

# School Handbook

August 2019

Craigie High  
Secondary School



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## Section 1: Welcome and Vision

Our core purpose is to improve outcomes for all of our young people and to celebrate success in whichever walk of life our young people embark upon. Our aim is to ensure that our young people achieve their potential and that we recognise and acknowledge their talents and strengths.

We continue to have a strong commitment to promoting inclusion and reducing barriers to learning. We serve a diverse school population and endeavour to promote wellbeing amongst our staff, pupils and parents. We are committed to Getting It Right for Every Child (GIRFEC) and supporting our school community to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. We believe that building character amongst our young people is a key ingredient in helping to prepare pupils for the transition into the workforce. Overcoming obstacles and being able to adapt to different situations are key skills to be successful in whatever walk of life they choose to follow.

Our [School Improvement Plan](#) reflects what we are aiming for as a school. This plan has been put together following wide consultation with our pupils, parents and staff in school and will form the key focus of how we improve as a school over the next 3 years – it is a plan of our journey towards excellence.

We place a strong value on high quality teaching and learning in the classroom and set high expectations in relation to attendance, behaviour and effort in all that we do. We aim to do this in a culture and ethos of mutual respect and shared values.

I am extremely proud to be the Head Teacher of Craigie High School and would like to reassure you of my commitment to continual improvement in all aspects of school life and to maximising opportunities for our pupils to advertise and promote the excellent skills and talents they show us every day in school.

Further information about the school can be found by visiting our [school website](#).

Yours sincerely

Andrena Waghorn  
Head Teacher

## Section 2: School Ethos

# AIMS

- To provide a happy and secure school environment for all our pupils.
- To provide every pupil with an appropriate range of educational experiences to help prepare them for all aspects of adult life.
- To ensure that each pupil reaches the highest academic achievement of which s/he is capable.
- To ensure equality of opportunity for all pupils regardless of race, gender, religious belief or disability.
- To develop and maintain active partnerships between teachers and pupils, school and home, school and the wider community.
- To develop self-esteem and self-confidence in pupils and encourage them to assume responsibility and make a positive contribution to the wider community.
- To prepare pupils to make effective decisions and choices regarding their

# VALUES

- Respect
- Equality
- Responsibility
- Determination
- Honesty

### Section 3: School Information

School Address	Craigie High School Garnet Terrace, DUNDEE, DD4 7QD
Telephone:	01382 431111
Fax:	N/A
Email Address	craigie@dundeecity.gov.uk
Website:	
Senior Management Team:	Head Teacher- Mrs Waghorn Depute Head Teachers: Mr Gill Ms Reid (Acting) Mrs Walker Mrs Boylen Business Manager- Mr Smith
School Status:	S1-S6
School Roll:	627
School Hours:	Mon/Wed 8:45-3:40 Thur/Fri 08:45 2:50
Parent Council Contact Information:	Chair: Elizabeth Richiardi
School Chaplin	Rev. Fay Lamont

## **Section 3: School Information**

### **Office Hours**

The school office is open from 08:00am until 16:45pm. Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

As a school we are keen to encourage as much contact as possible. As well as regular meetings, tracking reports and parent's evenings we also invite every S1 parent in to discuss their child's learning. In S2 good news calls are made regularly by House Teams, S4 and S5 are entitled to an individual meeting as part of our Focus Group programme. All S3 and S4 parents are invited to meet with PT Guidance regarding their Course Choices.

PT Guidance is usually the Named Person for each young person and should therefore be the first point of contact. Should you wish to contact your child's PT Guidance, please contact the school office directly:

<b>House</b>	<b>PT Guidance</b>	<b>House Head</b>
Isla	Mr McCartney	Ms Reid
Lomond	Ms Durham	Mrs Walker
Nevis	Mr Hodge	Mrs Boylen
Skye	Mrs Innes	Mr Gill

## Section 4: School Policies & Practical Information

SCHOOL TERMS AND HOLIDAYS 2019/20				IN SERVICE DAYS	PUPIL SCHOOL DAYS
Autumn	Start	Staff	Monday 12 August 2019	Day 1	
Term	Start	Pupils	Tuesday 13 August 2019		
	End		Friday 4 October 2019		39
Autumn	Start		Monday 7 October 2019		
Holiday	End		Friday 18 October 2019		
			(10 school days)		
Winter	Start		Monday 21 October 2019		
Term			Thursday 14 November 2019	Day 2	
			Friday 15 November 2019	Day 3	
	End		Friday 20 December 2019		43
Christmas	Start		Monday 23 December 2019		
Holiday	End		Monday 6 January 2020		
			(11 school days)		
Spring	Start		Tuesday 7 January 2020		
Term			Fri/Mon 14/17 February 2020 (Mid Term)		
			Tuesday 18 February 2020	Day 4	
	End		Friday 27 March 2020		56
Spring	Start		Monday 30 March 2020		
Holiday	End		Friday 10 April 2020 (Good Friday)		
			(10 school days)		
Summer	Start		Monday 13 April 2020		
Term			Monday 4 May 2020 May Day		
			Friday 22 May 2020	Day 5	
			Monday 25 May 2020 Victoria Day		
	End		Friday 26 June 2020		52
			TOTAL		190

Further information about future school holiday dates can be found on the Dundee City Council website at <http://www.dundee.gov.uk/education/schoolholidays1/>

## **Section 4: School Policies and Practical Information**

### **School Uniform**

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance and to have respect for their school.

School uniform is simple and practical. It is no more expensive than other kinds of clothing. All pupils are expected to wear school uniform in school and on educational visits.

- Black shoes - plain in style, and suitable for the season – preferably not trainers.
- Black trousers or skirt.
- White shirt or blouse.
- Black cardigan, v-neck sweater, or plain black sweatshirt without logos. Hooded tops should be removed when in school.
- School tie - available from the school office at a cost of £5.
- Pupils also have the opportunity to purchase a school blazer which can be ordered through the school.

We appreciate the support that we receive from parents over school uniform.

### **P.E.**

Top - Plain colour and not a football shirt.

Shorts – Black (Jogging bottoms are allowed).

Training shoes – For indoor work and a change from school shoes.

Please note that football strips are not to be worn.

All items of clothing should be labelled. This assists greatly in recovering lost property.

## **Section 4: School Policies and Practical Information**

### **School Clothing Grants**

If you are in receipt of Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit, Council Tax Reduction or Child Tax Credit with an income of less than £16,105 (as assessed by HMRC), you may be entitled to receive a grant towards the cost of buying essential clothing to enable children up to the age of 16 to attend school.

Grants are paid directly into the applicant's bank account or paid by cheque where the applicant does not have a bank account.

The current value of a Clothing Grant is £100 per child.

#### **Automatic awards**

We've made some changes this year to make things easier.

Most families will get an automatic award, which means they will not need to fill in a new application form each year.

You get an automatic award if you meet these conditions:

- you got an award in 2017/18
- you get Housing Benefit or Council Tax Reduction.

Payments will be made from week commencing 16 July onwards.

You will not get an automatic award if your child is entering P1.

Otherwise, you must apply.

**Application forms** can be submitted online - [School Clothing Grant Application Form](#)

If you require any further information or assistance please contact:

Customer Contact Centre

Email: [customerservices@dundeecity.gov.uk](mailto:customerservices@dundeecity.gov.uk)(link sends e-mail)

Tel: 01382 433458

50 North Lindsay Street

Dundee DD1 1QE

## **Section 4: School Policies & Practical Information**

### **School Meals**

All children staying for lunches within school will eat in the dining hall. Safety flasks containing hot food may be brought to school, but not the glass vacuum type, which may be dangerous, as they are liable to break. Glass bottles should not be brought to school.

The dining room is supervised by support staff at all times. Please note that the school does not approve of pupils going out of school to buy their lunch due to safety reasons.

### **Free School Meals**

Secondary schools operate self-service cafeterias. There is a fixed charge for a meal in a primary school. In secondary schools, the cost varies according to what the individual pupil chooses from the menu.

Some special diet requests can be catered for and must be requested through the school the pupil attends and medical letters must be provided in regards to allergies.

Free school meals are available to all pupils whose parents receive Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit ONLY with an income of less than £16,105, or BOTH Child Tax Credit and Working Tax Credit with an income less than £6,420 (as assessed by HMRC).

Application forms can be submitted online:

[School Meal Application Form](#)

If you require any further information or assistance please contact:

Customer Contact Centre  
Dundee House, 50 North Lindsay Street  
Dundee DD1 1QE  
Tel: 01382 433458

## Section 4: School Policies & Practical Information

### Instrumental Tuition

Tuition fees are currently free and instrument hire is £83.00 per year.

### EMA

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMAs provide financial support for 16–19 year olds who stay on in full time non advanced education after their statutory school leaving date (i.e. those continuing in post-compulsory education).

To be eligible for an EMA in 2015/2016 the student must:

- Have been born between 1 March 1995 and 28 February 1999.
- Have a household income of £22,403 or below (for families with more than one dependent child in the household) based on 2014/15 income or
- Have a household income of £20,351 or below (for families with a single dependent child in the household) **based on 2014/15 income**

**EMA is a weekly allowance of £30** payable to eligible young people who have achieved 100% attendance per week. It is payable in arrears, generally on a 2 weekly basis.

EMA Application forms will be available in all Dundee Secondary Schools from June 2015.

### Leaving Dates

#### Summer Leaving Date

A pupil whose sixteenth birthday falls on or after 1st March and before 1st October, is judged to have reached school leaving age on the 31st May.

#### Winter Leaving Date

A pupil whose sixteenth birthday falls on or after 1st October and before the last day of February, is judged to have reached school leaving age on the first day of the Christmas holidays.

## Section 4: School Policies and Practical Information

### Emergency School Closure procedures

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, text messages and letters home. You can be assured that we will never send a child home without first checking that there is an adult at home.

### Placing Requests

Placing Request forms can be obtained from your child's primary school or Dundee House, and must be returned to the Main Reception, Dundee House, 50 North Lindsay Street, Dundee, along with proof of residence, dated within 2 months and copy of your child's full birth certificate. **Forms must be submitted before Monday 3 February 2020.** Any form submitted after this date is regarded as late and will only be considered after all the on time applications are dealt with.

### School Absence Procedures

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence an Education Welfare Officer will arrange to visit you and your child at home.

The following points are included in the Education Authority's

#### Attendance Initiative

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 9.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

## **Appointments**

If your child has an appointment during the school day or needs to leave school for any other reason, please put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

## **Accidents/Illness at School**

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

Therefore, it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.

## **Promoting Positive Behaviour**

Merits and De-merits are awarded by all staff every period based on pupil behaviour in class. Craigie High School promotes and rewards positive behaviour through our Positive Rewards programme. This reward is in line with our Positive Learning policy, where pupils are rewarded for working hard, behaving well in class and arriving on time to class.

## School Concerns and Complaints Procedures

If you want to talk to your child's teacher or a member of the senior staff it is generally better to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the Education Department.

Education Department publications can be found at:

<http://www.dundecity.gov.uk/departments/publications/Education>

## Section 5: Parental Involvement

The Parent Council is a group of parents who have been selected in accordance with the Parent Council constitution to represent all the parents of children at our school. Parents of any child at Craigie High School can seek to be part of the Parent Council in line with arrangements set out in the constitution.

The Parent Council can co-opt other members as it sees fit.

The aims of the Parent Council are:

- To work together with everyone involved in school life – parents, learners, teachers, school staff and the wider community.
- To make sure that all parents have a say in their children's education – and are able to express their views and wishes.
- To build links between the school, parents, pupils nurseries and pre-school groups and the community.

Our Parent Council meets approximately once each term and meetings are open to all parents. We are known as PATCHS – **P**arent **A**nd **T**eachers of **C**raigie **H**igh **S**chool. If you would like more information about the Parent Council, please email us on [craigie@dundeparentcouncil.org](mailto:craigie@dundeparentcouncil.org) or look at our section on the school homepage under Parent. Here you will find meeting dates and a contact form you can complete with your details.

We support the school by involving parents and we can't do this without parents coming along to some of our meetings and joining our Parent Council.

## Section 6: The Curriculum

### Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all pre-school to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education. Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

Progress in learning is indicated through curriculum levels as detailed below.

<b>Level</b>	<b>Stage</b>
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

At the end of the Broad General Education (BGE), learners are supported in planning a course of study through what is referred to as the Senior Phase. The Senior Phase curriculum, from S4 to S6 (from around ages 15 to 18) follows on from a young person's Broad General Education, building on the Experiences and Outcomes which they will have achieved to the end of S3. It enables them to extend and deepen their learning through more specialised study and to continue to develop skills for learning, life and work.

During the senior phase, young people will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance. The curriculum in the senior phase, however, comprises more than programmes which lead to qualifications. There is a continuing emphasis, for example, on health and wellbeing including physical activity and opportunities for personal achievement, service to others and practical experience of the world of work.

Learners have opportunities, at all stages, to gain recognition for learning and achievements which take place outside the classroom. The Senior Phase ultimately supports young people in moving on to the next stage – whether that is college, university, training or employment.

In the senior phase, schools and their partners (for example colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners.

As well as the new National Qualifications, which offer increased flexibility with a greater focus on skills and applying learning to real-life situations, there is also a wide range of SQA vocational qualifications and awards that young people can take as part of their senior phase curriculum.

These include skills for work; leadership and personal development.

More specific and individualised information about your child's learning can be obtained from the school.

## **Getting it Right for Every Child (GIRFEC)**

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential.

[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Sensitive Issues**

Part of our curriculum involves teaching the children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/children in a series of lessons. If any parent is concerned about what is being covered within the curriculum however, they should feel free to speak to a member of staff about this.

### **Religious Observance**

Through the ethos and curriculum, we provide opportunities for pupils to explore morals and values. We help learners develop their own beliefs, values and a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. Pupils develop skills of reflection, critical thinking and how to act when making moral decisions. The school welcomes diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of the school that all who are involved in the life of the school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

Under the terms of the Education (Scotland) Act 1980 "any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance" Parents wishing to exercise this right should discuss with the Head Teacher.

## **Section 6: The Curriculum**

### **Assessment**

Throughout their school career we track and assess pupils' progress (intimated to parents via reports and parents' meetings) and help them plan their future learning through discussions with their Guidance teacher, and their subject teachers.

### **Reporting to Parents**

At all levels, provision exists for comments from individual teachers to be sent home with the report form, and parents in turn are invited to discuss reports with Guidance staff and/or the appropriate House Head. If parents require a progress report at any other time, contact should be made with the appropriate House Head or Guidance teacher.

### **Leaving School**

#### **Positive Destinations:**

We have a high proportion of our young people who go on in to a Positive Destination whether it be further education or straight in to work. For the last 2 years, we have exceeded the National average for Positive Destinations and a huge factor in this is our strong links and support from Skills Development Scotland and our CLD Partnership Agencies.

## Support for Pupils

Most children make satisfactory progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through a Child's Plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Coordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

Support for learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The work of Support for Learning staff is co-ordinated by the Head Teacher, is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Education Department's policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page

<http://www.dundee.gov.uk/education/support/>

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

Information on additional support needs is also available to you from outside Dundee City Council:

Enquire - The Scottish Advice Service for Additional Support for Learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - [info@enquire.org.uk](mailto:info@enquire.org.uk)

an online enquiry service

two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

### **Let's Talk ASN**

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

[letstalkasn@edlaw.org.uk](mailto:letstalkasn@edlaw.org.uk) 0141 445 1955

### **Scottish Child Law Centre**

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs:

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

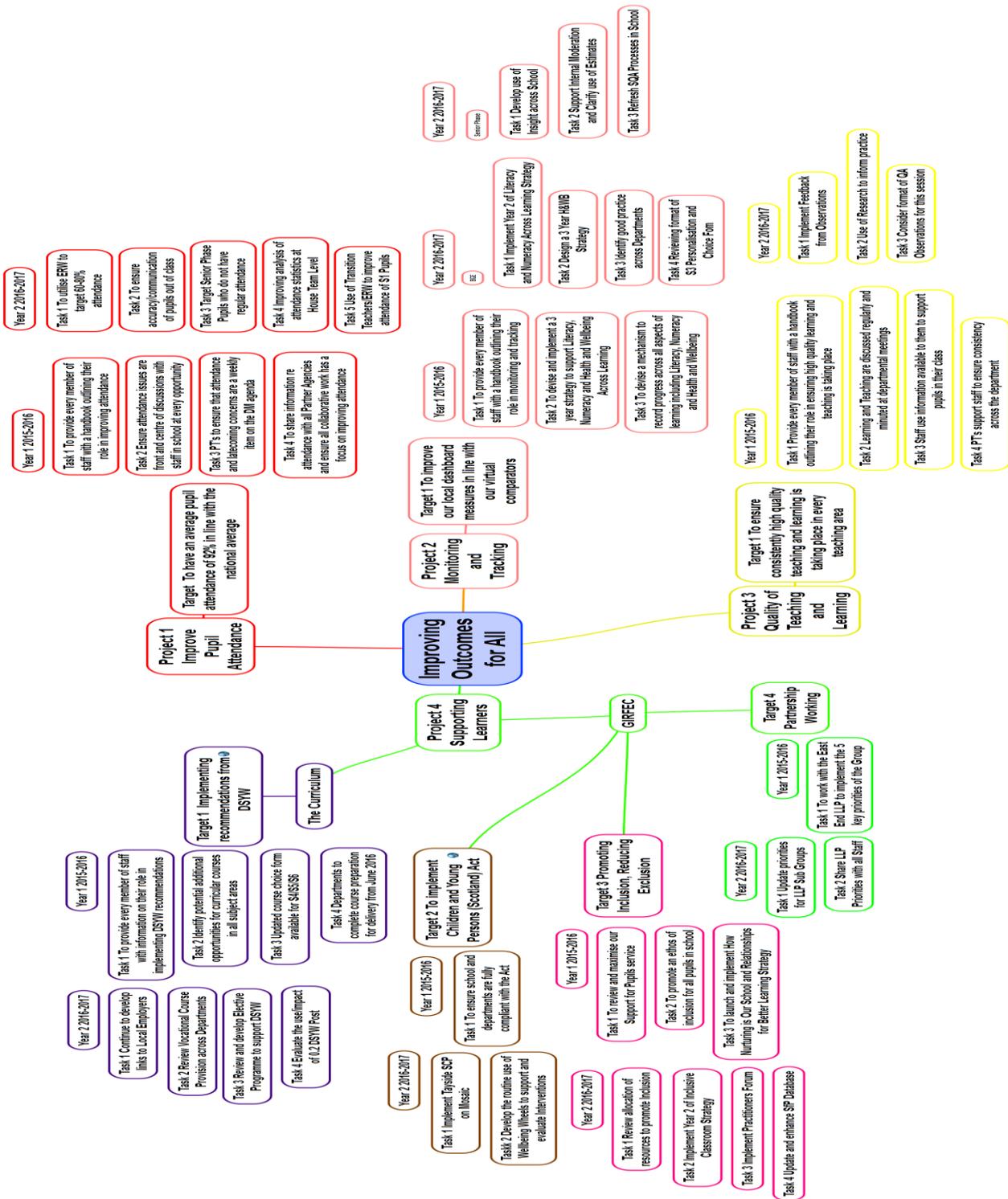
The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended:

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright> 'Supporting Learners - guidance on the identification, planning and provision of support' is at <http://www.educationscotland.gov.uk/supportinglearners/>

# Section 8: School Improvement Plan



Our new School Improvement Plan 2015-18 has four main projects. If you would like further information on any of these projects, please contact the school office on 01382 431111.

## **Section 9: Extra Curricular Activities**

Craigie High School offers a wide range of opportunities to support study. This details some specific times which are offered by departments but many other sessions are available on request from other subjects. Pupils should speak to their teacher if they would like extra help to agree a time for that support.

There is also a homework club organised by the Factory Skate Park (not staffed by teachers from Craigie). Information can be found using the following link:

<http://www.factoryskatepark.com/factory/youth-club-4/>

## **WELCOME FROM THE HEAD BOY AND GIRL**

Welcome to Craigie High School. Secondary school gives you an opportunity to meet new people and make new friends, who are all in the same situation as you. Don't worry, before you come up to Craigie High School, you will attend induction days which will give you an insight into the way the school works. S6 buddies are allocated to each class and they will take you to each of your classes for the first couple of days, until you get to know the school. These buddies will also answer any questions or concerns you have regarding moving into S1 and you will be able to speak to them throughout the whole year.

Craigie High School also has a wide range of clubs on offer, both at lunchtime and after school. Throughout the year there are many inter-house competitions within school. These include swimming galas, cross country and netball tournaments. These competitions help you to earn points for your House (Isla, Lomond, Nevis and Skye) and you can even get points for just taking part! However, if you are not too keen on sports, but you still want to get involved, then points can also be achieved by attending after school or lunchtime clubs such as art club, music club games club and drama club. House points can also be gained during attendance and punctuality checks. Whichever house gains the most points throughout the year wins the 'House Trophy'.

We both have had an enjoyable and unforgettable time at Craigie High School. During our time at Craigie we have made many close friendships here that will continue throughout our lives and we are certain that you will have a very memorable time. We wish you the very best as you embark on your journey with Craigie High!

Matthew Taylor and Hannah Dineen