strong support network in place to ensure the transition arrangements meet the needs of all learners coming to Liberton. A key part of these arrangements include focussed work with identified groups of pupils. The Therapy Inclusion Project (TIP) is an enhanced transition group for pupils with identified Additional Support Needs. Other groups are planned dependant on the needs of the incoming cohort.

Parents are key to the transition process and we welcome communication with regard to any issues relating to your child’s transfer to Liberton High School. We frequently arrange individual visits to the school and are happy to discuss any concerns. The first point of contact is Mr Russell (DHT).

Placing Requests
As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school.

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request. You can get an application form at any nursery or primary school in the city from mid November. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 15 March places in your chosen school may no longer be available.

All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible. When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually. Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

Transport for Placing Requests
If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.
Section Four – School Improvement

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school’s major achievements.

The academic year 2012-2013 saw significant improvement in exam performance. The major successes have come from improvements in English and Mathematics at level 3, the S5 performance in Intermediate 2, the number of S5 gaining three or more Highers and all of the S6 results. The percentage of S5 pupils gaining 3 or more Highers moved from 13% to 19% a very significant increase given that we want more leavers entering Higher Education. S5 Intermediate 2 results have moved from 37% to 43%. All but one of our S6 measures are the best since 2001. Six out of the seven National Priority Targets over a three year average have been improved on, the other has remained the same.

The provision of opportunities for personal achievement throughout the school is very good. Pupils are involved in a wide range of activities. There is excellent practice in skills development, particularly in vocational skills with Career Academies in the senior school. Opportunities for volunteering are widely taken up, there are 240 instances of pupils volunteering in a recognised structured activity. These include; house system, peer education projects, various sports leader activities, cluster arrangements and the pupil council. Our extra-curricular programme is rich and varied and is particularly strong in sport and the performing arts.

Our Duke of Edinburgh Award Scheme is very successful at Bronze and Silver levels and this year we have introduced the Junior Award Scheme in S1.

A whole school focus on shared values that included partnership, ambition and work ethic involving teachers, pupils and parents/carers has had a noticeable impact on the ethos of our school. The improved tracking system that focused on improving teacher pupil target setting dialogue has resulted in higher levels of engagement in the senior school. Improved communication with parents and targeted intervention as a result of the improved tracking system has impacted attainment.

There is increasingly consistent practice emerging across all departments regarding the consultation of pupils. Almost all departments have procedures for recording views of pupils (on their learning experiences) built into their improvement planning. The links between the generated evidence, changes in practice and resulted impact are explicit in most faculties. At a whole school level pupil voice had a major impact on the directed spend of funds allocated for improvements to the facilities of the school. Extended pupil consultation on curriculum shaped our plans for the Senior Phase.

We are committed to working with the South Neighbourhood Partnership Team and Gracemount CHS to ensure all pupils in South Edinburgh have the opportunity to achieve their potential.
**School Improvement Plan**

Our School Improvement Plans focuses on three main priorities. The first of these is our resolute determination that every one of our pupils will achieve their potential in their SQA examinations. We have set ourselves ambitious and challenging targets to raise attainment for all pupils at all levels and our staff are committed to achieving them.

The second and third priority are to ensure that every pupil receives outstanding learning experiences. We will do this by ensuring that the Learning and Teaching in every classroom for every pupil is at a consistently high standard. Outstanding experiences will also be facilitated through our implementation of a Curriculum for Excellence (CFE). We aim to ensure that our courses and programs are of the highest quality and satisfy the design principles of the CFE policy.

**Transferring Educational Data about Pupils**

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures.

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a ‘hub’ for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify ‘localities’ rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the ‘not disclosed’ option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed website will help you understand the importance of providing the data.

Why do we need your data?

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

- Plan and deliver better policies for the benefit of all pupils
- Plan and deliver better policies for the benefit of specific groups of pupils
- Better understand some of the factors which influence pupil attainment and achievement
- Share good practice
- Target resources better.

Your data protection rights

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

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.
**Websites**

You may find the following websites useful.

Our school website contains policy documents, a monthly newsletter and other information.

http://www.liberton.edin.sch.uk/

www.edinburgh.gov.uk

Contains information for parents and information on Edinburgh schools.

http://www.parentzonescotland.gov.uk

Parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.

www.hmie.gov.uk

Parents can access school and local authority inspection reports and find out more about the work of Education Scotland.

http://www.scottishschoolsonline.gov.uk

Parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx

Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.

http://www.respectme.org.uk/

Scotland’s anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
Glossary –

CFE - Curriculum for Excellence
ASN – Additional Support Needs
EMA – Education Maintenance Allowance
ASL – Additional Support for Learning
SQA – Scottish Qualifications Authority
FOI – Freedom of Information
HT/PT – Head Teacher/Principal Teacher
CLD – Community Learning and Development
GIRFEC – Getting it Right for Every Child

IDL—Interdisciplinary Learning

TIP– Therapy Inclusion Project
Parent feedback

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the handbook next year.

*Tell us what you think*

Your feedback will help us to improve our handbook.

<table>
<thead>
<tr>
<th>Did you find</th>
<th>Please tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>The handbook useful?</td>
<td>Yes</td>
</tr>
<tr>
<td>The information you expected?</td>
<td>Yes</td>
</tr>
<tr>
<td>The handbook easy to use?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to our school office.

Throughout this handbook the term ‘parent’ has the meaning attributed in the Standards in Scotland’s Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Stephen Kelly
Head Teacher
Liberton High School

The information in this school handbook is considered to be correct at the time of publication (Dec 2012), however, it is possible that there may be some inaccuracy by the start of the school term in August 2013.
### Appendix I: Menu

<table>
<thead>
<tr>
<th>STARTER</th>
<th>PRICE</th>
<th>SNACKS</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soup</td>
<td>£0.48*</td>
<td>Pack of Sandwiches</td>
<td>£0.92*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pack of Sandwiches</td>
<td>£0.86*</td>
</tr>
<tr>
<td>MAIN COURSE</td>
<td></td>
<td>Selection of Cold Filled Rolls</td>
<td>£0.92*</td>
</tr>
<tr>
<td>Main Course</td>
<td>£1.04*</td>
<td>Selection of Cold Filled Rolls</td>
<td>£0.86*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10&quot; Baguette</td>
<td>£1.47*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7&quot; Baguette</td>
<td>£1.22*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special Rolls</td>
<td>£1.05*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot Filled Rolls</td>
<td>£0.92*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low Fat Burger Rolls – 4oz</td>
<td>£1.05*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chicken Burger Bun</td>
<td>£1.05*</td>
</tr>
<tr>
<td>Potatoes</td>
<td>£0.30*</td>
<td>Low Fat Cheese Burger Roll</td>
<td>£1.22*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pizza</td>
<td>£0.92*</td>
</tr>
<tr>
<td>Baked Potato</td>
<td>£0.73*</td>
<td>Panini</td>
<td>£1.57*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Toasted Sandwiches</td>
<td>£0.97*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pasta King</td>
<td>£1.50*</td>
</tr>
<tr>
<td>Baked Potato Filling</td>
<td>£0.48*</td>
<td>Hot &amp; Cold Snack Items</td>
<td>£0.92*</td>
</tr>
<tr>
<td>Chips</td>
<td>£0.73*</td>
<td>Pizza</td>
<td>£0.92*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buttered Toast</td>
<td>£0.25*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buttered Toast</td>
<td>£0.25*</td>
</tr>
<tr>
<td>Vegetables</td>
<td>£0.30*</td>
<td>Flora/Butter Portions</td>
<td>£0.14</td>
</tr>
<tr>
<td>Salad Portion</td>
<td>£0.48*</td>
<td>Home baking</td>
<td>£0.48</td>
</tr>
<tr>
<td>Meat/Fish Salad Portion Cold</td>
<td>£1.04*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWEET &amp; FRUIT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweet</td>
<td>£0.55*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custard</td>
<td>£0.20*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresh Fruit</td>
<td>Daily Price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresh Fruit Salad</td>
<td>£0.73*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresh Fruit Box</td>
<td>£0.80*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yoghurt</td>
<td>£0.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRISPS &amp; BARS</td>
<td></td>
<td>Walkers Lights</td>
<td>£0.40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fruity Bites</td>
<td>£0.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nutri-grain Bar</td>
<td>£0.45</td>
</tr>
<tr>
<td>DRINKS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk Plain, Skimmed &amp; Semi Skimmed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small 7oz</td>
<td>£0.28</td>
<td>Smoothies 200ml</td>
<td>£0.84</td>
</tr>
<tr>
<td>Medium 11oz</td>
<td>£0.42</td>
<td>Wiseman's Orange</td>
<td>£0.41</td>
</tr>
<tr>
<td>Large 16oz</td>
<td>£0.57</td>
<td>Cartons Pure Juice – Apple</td>
<td>£0.53</td>
</tr>
<tr>
<td>Flavoured Milk, Semi Skimmed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small 7oz</td>
<td>£0.30</td>
<td>Aqua Juice 67 Cartons</td>
<td>£0.60</td>
</tr>
<tr>
<td>Medium 11oz</td>
<td>£0.44</td>
<td>Aqua Juice 67 Bottle</td>
<td>£0.60</td>
</tr>
<tr>
<td>Large 16oz</td>
<td>£0.60</td>
<td>Calypso Appleade</td>
<td>£0.55</td>
</tr>
<tr>
<td>Mineral Water 330ml</td>
<td>£0.46</td>
<td>Calypso Citrusade</td>
<td>£0.55</td>
</tr>
<tr>
<td>Mineral Water 500ml</td>
<td>£0.58</td>
<td>Ribena Wedge</td>
<td>£0.65</td>
</tr>
</tbody>
</table>