



Hawick High School

Buccleuch Road

Hawick TD9 OEG

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Email: hhs@scotborders.gov.uk

www.hawickhighschool.co.uk



Hawick High School

HANDBOOK 2010/2011

A School of Ambition & Excellence





Welcome to Hawick High School

A SCHOOL OF AMBITION & EXCELLENCE

Dear Parent,

It is with much pleasure that I welcome you as a parent and your child to this school and I sincerely hope that he or she will be very happy here and get maximum benefit from the superb educational experiences that we can offer.

Our school offers the opportunity for all pupils to achieve success. Together we work on how to develop thinking skills, how to learn, and how to make the most of young peoples talents in a challenging and supportive environment. We have a committed and enthusiastic staff who work in partnership with parents and the community to deliver a high quality of education.

We regard the school as yours as well as the pupils' and I hope you will take every opportunity to continue your involvement in your child's education.

Our principle aim is to help each individual to do his or her best at all times, in the classroom, around the school, in extra-curricular activities (there are lots of them on offer) and in the community.

We implement an annual school improvement plan to match the needs and aspirations of all pupils.

Our curriculum for excellence will challenge all ability levels and offer opportunities for our pupils to develop as successful learners, confident individuals, responsible citizens and effective contributors.

I wish your child every success.

Alan Williamson
Rector



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General Information

The school welcomes contact from parents*. If you have any questions about the school, or concerns about your children, or wish to speak to any member of staff, do not hesitate to phone the school office. Most parents ask in the first instance for their child's Pastoral Care Teacher.

Hawick High School

Buccleuch Road

HAWICK

TD9 0EG

Tel : 01450 372429

Fax: 01450 377830

Pupil Office

Tel : 01450 363215 (absence or illness)

Office hours:

8.30am – 4.45pm Monday & Tuesday

8.30am – 4.30pm Wednesday & Thursday

8.30am – 4pm Friday

Email: hhs@scotborders.gov.uk

Web-site: www.hawickhighschool.co.uk



* From the outset we use 'parents' in the widest sense as any responsible adult with a care or guardianship role for a young person at school.

School Leadership team



Mr A Williamson
Rector



Mrs S Oliver
Depute Rector, S3/4



Mrs J Lothian
Depute Headteacher,
S1/2



Mr P Beaton
Depute Headteacher,
S5/6

School aims

The staff will work together with parents to ensure that each pupil develops

- **skills for work, skills for learning, and skills for life**

Through delivery of our Curriculum for Excellence, our collective aim is to foster:

- **successful learners**
- **responsible citizens**
- **confident individuals**
- **effective contributors**

Pastoral care staff and tutors



Mr D Hawkshaw
Pastoral Care
Borthaugh House



Mrs H Richardson
Pastoral Care
Vertish House



Mr S Fobister
Pastoral Care
Kirkton House



Miss L Fraser
Pastoral Care
Minto House

In the course of their school career, each child will be taught by many different teachers. Pastoral care for your child is provided by our Pastoral staff Team. A pupil will normally remain in the care of the same Pastoral Teacher throughout their school career.

Classes and Tutors are organised in a House system; there are 4 "houses" – Borthaugh, Kirkton, Minto and Vertish. The school tries to ensure where possible that each child within one family will normally be in the same House.

Pastoral Care Teachers meet with their classes on a regular basis, including during Personal and Social Development lessons on a weekly basis and individually whenever a particular need arises or during termly meetings.



School of Ambition & Excellence

The school's aim is to create a 'can do' culture based on enterprise and creativity. This is achieved through:

- Raising attainment & achievement for all pupils.
- Raising aspirations & expectations for all pupils and stakeholders.

The staff, pupils, parents and the community achieve this through the promotion and development of the following 3 themes as part of the Ambition programme.

THEME 1: DEVELOPING LEADERSHIP THROUGHOUT THE SCHOOL

Staff and pupils are encouraged to undertake development opportunities with regard to fostering personal leadership. With support from staff, pupils are encouraged to use their own initiative – thus developing leadership skills, while at the same time gaining self-esteem and confidence.

THEME 2: TRANSFORMING TEACHING AND LEARNING IN THE CLASSROOM

Life chances of students are increased through the introduction of various Creative Learning strategies, making learning in class more exciting thus promoting greater achievement.

THEME 3: DEVELOPING PUPIL MOTIVATION, CONFIDENCE AND SELF-ESTEEM

Her Majesty's Inspectors of Education and Learning and Teaching Scotland have praised current initiatives within Hawick High School and have involved our pupils and staff in promoting good practice nationally.



Staff list

SCHOOL LEADERSHIP TEAM

Rector

Mr. A. Williamson

Depute Rector

Mrs. S. Oliver

Depute Headteachers

Mrs. J. Lothian

Mr P. Beaton

Business Support Manager

Mr. J. S. Lees

Pupil Support

Management Team

Mr. J. Hamilton

Mr. G. Cockburn

Ms. F Hume

ART & DESIGN

Miss. C. H. Hood *(PT)*

Miss. S. Alderson

Mr. D. Frankland

Mrs. E. Law

Mrs. E. J. Murray

BIOLOGY

Dr. B. Barrie *(PT)*

Mr. J. B. Bishop

Mrs. K. Little

Miss. N. McArthur

Miss. I. Rutherford *(Probationer)*

CHEMISTRY AND PHYSICS

Mrs. L. Craig *(PT)*

Miss. G. O'Neil *(Probationer)*

Dr. D. Robertson

Mrs. N. Robertson
(Maternity Leave)

Mr. J. Drummond
(Head of Physics)

Mr. J. Ribeyron

Dr. A. Stirling

BUSINESS STUDIES AND COMPUTING

Mrs. A. Johnstone *(PT)*

Mrs. A. Cumming *(PT)*

Business Studies

Mr. R. Booles

Miss L. Donaldson

Mrs. J. Govan

Computing Studies

Mr. S. Brady

Mr. N. Hamilton

ENGLISH

Mrs. V. Dean *(PT)*

Mrs. L. Hamilton

Mrs. T. Hastie

Mrs. C. Jardine

Mr. A. King

Mrs. L. J. McNaughton

Mrs. P. Middlemass

Mrs. L. Hamilton

Mr. G. A. C. Simpson

PASTORAL AND PSD

Mr. G. Cockburn *(PT Pupil Support)*

Mr. J. Hamilton *(PT Pupil Support)*

Miss. L. Fraser *(PT Minto House)*

Mr S. Fobister *(PT Kirkton House)*

Mr. D. Hawkshaw

(PT Borthaugh House)

Mrs. H. Richardson *(PT Vertish House)*

HOME ECONOMICS

Miss. A. Hislop *(PT)*

Miss. I. Gray *(Probationer)*

Miss M. Mann

Mrs J. Pole

MATHEMATICS

Mrs. R. Murray *(PT)*

Mr. R. Allott

Mr. M. Call

Mr. C. Kellagher

Miss. J. Morgan

Mr. D. O'Donnell

Dr. J. Sutherland

Mr. A. Temke

MODERN LANGUAGES AND MUSIC

Mr. C. Hamilton *(PT)*

Modern Languages

Miss. C. Carragher

Mrs. B. Hamilton

(Probationer Mentor)

Miss. L. Little

Mrs. A. Martin

Music

Mr. J Letham *(Head of Music)*

Mrs. M. F. Norman

Mrs. K Petry

Staff list

PHYSICAL EDUCATION

Mr. S. Renwick (*PT*)
 Mrs. M. Cully
 Miss. S. Ker (*Probationer*)
 Miss. S. Knox (*Sabbatical*)
 Mr. D. Marshall
 Mr. D. Wright

SOCIAL STUDIES AND RME

Miss. G Andison (*PT*)

Faith and Philosophy

Mr. N. MacIver (*Probationer*)
 Mrs. L. Raffier

Geography

Mr. J. Fleming (*PT*)
 Mr. N. Stewart
 Miss. N. Wylie

History and Modern Studies

Mr. D. Taylor (*PT*)
 Miss. K. Colquhoun
 Mr. W. McKay
 Miss. L. Thornborrow (*Probationer*)

TECHNICAL EDUCATION

Mr. D. Ballantyne (*PT*)
 Miss. G. Huntington (*Probationer*)
 Miss. K. McKenzie
 Mr. S. Meldrum

PUPIL SUPPORT: ADDITIONAL NEEDS

Ms. F. Hume (*PT*)
 Mrs. L. Morgan (*PT*)
 Mrs. C. Frankland
 Mrs. A. T. Fraser

Miss. K. Gajewska
 Mr. M. McNaughton
 Miss. K. Mack
 Miss. L. Philbin
 Mrs. A. Scott
 Mrs. L. Wright
 Vacancy
 Vacancy

ADDITIONAL NEEDS AUXILIARIES

Michelle Aitken
 Sharon Angus
 Anne Blaikie
 Doug Blaikie
 Anne Briggs
 David Carmichael
 Jackie Cooper
 Winnie Craig
 Bud Eldon
 Jennifer Fox
 Susan Goodfellow
 Julie Hamilton
 Helen Hart
 Alison Leitch
 Nikki Lindsay
 Alistair McColm
 Margaret Millan
 Elaine Millar
 Laura Millar
 Gail Nelson
 Joyce Palmer
 Diane Parr
 Lynn Redpath
 Martin Richardson
 Susan Rodger
 Anne Scott
 Winnie Scott
 Audrey Slorrance

Diane Stark
 Jackie Walsh
 Jacqui Yaxley (*Classroom
Assistant – Maths*)

TECHNICIANS

Mr. S. Anderson
 Mrs. A. Elliot
 Mrs. M. Leask
 Mr. D. Osborne
 Mr. S. Williams

JANITORS

Mr. J. Paterson (*Head Janitor*)
 Mr I. Fraser
 Mr. R. Graham
 Mrs. M. Rodkiss
 Mr. I. Wilson

ADMIN STAFF

Mrs. K. Alexander
 Mrs. L. Anderson
 Mrs. M. Armstrong
 Miss. C. Hall
 Mrs. W. Paterson
 Mrs. A. Sinyard
 Mrs. J. Wright

LIBRARIAN

Mr. T. Clark

HOME-SCHOOL LINK

Mrs. T. Gibson

ATTENDANCE OFFICER

Mrs. G. Nelson

Dates and times

Arrival	8.55 am
Tutor Group	9.00 – 9.10 am
Period 1	9.10 – 10.05 am
Period 2	10.05 – 11.00 am
Interval	11.00 – 11.15 am
Period 3	11.15 – 12.10 am
Period 4	12.10 – 1.00 pm
Lunch	1.00 – 1.45 pm
Period 5	1.50 – 2.45 pm
Period 6	2.45 – 3.35 pm

Pupils must to be in school by 8.55 am for the morning, and by 1.45 pm for afternoon classes.

HOLIDAY DATES

2010

Monday 16 August	Teachers return
Tuesday 17 August	Additional CfE Inset Day
Wednesday 18 August	Start of term
Friday 8 October	School closes for mid-term holiday
Monday 18 October	School re-opens
Monday 29 November	St. Andrews Day
Tuesday 21 December	End of term

2011

Wednesday 5 January	Start of new term
Friday 11 February	School closes for mid-term holiday
Monday 21 February	School re-opens
Friday 1 April	End of term
Monday 18 April	Start of new term
Friday 22 April	Good Friday
Monday 2 May	Day Holiday
Friday 10 June	Common Riding
Thursday 30 June	End of term

IN-SET DAYS (School closed for pupils)

Monday 16 August 2010
Tuesday 17 August 2010
Thursday 11 November 2010
Friday 12 November 2010
Friday 11 February 2011
Tuesday 3 May 2011
Additional Inset tbc

Lateness and absence

Hawick High School is our pupils place of work. The school's aim is to promote good habits and routines which show a sense of commitment, reliability and responsibility. If parents and teachers work together on this, good habits will be developed by all pupils.

Punctuality

Parents are asked to ensure that pupils arrive on time for school (i.e. by 8.55 am at the latest and by 1.45 pm after lunch).

Pupils are required to be at their Tutor Rooms before 9.00.

A formal roll call will be taken at 9.00 am. If a pupil arrives after 9.00 am, they will be late and an explanation will be required. Pupils must make sure that they make the tutor aware of their late arrival so that the register can be amended.

Pupils who arrive after 9.10 am must collect a late slip from the pupil office and have it signed every period. At 3.35 pm, the Late Slip is to be handed in to the Pupil Office.

Pupil attendance will also be checked by every teacher at the start of every lesson and, registered electronically for the attendance officer.

Absences

Parents are asked always to provide an explanation of pupil absence on the first day of absence. Parents can contact the Pupil Office directly (01450 363215) to explain absences or to indicate that their child will be out of school. There is an answering service so that parents can contact the school at any time.

'A written explanation is also required upon the pupils return to school'. Pupils will be given a supply of pink Absence Explanation Slips for parents to use. These will be held in the Student Organiser.

The school will try to contact parents on each day of unexplained absence by text or voicemail.

Continuing unexplained absence will be investigated by the Attendance Officer or Pastoral Care Teacher, and may be recorded as truancy.

Where truancy (from isolated classes or whole day truancy) is discovered or suspected, parents will be informed at the earliest opportunity.

Mrs G Nelson

Attendance Officer

Absence and appointments

Medical and Dental Appointments

Any pupil with an appointment during the school day must bring evidence (appointment card or letter from parent) to their tutor before the appointment. Pupils will not be allowed to leave school without evidence.

The tutor will issue the pupil with a slip, showing the time of the appointment. The class teacher will sign this slip when the pupil needs to leave school. The pupil must also sign out at the pupil office. On returning to school after the appointment, the pupil must sign in at the pupil office, then get the appointment slip signed by their class teacher. The slip should be given to the tutor next day.

Holidays during term time

It is well-known, and proven by research, that regular, unbroken attendance at school is very closely linked to good performance in class work and examinations, and to success beyond school. Days out of school – whole weeks, long weekends, or single days – in any term, can cause a serious obstacle to progress in all subjects. It is often difficult to catch up on work that is missed. Because of this, you are requested very strongly not to take children off school for family holidays.

If it is completely unavoidable, and a family holiday must be during term-time, permission must be sought from the Rector well in advance, and giving clear reasons. Where it is appropriate, a letter from an employer should also be provided. If permission is not granted the absence will be recorded as unauthorised.

Emergency Contacts

The school must be able to make contact with a parent at any time during the school day, in case a pupil has an accident or falls ill. An emergency daytime contact telephone number should be made known to the school and kept up to date. It may be the number of a neighbour, a close relative, a family friend or your place of work.

Parents who live out of town are asked also to provide the name, telephone number and address of a family who live in town who would be willing to receive your child home from school in the case of serious school transport difficulties if possible (e.g. roads closed because of snow).

Pupil survival kit

What should you bring with you?

It is important to come to school each day prepared for work.

1. You should be wearing the school uniform (unsuitable clothing – shell suits, jeans, tracksuit bottoms – will mean that you cannot take part in many lessons such as cookery or science, for safety reasons and therefore you will be sent home to change.)
2. You should have a bag to carry all that you need for the day.
3. You **must** have your Hawick High School Student Organiser.
4. You must have all the books and jotters you need for the day, including a pocket dictionary for Modern Languages.
5. You should have a supply of pens, pencils, ruler, rubber and sharpener. For some subjects, you may need coloured pencils.
6. You should have any special requirements for practical subjects:

HOME ECONOMICS

Dishes, ingredients, etc.
(instructions will be issued by teacher in advance of lessons)

PE KIT

The PE department will issue requirements – the following is a summary:

for indoor PE

navy blue shorts
S1 Design t-shirt
trainers
sports socks

swimming

swimming trunks/costume
towel
goggles (*optional*)

outdoor PE (girls)

tracksuit
sweatshirt
hockey/football boots
sport socks

outdoor PE (boys)

rugby jersey
shorts
rugby/football boots
sports socks
wet weather top (*optional*)

MUSIC

You may be asked to bring money for: materials and ingredients for Home Economics or Technical. The Music department usually carries a stock of headphones, costing £1; this may prove useful if headphones break and it has not been possible to obtain a replacement pair at short notice.

NOTE: Lockers are available for pupil use in the school. Your child will be informed of how to apply for the use of a locker.

School uniform

It is School Policy that all pupils follow the school's dress code. Parents are required to support the dress code. There are many benefits for the pupils and the school in this, the most important being that it encourages the pupils to take a pride in themselves, their school and their community. If a pupil is unable to wear the recommended uniform on a particular day, parents should send a note or phone to explain the reasons. There are standard forms of school uniform:

- White shirt, school tie and dark trousers/skirt (black, grey or navy)
- For footwear, pupils should wear dark shoes. Trainers are not recommended.

Pupils may continue to wear the school sweatshirt or the Zip top with the school logo on.

S1 – S3 pupils must wear white shirt and blue school tie

S4 pupils must wear white shirt and purple school tie

S5 pupils must wear white shirt and green school tie.

S6 pupils must wear white shirt and red school tie.



The following items are not acceptable as school dress: low cut t-shirts, clothing with offensive slogans, clothing advertising alcohol or drugs, football strips, jeans, tracksuits, soccer scarves and hoodies.

Pupils must not wear P.E. kit during normal lessons.

WHERE TO BUY SCHOOL CLOTHING, AND COSTS:

School Ties: from School Office Price: £6.00 (S1-S3); £5.00 (S4/S5); £3.00 (S6)

School tops: Needle St Embroidery Ltd, Teviotdale Mills, Hawick
Price: £10.00 – £12.00

S1 Design T-Shirt: Needle St Embroidery Ltd, Teviotdale Mills, Hawick
Price: tbc

Navy Blue Shorts: Needle St Embroidery Ltd, Teviotdale Mills, Hawick
Price: tbc

The Canteen

The school operates a cafeteria system in the dining hall during interval and the lunch. There is a wide range of choice from which parents should urge their children to choose wisely.

Parents should be aware that the main course dishes in particular (for which there is a choice) are very nutritious and excellent value for money. Soups, salads, filled rolls and vegetarian dishes are also available.

Hawick High School operates cashless catering using the national Young Scot Card. ATM-Style cash-machines are available in school.

Free meals are available for children whose parents are in receipt of Income Support, Job Seeker's Allowance or a low annual income. An application form for free meals may be obtained from the school office and should be returned to Scottish Borders Council Headquarters. Free meal entitlements are updated daily to Young Scot Cards.

Children who bring packed lunches to school are allowed to eat them in the dining hall.

Food should not be taken out of the canteen and into corridors. The canteen is supervised by the School Management Team.



Transport

School Transport

Pupils attending secondary school are eligible for assistance with travel if their home is more than three miles from the school. They may travel on special buses or they may be given a pass to use on public transport.

Transport arrangements for pupils in this category are made by Scottish Borders Council Headquarters. Pupils transferring from primary to secondary school are informed of the arrangements before they leave the primary school. Parents moving into the area who wish to claim assistance with travelling may inform Scottish Borders Council Headquarters or ask Pastoral Care Staff to pass the request on.

Parents who have any queries or complaints about bus transport should report the matter to Scottish Borders Council, Newtown St.Boswells (01835 824000), or to the bus company operating the route. Please note that very high standards of behaviour, politeness and safety are required on all buses. Pupils who misbehave on school buses will have their entitlement removed.

Insurance

Although Scottish Borders Council has insurance cover for liability for all school activities we would recommend that parents consider the personal accident insurance plan available through the Council. (This policy only covers pupils for permanent injury and not for damage or loss of possessions.)

School Property, Books and Equipment

Hawick High School is a very attractive and pleasant school to work in. The facilities and equipment in departments are first class, and the buildings are well maintained by janitorial staff.

It is vital that everyone plays their part in maintaining this good environment, by putting litter in bins, and treating the fabric of the school with respect. Similarly, it is essential that pupils take good care of books and equipment. If any books or school materials are lost or damaged, the school will expect the cost of replacement to be met by pupils and their parents.

Assessment (QUESTIONS AND ANSWERS)

Q. What is assessment for?

- A. Assessment is, first and foremost, for learning. That means that teachers use assessment to find out what pupils need to learn next in order to move forward; and pupils use it to build on their strengths and develop ways to improve.

Assessment is also used to ensure that pupils choose courses which are right for them – and this comes when moving into S3 and into S5 or S6. Lastly, assessment is to gain qualifications and this is done mainly through the SQA's exams.

Q. How does the school assess pupils?

- A. There are a number of ways that teachers build up a picture of a pupil: tests, homework assignments, projects, and performance in class – written, spoken (such as giving talks, answering questions, working with others) and practical.

Q. Is the pupil involved in the assessment process?

- A. Yes. At specific points throughout the year, pupils look over their work, identify what they have learned, what they need to work on, and ways they can improve on their learning. They then discuss this with the teacher individually or in groups. We call this personal learning planning.

Q. Is there a record kept of the pupil's personal learning planning?

- A. Yes. The pupil's Organiser has plastic wallets at the back. Within these wallets each subject has designed a target sheet. At each planning window, pupils, in consultation with their teacher, write in a summary of what they have done since the last window, and what they need to focus on for the next block of time.

We would encourage you to read these and sign the bottom line of each box that your child has filled in.

Q. Does the school send out reports?

- A. Yes. We send out two Tracking reports per year group. These Tracking reports need to be read together with the pupil's planning summary in the Organiser.

Q. How does the school respond to the information in the Tracking reports?

- A. Curriculum Principal Teachers, Pastoral Teachers, and Senior Managers analyse the information given by teachers and, where pupils are not doing as well as expected, will discuss with the teacher, or when appropriate, with the pupil, how to improve the situation.

Q. How can parents use reports to help their child's progress?

- A. The most helpful use of any report is to use it as a basis for discussion. Each pupil will have a summary of their personal learning planning for each subject in their organiser.

Q. What should parents do if they have concerns about Tracking or full Reports?

- A. Contact the school and ask to discuss the situation with the pupil's Pastoral Teacher. This can then be passed on to Curriculum Principal Teachers and Teachers, and if required, a meeting can be arranged.

Partnerships with parents

Why have parental involvement?

Where parents are involved, children do better and achieve more.

What difference do parents make?

- Children spend only 15% of their time in school.
- Significant differences in achievement by 14 year olds in English, Maths and Science are due to home influences.
- When parents are actively involved in working with their children at home their children's attainment scores improve, on average, by one whole year group.
- Doing homework regularly through their years at school has roughly the same benefit as an extra year's schooling.

The school cannot succeed in its aims for our pupils without the full support and involvement of parents. The school encourages all parents to be fully involved in their child's education.

Parents are encouraged to ask about what has been done in the different classes each day.

This is particularly important with regard to Homework (see page 20) and class work. You may wish to ask a question about some class work or homework assignment.

If you have a concern or question of any kind, you are encouraged to contact the school by phoning or making an appointment with the Pastoral Care Teacher. Parents Evenings are a vital part of our work with your child. They give you the chance to talk with teachers about your child's progress at school. Please come to every one that affects your child.

The Parent Council

As well as the ongoing involvement of parents in the life of the school, an organisation exists to develop and improve this partnership.

The Parent Council works to form a representative group for parents:

The main duties of the Parent Council are to:

- find out what parents' views are and to represent these to the school management
- help to promote contact between the school, parents and the community
- report to parents
- take part in the selection of senior promoted staff
- ensure parental involvement in your child's education

Information about the Parent Council's activities is available at the school office, in the school visitors' room, on the school website and there are regular reports in the form of a Parent Council newsletter called "The Hawick High Herald".

Names of some Council members are given below along with contact details. Please do not hesitate to contact any Council member if you wish to discuss a school matter with them or suggest a topic for discussion.

Examples of topics discussed at Parent Council meetings are: Budgets, School Curriculum, Road Safety, HMI Reports, Homework, etc. There are also regular talks and presentations from members of school departments and from pupils. Council meetings, take place about once a month, and are open to any parent.

If you are interested in becoming a member of the Parent Council, or if you would like to find out more about its activities, please contact the Headteacher or those listed below.

PARENT MEMBERS:

Mr. R. Bannerman (Chair)	372437
Mrs. L. Mitchell (Vice Chair)	870276
Mr. R. Hemming	870518
Mrs R. MacMillan	850222
Mrs D Nairn	372826

The Student Organiser

The Student Organiser is a document carried by all students in Hawick High School.

It is made up of a number of sections:

- Information about the school and school routines (Attendance, Home-School Card, School Policies)
- A diary for each week of the school year
- Daily Planner and Learning Plan
- Tracking Performance and Target Records
- A notes section

The Organiser has two central purposes:

1. TO HELP ALL STUDENTS LEARN MORE EFFECTIVELY

For example, students should:

- Plan and maintain a record of work
- Note, organise and complete homework
- Monitor their own learning progress and attendance
- Record achievements.

2. TO PROVIDE A LINK BETWEEN HOME AND TEACHER

For example, students ought to:

- Show parents the Organiser each night
- Ask parents to review progress
- Request that parents note comments in the Organiser
- Reply to comments from teachers
- Use the Organiser as a starting point for discussion about school.

We would encourage parents to:

- Ask to see the Organiser each evening
- Assist in maintaining it as a record
- Bring it to Parents Evenings
- Read the information on school routines.

Homework

WHY HAVE HOMEWORK?

The aims of homework are:

- to consolidate work already done in the class.
- to develop wider information skills, by encouraging pupils to use other out-of-school resources
- to develop good study skills and self-discipline.
- to build up a partnership for parental co-operation and support.
- to encourage the habits and skills of revising and preparing for tests and exams.

Pupils are expected to:

- use the Student Organiser provided by the school to keep a careful note of all work to be done at home and when it has to be handed in.
- complete and hand in homework tasks on time.
- supplement work in school with research and independent learning out of school.

Parents are asked to:

- read your child's Student Organiser weekly (or daily).
- encourage your child to do homework to the best of their ability.
- provide somewhere quiet at home to study.
- encourage your child to extend their learning by studying outside school.

The School will:

- expect all pupils to do a reasonable amount of homework each week in line with the School Homework Policy.
- provide pupils with a Student Organiser in which homework exercises will be recorded.

Teachers will:

- give adequate notice of homework.
- make sure all tasks are written down on handouts or the board as well as given verbally.
- make sure that pupils always know when the homework is due and understand the scale of the task and the standard of achievement expected.
- give feedback on homework to improve pupil learning.
- record each occasion when a pupil fails to submit homework and inform parents and pastoral staff if a pattern develops.

Internet access

The School is extremely well resourced in terms of Information Technology and in many classrooms pupils will be required to access the Internet to find information or to use e-mail. The Internet service in school is provided by Scottish Borders Council and is a filtered service which prevents pupils accessing unsuitable sites or having contact with unknown persons through chat-rooms. Access to the Internet in school is also monitored by a Network Administrator to ensure that unsuitable or offensive material is not sent nor received by pupils. In classrooms, access to the Internet is supervised by teachers.

Parents are requested to support the School in our efforts to protect children by monitoring childrens' use of the Internet at home.

Occasionally a pupil may attempt to distribute offensive material by sending it from home to the School. Sending offensive material to others is a criminal offence and in such circumstances we are obliged to contact the Police.



Pupil support

The policy of the Additional Needs Department is to maintain the most effective learning of all students (as far as possible, within mainstream classrooms).

Additional Needs teachers work cooperatively with subject teachers to support them in providing an appropriate curriculum for all the students in the class who may be working at many different levels of attainment and achievement. All pupils in the class will benefit from two teachers working together as a team. Auxiliary staff who work closely with students on a one to one basis may also support individuals and groups within classrooms.

Additional Needs teachers consult with subject teachers to identify the learning needs of students and work collaboratively with them to design and monitor educational programmes which are suited to the particular needs of individual students. These needs may be learning needs or they may be emotional/ behavioural needs, or both. For children with complex learning difficulties, there is ample scope for withdrawing students from classes, where appropriate, for small group tutorial or individual work.

Accommodation in the Additional Needs department comprises several classrooms, resource bases, shower rooms, toilets and kitchens, and is a suitable environment for students who need to concentrate on learning 'life skills'. The department is well equipped with technical aids and educational materials.



Mr J Hamilton
Pupil Support Manager



Mr G Cockburn
Pupil Support Manager



Fiona Hume
Pupil Support Manager



Lesley Morgan
Principal Teacher

Additional Needs staff liaise with Primary 7 class teachers and Primary Support teachers in order to provide a smooth transition to Hawick High School, for students whose additional needs have already been identified.

Additional Needs teachers also work closely with Pastoral staff and School Management in liaising with Parents, Educational Psychologists, Careers Officers, Speech Therapists, Occupational therapists, School doctors, Visiting teachers of Visual impairment and others, to access Integrated Children's Services to meet the needs of our students. The Additional Needs Department is also responsible for identifying special examination requirements such as readers and scribes which are then applied for, from the Scottish Qualifications Authority.

In all our work we hope to collaborate closely with you, the parents, and we would encourage you to contact us regularly by telephone, or in person, to help set targets, to review progress and to share your ideas.

Supporting Positive Behaviour policy

“Promoting and Supporting Positive Behaviour”, the school’s policy on behaviour, is designed to support all pupils, by making it possible to get on with learning free from any disruptions.

As a member of the Hawick High School community, every pupil is expected to behave in a positive and responsible way.

This means that pupils are expected to:

- arrive on time at all lessons
- arrive properly prepared and equipped
- listen carefully, and follow instructions from teachers and other staff
- do their best, and encourage others to do their best too
- move around the school quietly and safely
- take care of property, the property of others, and the school environment
- be polite and treat all others in the school with respect

Responses to inappropriate behaviour

If there are occasions when behaviour is not considered acceptable, especially when it disrupts the learning of others, pupils can expect clear and immediate responses from teachers.

The important thing in the classroom is to avoid behaving in ways that are disruptive – like shouting out, talking to others, not following the teacher’s instructions, arguing with the teacher, getting out of seat unnecessarily, and so on ... If pupils do behave in any way which disrupts the teaching or learning which is happening in the classroom, they can expect the following 4 step-by-step responses from the teacher:

1. a warning
2. home-school partnership card will be marked
3. Placed into “isolation”

Supporting positive behaviour policy cont.

If they continue to disrupt, or break isolation:

4. The pupil will be removed from the class, usually by the Principal Teacher. They will be put in isolation in another classroom. Parents will be informed. To return to class, they will need to bring a letter or complete an apology exercise recognising that the behaviour was unacceptable, and giving a commitment to try to avoid disrupting the class in future.

Hints for pupils:

- Take responsibility for your own behaviour.
- Think about how your behaviour affects you and others.

Corridors and Playgrounds

Positive and responsible behaviour matters outside the classroom too. If pupils are seen pushing, shouting, dropping litter, blocking a corridor, wasting time or generally messing around, they can expect to be spoken to by a member of staff. Pupils are expected to stop the inappropriate behaviour and apologise politely to the member of staff.

Getting Help

The Pastoral Teacher is there to help – if a pupil is getting into trouble in lots of classes, or if they find it difficult to sort out a problem, or if they feel treated unfairly – they should talk to their Pastoral Care Teacher.



Bullying

School Anti-bullying Policy

The school reviews its anti-bullying policy on a regular basis. In recognition of the hazards posed by cyber-bullying (e.g. text messaging, social networking websites, etc.), and the latest research findings on bullying, the policy is undergoing a fundamental review. The anti-bullying policy has sections of advice for pupils, for parents, and for staff. Pupils have the most important information in their Student Organiser. A copy of the full policy will be available on request from the School Office.

Aims of the Policy

Bullying is not a school-only phenomenon. It can occur in the workplace, in families, and in social settings. It is never acceptable, and dealing with it is the responsibility of all in the school community. Our whole-school policy aims to be realistic, responsive to need, and effective. Its aims are:

- To give a clear definition of bullying, understandable by all
- To prevent bullying of pupils – in classrooms, corridors, play-grounds, when travelling to and from school and on school transport
- To make it clear to pupils what they should do if they are bullied, or if they are concerned about someone else being bullied
- To create and promote a culture of mutual respect where pupils feel safe and secure, listened to, and confident in their ability to discuss sensitive issues
- To support pupils and their parents and carers who are affected by bullying
- To build the capacity, resilience, and skills in pupils, parents/carers, and staff, to prevent and deal with bullying
- To advise parents/carers what to do if they have a concern about bullying
- To give clear guidance to staff and pupils on procedures to follow if they suspect or witness bullying
- To create and promote a system and ethos where pupils causing harm by bullying, and being harmed by bullying, are supported in the most appropriate and effective way to identify, resolve and monitor the underlying issues

Discussing Bullying

The topic of bullying will be discussed at Assemblies and in Social Education classes in all year groups (especially in S1 and S2). Pupils will be advised by Tutors, Pastoral Staff and Senior Staff on how they can handle bullying.

The main messages to pupils are:

- Don't bully anyone
- Always tell someone if you are being bullied.

Parents should not hesitate to contact Pastoral Care Staff at the school if they have a concern about bullying.

The Junior School



Mrs J Lothian
Depute Headteacher
Junior School

Introduction

The philosophy of the Junior School (S1/S2) is to provide a consistently secure and supportive learning environment in which a pupil's ability and maturity can progress through challenge and support.

Partnership and co-operation between school and parents is particularly encouraged. The Pastoral Staff and the Depute Head will always be happy to discuss any matter concerning your child.

First Year pupils are organised into Tutor Groups of approximately 28 pupils. Each group has a mix of boys and girls, of mixed ability, and from a variety of associated Primary Schools.

Pupils are organised into groups of 18-20 for "practical" subjects and for English. In Mathematics, pupils are set according to ability in similar class sizes.

The subjects currently studied are shown below (this may be subject to change):

S1 Curriculum

English, Mathematics, Faith & Philosophy, Physical Education, Modern Languages, Social Studies, Personal & Social Development, Information Technology, Home Economics, Science, Art, Music, Technical.

S2 Curriculum

English, Mathematics, Faith & Philosophy, Physical Education, Modern Languages, Geography, History, Personal & Social Development, Computing & Business Studies, Home Economics, Biology, Physics, Chemistry, Technical, Art, Music
Note: The allocation of periods in S1/S2 may vary.

Home-School Partnership Card

All S1 pupils will carry a "Home-School Partnership Card", in their Student Organiser until the end of February of S1. This stresses the behaviour expected of them, and allows parents to check every evening whether their child is making the most of the educational opportunities on offer. A **mark** will be made on the card by a teacher when a pupil's conduct does not meet what is expected. This could include homework not being done, late arrival in class, the pupil not coming to class suitably equipped, or any behaviour which disrupts the teaching and learning of the class.

The Junior School cont.

Parents are asked to sign this card each evening, to give praise where there has been clear cooperation, and to talk over any problems with their child.

The cards are inspected each weekend by Pastoral Staff or Tutors, and Merit Certificates are awarded for clean cards or positive comments as appropriate.

Throughout S1/S2 there will also be a series of progress reports issued.

Course Choice for S3/S4

All pupils study a broad general curriculum throughout S1 and S2. In Spring of S2, pupils make decisions about which subjects to study in S3 and S4. They will be helped to make these choices by being given a booklet of information about the courses on offer and by talks from careers and Pastoral Staff. Parents have the opportunity to talk to Careers Officers, teachers and Pastoral Staff at both the Parents Evening in November and Information Evening in February, before final decisions are made.



The Middle School



Mrs S Oliver
Depute Headteacher
Middle School

S3/S4 Curriculum

During S3 and S4, pupils focus mainly on their chosen Standard Grades, Intermediate and/or Access courses or SQA free-standing Units. Full details are available from Mrs S Oliver, DHT Middle School.

All pupils study:

- English (4 periods),
- Mathematics (4),
- Faith and Philosophy (1),
- Social Education (1),
- and Physical Education (2).

Pupils then select 6 other subjects (3 periods each). The optional subjects include a wide variety of choices. The following is a typical list of optional subjects available to S3 pupils. Please note that this list may vary from year to year.

- Accountancy and Finance
- Administration
- Art & Design
- Biology
- Business Management
- Craft and Design
- Chemistry
- Computing
- Construction (Skills for Work)
- French
- Geography
- German
- Graphic Communication
- History
- Modern European Languages
- Music
- Physics
- Physical Education
- Practical Cookery and Fabric Skills
- Food Technology

The Middle School cont.

Note: Some pupils will be offered alternative choices such as Land-Based Rural Skills courses at Borders College or challenge and enterprise groups such as “Going Places” and The Princes Trust XL programme. Others may be offered small group work in certain activities and life skills options. Parents will receive information about these opportunities.

In addition: each S3 Tracking report will be done with a pupil/teacher evaluation of the pupil’s Learning Plan. In November, S4 pupils at risk of gaining no award in subjects will be interviewed by the Subject Principal Teacher or Guidance Teacher. In January all S4 pupils will be interviewed on their targets by Senior Managers.

There are usually S3 practice exams in April and S4 Preliminary SQA Examinations in December.

Work Experience

S4 pupils have a week of work experience during S4. Pupils view their placement as an introduction to the world of work. In S5 and S6, it may be possible for pupils to go on career-based placements.

Work experience is co-ordinated by Pastoral Care Staff.



The Senior School



Mr. P Beaton
Depute Headteacher
Senior School

S5/S6 Curriculum

Pupils will be able to choose from a menu of courses at Advanced Higher, Higher, Intermediate and Access. There are also some free-standing Units on offer. Full details are available from Mr. P Beaton, DHT Senior School.

A High School and Borders College Link Programme allows S5 and S6 students to access courses at Borders College as part of a flexible course of study.

S5

- All pupils will study five main subjects (6 periods each)
- Of the five main subjects some pupils will study 5 Highers and some 5 Intermediates but most will study a mixture of both.

S6

- In S6 most pupils will study three or four main subjects (6 periods each)
- Some S6 pupils are able to fit Work Experience into their timetable.
- S6 pupils are expected to offer service to school or the community as part of their timetable.

- Some S6 pupils are given study time to cope with the independent learning demands of Advanced Highers.

S5/S6 Assessment and Reporting

Most Higher courses are made up of 3 units. The assessment of these units will be after around 40 hours of study.

October Unit / Class tests

November Full progress report

January Unit / Class tests

February Prelim Examinations

March Prelim grades issued

April Unit / Class tests

May SQA Examinations

All senior pupils are expected to be aware of, and to plan for, the various deadlines they will meet throughout their courses.

Parents should note that we expect students to take responsibility for their own learning by reading/reviewing/re-writing material covered in class. They should do this whether or not the teacher directs them each day.

The Senior School cont.

Senior School Commitment

- All S5 and S6 pupils are asked to sign a Senior School Commitment. This encourages them to take responsibility for their own learning, behaviour and attendance.
- All senior pupils must wear full school uniform. S5 can be identified by their green tie while S6 are presented with a red tie.
- The school in turn offers senior pupils certain privileges.

Pupils who are not willing to meet the requirements of this commitment will not be invited into the Senior School.

Throughout sixth year, pupils are encouraged to take more responsibility for their own study and learning.

We suggest that parents are still directly involved in all aspects of their child's education.



Careers & Personal and Social Development

Careers Education

Careers Education forms a part of the Personal and Social Development courses followed by all pupils in S2, S3 and S4. S5 and S6 pupils will have Careers Education in extended School Assemblies and individual interviews.

The Careers library is an area of the school library which contains all University and Higher Education prospectuses, in addition to an extensive range of reference books, leaflets, magazines and videos, providing up-to-date information on careers. There are also a number of computer databases available. The school has a Careers Adviser, Ms. G. Hancock, who spends time meeting pupils every week. All pupils in S4, S5 and S6 are interviewed by the Careers Adviser, who also attends parents evenings. S2 pupils are given a talk by a Careers Adviser at the time when they have to make their choice of course for S3 and S4. One day per week the Careers Adviser operates a "Lunchtime Lookin" when any pupil can seek advice.

Careers Education in the school is coordinated by Mrs. H. Richardson, PT Pastoral Care.



Ms G Millar
Careers Adviser



Mrs H Richardson
PT Pastoral, Careers

UCAS

Many of our S6 pupils, and occasionally one or two from S5, progress from school to university. Applications to university and some colleges are made through the Universities and Colleges Admissions Service (UCAS) and require careful planning. To assist pupils with their applications, the school provides a programme of events which starts on Induction Day in June with a talk on researching courses given by a University representative. The programme also includes a visit to the Education Convention, a special Parents' Evening, web based internet applications and speakers from various universities. Pastoral staff interview pupils and support them in completing the application, particularly the Personal Statement. They also collate information from staff for the School Reference, as well as encouraging pupils to meet important deadlines.

UCAS Applications are co-ordinated by Mr P Beaton, Depute Headteacher.

Careers & Personal and Social Development cont.

Personal and Social Development

All pupils in years S1 to S6 receive Personal and Social Development. This is coordinated and taught by The Pastoral Care Staff.

Issues covered include;

- Careers
- Citizenship; equality of opportunity, making friends and the anti-bullying policy
- Drugs and Alcohol Education
- Health and Well-being
- Personal Safety; road and internet safety
- Personal learning planning, study skills
- Sexual Health; body changes, puberty and personal hygiene
- Tracking Personal Achievements

Child Protection – Responsibilities of the school

All SBC schools and their staff are required to follow the Scottish Borders Child Protection Committee's Interagency child protection guidelines and procedures.

A key element in the procedures is that if a staff member in a school is made aware of a concern (usually through a statement made by a child) of an issue that could have child protection implications, the member of staff has no option but to refer the child to child protection officers. The Children (Scotland) Act 1995 states that the welfare of the child is paramount and this must always be the sole consideration for the school.

In making a referral staff will not be making any judgement on the strength or truth of the child's statement but must follow procedures to support pupils and staff.

The child's parent or carer will be informed as soon as possible about such disclosures and any action resulting from this.

If the child protection issue is taken further, school staff will work with families to support children through the process. The school Child Protection Co-ordinator is Mr J. Hamilton (Pupil Support Manager) who can be contacted to discuss any issues that may arise.

Extra-curricular activities

“LEARNING BEYOND THE CLASSROOM”

The school offers a wide range of extra-curricular activities. The school is very famous for its extra-curricular sport, most notably Rugby and Hockey. The school has also gained local and national praise and publicity for its school shows, musical productions, Senior School Burns Supper and “The Creative Fashion Show”.



Louise Philbin
School Hockey
Co-ordinator



Anna Potter
Dance Co-ordinator

Sports and Physical Activities

In partnership with interested coaches and parents, the school staff, parent and community helpers organise a wide range of sporting extra:

- Rugby
- Hockey
- Football
- Dance
- Cricket
- Volleyball
- Athletics
- Golf
- Tennis
- Badminton
- Gymnastics

Details of these clubs will be announced in the daily bulletin at the start of term. In addition to sport there are a variety of other activities available to students.



Extra-curricular activities cont.

Music Department extra-curricular activities

KEYBOARD CLUB

Monday 13.20 - 13.45
Mu 1 Mrs F. Norman

Open to all in S1/S2 (other year groups by arrangement). A chance for anyone to get a little extra help with any piece of keyboard music.

GUITAR CLUB WEDNESDAY

13.20 - 13.45
Mu 2 Mr J. Letham

Open to all in S1/S2 (other year groups by arrangement). A chance for anyone to get a little extra help with any piece of guitar music.

PERCUSSION GROUP

Thursday 13.20 - 13.45
Band Room Mrs F. Norman

For those who are good music readers, and who enjoy playing tuned percussion.

CEILIDH BAND

Friday 13.20 - 13.45
Band Room

A band for those who enjoy playing traditional music, and open to virtually all types of instruments. Caters for a wide range of abilities, the main requirements being commitment and enthusiasm. Rehearsals lead towards concerts at Christmas, March, and the School Burns Supper.



Mr J Letham
Head of Music



Mrs F Norman
Music Teacher

WIND BAND

To Be Confirmed
Band room Mr R. Hume (brass instructor)

Open to all who receive brass or woodwind lessons, the rehearsals lead towards a concert at Christmas and a further concert in late March.

CHOIR

Wednesday 13.20 - 13.45
Band room Mr. J Letham

A Recorder Group and a Guitar Group are run by Mr Abernethy and Mrs Hume (Monday lunchtimes), with rehearsals leading towards an involvement in concerts at Christmas and late March. In addition to the above, there will be opportunities to take part in school show, every second year. These shows are open to all, and information will be given through the school bulletin.

Extra-curricular activities cont.

ECO-Schools

Hawick High School takes part in the Eco Schools Programme. This is an agenda for the improvement of the school, local, countrywide and international environment.

One of the most important aspects of this programme is the contribution pupils make to ideas and decision making.

Fund-raising for Charity

Throughout the year, School Pastoral Houses, and other groups of pupils are involved in a variety of fund-raising activities for charities. There is a Senior School Charity Committee that supports and organises Charity events.

Other Clubs

Here are some examples, further details are available in the daily bulletin and School Newsletter

- “Junior”(Maths Club) for S1-S2.
See Mrs Murray in M21
- “Debating Society” with Mr Taylor in D9,
Thursdays after school
- Amnesty International Group, Monday
lunchtimes, with Mrs. Raffier in D8
- Gardening Club. See Miss McArthur
- History Club in D4
- Fishing Club with Mr McKay in D5
- Cycling Club with Mr Hawkshaw and K Irvine
(parent)
- Warhammer Club, Friday Lunchtimes, with
Miss McKenzie in T1
- Camera Club, Dr Sutherland
- Young Engineers Club with Dr Stirling in S6
- Hawick High News with Mr Hawkshaw
- Computer Club for Girls (CC4G),
Mrs Cumming
- Writers Group with Mrs L Hamilton and
Mr T Clark, in M13 and School Library
- Eco-schools Group, Mrs Palmer in D7
- Open IT, Mrs Cumming and Mr Hamilton
in M4
- S1 Art Club with Mr Frankland and
Miss S Alderson
- “Crosstalk” with Mrs. Raffier in D8
- Science Club with Mrs. Craig in S10
- Dance Clubs for S1-S6 – details from Mrs Cully,
PE Department
- “ π in the Sky” (Maths club) for S1-S6.
See Mrs Murray in M21
- “ π for Lunch” for S3-S6. See Mrs Murray
in M21

Trips and excursions

Ski Trips

Every second year, a ski trip is organised in Europe (e.g. the French Alps). Details are made available more than a year in advance. See Mr G. Cockburn, for details.

Battlefields Trip

Every 2 years, the History department organise a Battlefields Tour to Northern France or Belgium to see the memorials and cemeteries of the Ypres salient, the Somme, Verdun or the Normandy landing beaches. On these trips, the pupils also visit the graves of Hawick men who paid the supreme sacrifice in the two great conflicts of the twentieth century. The tours are open to all pupils and are not simply aimed at those studying history. More general sight-seeing is also included, and pupils get the opportunity to visit Paris.



Foreign Exchanges

Building on long and successful links with our partner school in Germany, the school organises exchanges to Freudenstadt (Germany). All pupils are encouraged to take part by hosting a foreign partner for a week, and staying with that partner's family for the same length of time, either at an earlier or later date. We consider this an invaluable learning experience for pupils, who not only learn about a different way of life but are involved in a full and varied educational programme during their visit.

In addition to these set trips the school run a variety of other curricular and extra-curricular school trips, excursions, field and study trips on an annual basis, most of these are organised within the UK but in recent years they have involved trips to Holland (Hockey and Geography), Berlin (German), Sweden (Global Ambition and Creative Fashion), Munich (History), Iceland and Shetland (Girls of Ambition), London (Music and Creative Fashion), France (Modern Languages), Sierra Leone (Geography) and New York (Creative Fashion).

The school has an excursion week at the end of summer term to allow teachers an opportunity to take pupils on other activity-based excursions.

Library Resource Centre

The LRC aims to meet the information and learning needs of the whole school community and provide a comfortable working environment conducive to independent learning, reading and study.

Opening Hours

The LRC is open from 8.45am – 4.45pm, Monday to Thursday, and 8.45am – 4pm on Fridays. Teachers arrange visits to the LRC during class time, but all pupils are also encouraged to make the most of the Library in their free time, before and after school, and at lunchtime.

Membership and Borrowing Items

All pupils of Hawick High School are automatic members of the LRC. After a brief induction, new pupils will be able to borrow items from the Library. The general rule on borrowing is pupils may borrow one book for one week. The LRC stocks a wide range of fiction books from Walter Scott to Jacqueline Wilson, talking books, magazines and newspapers. The non-fiction section is the first port of call for any pupil searching for information for project work or independent study. Pupils can also access encyclopaedia, atlases, dictionaries and books.

Digital and ICT resources are available via the LRC's networked computers.

Extra-curricular Activities

All pupils are encouraged to use the LRC in their free time for homework, personal reading and studying. Homework study clubs meet after school until 4.30 pm. The School Magazine group also meet in the LRC after school. Scholastic Book Fayres are occasionally held in the LRC giving parents and pupils the opportunity to buy the latest titles. To help plan and run such events, the Librarian is always looking for eager pupil volunteers.



The Pupil Council

What is it all about?

The school values pupil opinion. The role of the pupil council is to ensure that pupils have an effective voice in the life of the school. The pupil council enable pupils to become partners in their own education and make positive contributions to school ethos, environment, attainment and achievement.

What is the Pupil Council?

The school's Pupil Council, representing the pupils of Borthaugh, Kirkton, Minto and Vertish Houses, is made up of representatives from all year groups and is chaired by elected members.

Each House have elected representatives who represent the views of their class mates on the Council.

Representatives canvass views of their peers, discuss issues at the meetings and feedback decisions to their class.

How are the representatives elected?

It is our aim to produce responsible citizens so that pupils can understand the electoral system and will learn to feel confident to vote in a real election. The school runs the elections as close as possible to a real democracy. Nominations are taken. Pupils agree to stand for election.

All pupils are given a polling card and are given instruction on how and where to vote. Ballot papers are printed and formal elections are held in the Assembly Hall, where the pupils vote for the candidate of their choice in a secret ballot. Senior pupils run the election and count the votes. The representatives hold office for one year.

What powers do the Council have?

The Pupil Council discuss issues raised by the representatives. The issue is discussed and a formal proposal is put to Management, who discuss it and report back with any decision made. Representatives pass this information back to the pupils through meetings or assemblies. Councils have the right to discuss and seek to influence the life of the school in areas such as: School Rules, School Aims, Health, School Uniform, Lessons, Personal Safety, Anti-Bullying, Personal and Shared Space, Charity Work and many, many more!

Recently the Pupil Council has been influential in improving the school playground, introducing a revised school uniform policy, improving pupil toilets and creating an Eco-schools Garden.

SBC School Review Summary Report

The review process

Three quality improvement officers (QIO), including the Senior SBC QIO from Quality Services, three peer reviewers from other Border Schools and two parent representatives reviewed Hawick High School in October 2007. The review team made their evaluation on the basis of evidence provided by the school and their own observations.

The Review Team consulted a number of school documents, including the school improvement plan, interviewed sample groups of pupils, staff and parents, and observed a very large sample of learning and teaching experiences. In addition the team analysed responses to questionnaires issued to all parents, pupils and teaching staff prior to the Review.

The review programme comprised three focus areas:

- School Self-evaluation
- Pupils' learning experiences and meeting pupils' needs
- Leadership

The results of findings are given below.

Key strengths of the school

Of the areas reviewed, the school demonstrated particular strengths in the following areas:

- The high profile of the headteacher and the excellent leadership offered by him.
- The leadership of the school management team and distributed leadership at all levels across the school.
- The culture of ambition and high expectations for all aspects of school life.
- The shared vision for learning, achievement and ambition.
- Pupils' achievements in citizenship, enterprise and the extensive range of out of school extra-curricular activities.
- Positive and supportive relationships with parents and the wider community.

Main action points for the school

The school should continue to:

- share good practice to ensure a consistently high quality of pupil learning.
- develop further consultation between pupil support staff and class teachers to provide carefully judged support to impact on all learners.

History of the School

In **1627** the Rev. Robert Cunninghame, lamented that there was no school in Hawick parish as a consequence of which there was “great ignorance”. In **1638** John Lidderdail signed The Solemn League and Covenant as “schoolmaster in Hawick”. By **1683** pupils were being taught in the Parish Church – now St. Mary’s - for we read that “the pews had suffered a considerable loss by ye scholars breaking ye same”.

In **1711** another parish minister, described on the plaque in the Assembly Hall as “the founder and benefactor” of the school was instrumental in the establishment of Hawick Grammar School. In his will, the Rev. Alexander Orrock left 9,000 merks – £500 – a considerable sum in those days – to provide a school and schoolhouse which were located in the Sandbed. An Elementary School was erected in **1739**, pupils attending the Elementary School for two years and the Grammar School for four. In 1824 the two schools joined together and a new school of two rooms was completed in **1826**, in Orrock Place.

In **1835** there were 85 boys and 65 girls on the register. How they all squeezed in we are not told and yet it took until **1860** before the inadequacy of the accommodation was recognised and the Duke of Buccleuch gifted the town the site which the school occupies to this day. Mr. Anthony Dodds, Rector of the Grammar School, marched his scholars up to take possession of the new school which was named Buccleuch School.

The school was entirely remodelled at a cost of about £10,000 in **1908**, its name being changed to Buccleuch 32 School until **1915** when it acquired its present name of Hawick High School. Disaster struck early in the morning of 23 December **1925** when fire reduced the school to ruins within a couple of hours. Rebuilt within what remained of the old walls, it was not reopened until 27 October **1928**. On the same day, the Henderson Technical School, now the Art and Business Studies building gifted to the town by Sir Thomas Henderson, was also formally opened.

In **1933** the house and grounds of Teviot Lodge were gifted to the school and it was here that the new Science buildings and gymnasias were built in **1960**. The **1970s** saw the erection of the Extension Building, the new Technical Building, the Games Hall and the Dining Block, the latter amid controversy as it was built on part of the cricket field. The school was extensively modernised in the early **1990s** at a cost of £6million. Every area of the school was redecorated, and new link corridors between the buildings, a new Library, and new Music and Additional Needs departments were built. The refurbished building was officially opened on 9th September **1993** by H.R.H. The Princess Royal.

In **1996** the Scottish Executive named the school “A School of Ambition and Excellence”.

Hawick High School Statistical Information 2009

Examination Results (from Scottish Credit and Qualifications Framework)

% of S4 Pupils on roll achieving:

BY THE END OF S4	5 or more LEVEL 3 Qualifications	
	2006	78%
	2007	85%
	2008	81%
	2009	84%
	5 or more LEVEL 4 Qualifications	
	2006	65%
	2007	71%
	2008	70%
	2009	69%
	5 or more LEVEL 5 Qualifications	
	2006	20%
	2007	25%
	2008	25%
	2009	24%

Hawick High School under a *Curriculum for Excellence* offers a wide range of courses not certificated by SCQF such as ASDAN, School Plus, local Certification and Vocational Awards. These are not presently recognised in National Statistical Data.

BY THE END OF S6	1 or more LEVEL 6 Qualifications	
	2006	32%
	2007	38%
	2008	34%
	2009	32%
	3 or more LEVEL 6 Qualifications	
	2006	21%
	2007	24%
	2008	20%
	2009	27%
	5 or more LEVEL 6 Qualifications	
	2006	17%
	2007	16%
	2008	9%
	2009	17%
	1 or more LEVEL 7 Qualifications	
2006	12%	
2007	13%	
2008	6%	
2009	13%	

Leaver destinations 2006-2009	2006	2007	2008	2009
Total Number of Leavers	194	189	213	174
% in Further/Higher Education	62	54	65	66
% in Training	2	3	1	6
% in Employment	23	32	21	10
% other known to Careers Scotland	11	10	11	16
% unknown	1	1	1	1

Budget Running Costs for Financial Year 2009-2010	
School Roll, September 2008	1017
Total Budget Running Costs April 2008	£4,496,463
Cost per pupil	£4,221

Transferring Educational Data About Pupils

Education authorities and Scottish Government have 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 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 Scottish Government itself.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers 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.

Data policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

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

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

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 uses of pupil data can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations 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 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 relevant colleagues and individuals within and outwith Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk 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.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at: <https://www.scotxed.net/jahia/jahia/lang/en/pid/220>

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