

Morgan Academy



School Brochure 2016



INTRODUCTION



The aim of the Handbook is to provide information about Morgan Academy for parents whose children will be transferring to our school in the near future. You will find answers to a whole range of practical questions concerning transfers to Morgan Academy and the organisation and administration of the school.

It is not easy to convey the atmosphere of the school by the written word in a Handbook, and it is for this reason that we encourage parents to visit the school and experience at first hand something of the life of the school. To this end we hold an open evening for parents of Primary six and seven pupils in our associated primary schools in November of each year. Other opportunities will be provided for parents/carers who might miss this event.

Morgan Academy is a developing school which continues to move forward and which was recognised by HMIE as providing a “..very supportive environment for learning.” HMIE also noted, as has the Local Authority since, that there is strong leadership within Morgan Academy, good management mechanisms in place and that Morgan Academy “had very good capacity for further improvement.” Evidence from more recently held local authority attainment and annual reviews, as well as more recent visits from HMIE (two on Curriculum for Excellence progress and another on Partnership Working) indicate that the school continues to move from strength to strength. An extended review carried out by The Local Authority in February 2014 found that our young people “benefit from very positive relationships with staff in classes and have access to good opportunities to extend their learning through a range of out of class activities both in school and the local community”.

We welcome your interest as parents and we look forward to more direct contact with you and your family in due course. Working together we can ensure that your son/daughter is provided with the highest quality education and that their time in Morgan Academy is a fruitful and enjoyable one. Prospective parents who would like to visit the school are asked to contact the office in the first instance.

Stephen C Shaw



Further details on information contained in this Handbook can be obtained from the school or from Dundee City Council’s Education Department.

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The information contained within relates to the school year 2015/2016 and is current at the time of printing (December 2015)





1 HISTORICAL NOTE

Morgan Hospital, from which the Academy is descended, was opened on 5 February 1868. Its founder, John Morgan, had left part of his fortune for the establishment in his native city of an institution for the support and education of poor children. Consequently, the school's first intake comprised ninety boys (aged 7 to 9), most of whom were from single-parent families, while there were a few who were orphans. They were boarded in the school.

In this form, the school developed for twenty years, By the 1880s, in a period of growth in the provision of free education, institutions like Morgan Hospital came under review. Decisions were made, the Hospital was closed in 1888, and the building was purchased by Dundee School Board. In 1889 it became Morgan Academy, a fee-paying school providing primary and secondary education.

Thereafter, in the present century, it grew in reputation as a senior secondary school. It retained its own primary department for many years. The last primary intake was in 1955.

An extension to the main building, housing Modern Languages, Art, Music, Home Economics, Craft Design and Technology, a cafeteria and Library was opened in October 1993. Our Physical Education Department use the Dundee International Sports Complex at Maryfield, which is managed by Dundee City Council's Leisure and Parks Department. The Physical Education Department also use the playing fields and changing rooms at Alloway Terrace.

The main building was destroyed by fire on 21 March 2001 and reopened in August 2004. The exterior has been reinstated to its former glory, but inside is a brand new school designed to meet the needs of a modern education in the 21st century. Last session was our eleventh session in the rebuilt Morgan Academy and we had a number of events taking place throughout the session to recognise this landmark. As part of this staff and pupils have produced a celebratory DVD which is still available.



Morgan Academy





2 LOCATION

The school, which is in the heart of its community, is situated between Forfar Road and Pitkerro Road. The Physical Education Department on Mains Loan (DISC) is a short walk from the main building. This excellent facility is also used by the community at evenings and weekends. The school playing fields are on the north side of the Kingsway at Alloway Place.



3 CATCHMENT AREA

Following consultation by Dundee City Council, the catchment area for Morgan Academy continues to be as follows:

“The Catchment area of Morgan Academy is the combined catchment area of its associated Primary Schools:-

**Cleington Primary School
Dens Road Primary School
Glebelands Primary School
Rosebank Primary School**

In addition we receive young people from other primary schools in the city via placing requests. In session 2014-15 we had 50 young people in S1 from other primary schools across the city.

Placing Requests

Parents of children living out with the school's catchment area, who wish their child to attend the school, are asked to make a placing request. Forms can be obtained from Customer Services, 50 North Lindsay Street, Dundee. The child's birth certificate and a proof of address, in the form of a Benefit Book, Council Tax book or recent (within two months) utilities account must be shown.

Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.





4 ASSOCIATED PRIMARY SCHOOLS

As indicated on the previous page Morgan Academy's associated primary schools are:

Clelington Primary School
Dens Road Primary School
Glebelands Primary School
Rosebank Primary School

Regular meetings are held with these associated Primary Schools to ensure curriculum progression.

Before pupils transfer to the Academy in August, they are given the opportunity to learn something of their new school. This is done in the following ways:

- (a) The pupils are visited in their Primary School by the Rector and other senior staff, Guidance Staff and Support for Learning Staff. Various subject teachers also visit.
- (b) In June all P7 pupils will attend the Academy for two days and, having been arranged into Form Classes and teaching groups, follow the timetable they will encounter in August. This ought to give them contact with most of the teachers they will have in their first year and demonstrate clearly how their day will be organised.
- (c) In addition to the June visit, Primary 7 pupils visit Morgan Academy for a number of other activities.
- (d) A booklet called "Welcome to Morgan Academy" is issued to the pupils when they come for their introduction in June. It contains information which should help them to settle in their new school.
- (e) Two Parents' Evenings (November and June) are held at which members of staff explain various aspects of school policy and practice and, in particular, the curricular and guidance arrangements in Morgan Academy. An opportunity is provided for discussion.
- (f) In a recent development we have introduced S6 'buddies' to support S1 pupils as they settle in to Morgan Academy school life. The volunteer buddies are trained in supporting S1 pupils and register with them in the morning and help them get organised for the day. They also assist with the primary seven induction days in June.





Most classes are organised in mixed ability groups, but within these classes “friendship groups” from the primary school are maintained to ensure that each pupil starts with a friend in their class. Maths and English classes are broadly set early in S1 based both on pupils performance in primary school and on their early work in S1. Setting is not rigid and movement between sets can take place.

5 GENERAL COMMUNICATION WITH THE SCHOOL

The school office is open from 8.00am until 4.30pm. Please help us by making routine telephone calls within office hours. School begins at 8.45am and pupils are expected to be on the premises by 8.40am.

If parents require information on their child’s progress or other pastoral matter then they should contact their child’s Guidance Teacher or Head of House as appropriate via the school office.

The school will communicate formally with parents through sending letter/reports home at particular times or as necessary. Sometimes a short phone call home will be the best form of communication. There are also regular whole-school updates sent home with pupils via school mailbag such as Newsletters/memos and at the end of the session the Rector’s Annual Report. Correspondence sent home via school bag is always backed up with a Group Text to alert parents/carers to expect correspondence. Our annual Standards and Quality Report is provided to the Parent Council and placed on the School Website as are most other school publications. We also provide updates on various events, often as they happen, via our Twitter feed.



A morning Assembly





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.

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.

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>

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.dundee.gov.uk/departments-publications/Education>





6 SCHOOL TERMS AND HOLIDAYS 2016/2017

Autumn Term

Monday 15 August 2016 - Staff resume
Tuesday 16 August 2016 - Pupils resume
Friday 7 October 2016 - Mid Term, All break

Winter Term

Monday 24 October 2016 - All resume
Thursday 10 November 2016 - In service day, schools closed
Friday 11 November 2016 - In service day, schools closed
Monday 14 November 2016 - All resume
Friday 23 December 2016 - Term ends

Spring Term

Monday 9 January 2017 - All resume
Thursday 9 February 2017 - In service day, schools closed
Friday 10 February 2017 - Mid term, all break
Monday 13 February 2017 - Mid term, all break
Tuesday 14 February 2017 - All resume
Friday 31 March 2017 - Term ends

Summer Term

Monday 17 April 2017 - All resume
Monday 1 May 2017 - May Day, schools closed
Tuesday 2 May 2017 - All resume
Friday 26 May 2017 - In service day, schools closed
Monday 29 May 2017 - Victoria Day, schools closed
Tuesday 30 May 2017 - All resume
Thursday 29 June 2017 - Term ends

Further information about future school holiday dates can be found on the Dundee City Council website at

<http://www.dundee.gov.uk/education/schoolholidays1/>





7 STAFF - SESSION 2016/2017

Rector: TBA
Depute Rectors: Mrs F Low
Mr M Stewart

Senior Depute: Mr A Anderson
Business Manager: Miss G Murray

ART		SUPPORT FOR LEARNING		RELIGIOUS EDUCATION	
Mrs C Valentine	PT	Mrs C Spencer	PT	Mr K Bell	PT
Mrs S Hutchison	0.6	Ms D Wilson		Mr S Haddow	
Mrs N Traghman		Mrs W McKinnon			
Mrs S Steele		Mrs N Sturrock	PT Guid	TECHNICAL EDUCATION	
		Mr D Gibson		Mr J Clark	PT
BIOLOGY		Mr S McLaughlin		Mr A Inglis	
Mr N McKay		Mr P Dixon		Mr A Mercer	
Mrs D Salisbury	PT Guid	Miss G Smith			
Mrs A Clarke	Acting PT	Mrs E Scott		LIBRARY	
		Mrs N Seith		Mrs M Lynch	(0.5)
BUSINESS EDUCATION				Mr M de Klerk	(0.5)
Mrs E Saunders	PT	MATHEMATICS		Mrs H Lindsay	(0.1)
Ms E Barty		Mr J Stevenson	PT		
Mrs A Frendo		Mr R Hanlon		CAREERS	
		Mr A Anderson	DR	Miss G Begley	
CHEMISTRY		Mr R Griffin			
Mr M Mulholland	Acting DR	Mrs F Low	DR	ANCILLARY STAFF	
Miss C McDonough	Acting PT	Mr A Sinclair		Mrs L Isabella	Acting Admin Officer
Mrs K Milne		Ms J McNamara		Mrs L Davidson	SSSA
Miss R Gudmunson		Mr I Ross		Mrs E Findlay	SSSA
		Mr C Thomas		Miss E Kirk (0.5)	SSSA
COMPUTING				Mr G Ogilvie	SSSA
Mr C Chisholm	PT	MODERN LANGUAGES		Mrs D Durdan	ASNA
Mr J Harris		Mrs P Findlay	PT	Mrs F Finlay	ASNA
Mr A Mulholland		Mr E Ansquer		Mrs M Hornby	ASNA
		Mrs R Deche		Miss E Knox	ASNA
ENGLISH				Miss L Stevens	ASNA
Mrs L Harvie	PT	MODERN STUDIES		Mrs A Stuart	ASNA
Mr P Bowser	PT Guid	Mr D Thomson	PT	Mr M Rennie	Snr Technician
Mrs S Haddow		Mr E Davidson		Miss P Taylor	Sci Technician
Miss L Devlin				Miss D Henderson	ICT Technician
Mr R Nisbet		MUSIC/ DRAMA		Miss L Dear	Pupil Support
Mrs D Greig		Mrs M Simpson	PT (0.6)	Mrs L Geddes	Pupil Support
Mrs H Montgomery	Mat Leave	Mr R Waghorn	1FTE PT (0.4)	Ms K Bryson	School Support
Miss L Welsh		Mr A Wallace	PT Guid	Mr G Currie	School Support
Mrs V Smith		Mrs C Gibson	(0.6)		
Mr M McGill		Mrs C Muirhead	(0.4)	FACILITIES STAFF	
		Mr S Gillespie		Mr N Bovill	Facilities Coordinator
GEOGRAPHY				Mr G Strachan	Facilities Assistant
Mr A Boyne	PT	PHYSICS		Mr B Todd	Facilities Assistant
Miss L Adam		Mrs D Eggo	PT	Mr G Anderson	Facilities Assistant
		Mrs W Henderson	PT Guid		
HISTORY		Mr S Allan			
Mrs A Quin	PT	Mr K Tait			
Mr C Burton					
Mr S Findlay		PHYSICAL EDUCATION			
		Mr G Kiddie	PT		
HOME ECONOMICS		Mrs J Jack	PT Guid		
Mrs F Russell	PT	Dr K Rosenzweig	(0.8)		
Ms C McCaffrey		Mrs L Cunningham	PT Guid (0.6)		
Ms A McWilliam	(0.2)	Miss L Cameron			
		Mrs C Cooper	(0.6)		
		Mr M Stewart	DR		
		Miss K Thomson			
		Miss J Dunlop	Active Sports		





8 SCHOOL VALUES AND AIMS

VALUES

Morgan Academy – its pupils and staff in partnership with parents and with its local community – asserts that every pupil regardless of background, ethnic origin, creed, gender or ability are all equally valued and has the right to an education of both quality and value. With this **right** comes the **responsibility** of ensuring that all others have unhindered access to their education, and of helping to maintain a considerate and co-operative partnership between all the members of the Morgan Academy community.

AIMS

To promote these values Morgan Academy aims to:

- (1) Encourage a belief in the value of education, not only for the individual but also for the benefit of society as a whole.
- (2) Develop in pupils a sense of maturity, independence and self-respect and consideration of the rights of others.
- (3) Provide an appropriate learning environment which seeks to ensure that all pupils attain to the maximum of their potential to become successful learners, confident individuals and effective contributors.
- (4) Develop in pupils a wide range of knowledge and skills for Life, Learning and Work
- (5) Prepare pupils to become valuable members of society and to follow careers in which they may enjoy satisfaction and success.
- (6) Enable all of Morgan Academy's young people to make decisions based on knowledge, not on prejudice or ignorance.
- (7) Foster a belief in the value of community to encourage and ensure our pupils become responsible citizens.
- (8) Share in and contribute to the local, national and international community.
- (9) Foster a positive attitude towards health and the environment.
- (10) Develop a sense of responsibility towards helping Morgan Academy to achieve these aims.

By operating within the context of the *Values* and *Aims* outlined above and within the context of the Authority's improvement objectives (Education Department document *Aims, Vision and Values*), Morgan Academy school community ensures that it puts the individual child and their family at the centre of our practice in line with GIRFEC principles (Getting it Right for Every Child).





9 CURRICULUM STRUCTURE

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 Art	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Science	Social Studies	Technologies

Level	Stage
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. We encourage our pupils to set personal learning targets throughout the Broad General phase to help them to become truly successful learners (see p14).

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.



Computing Class

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

SENSITIVE ISSUES

Part of our curriculum involves teaching 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.





MORGAN ACADEMY
Becoming a Successful Learner – Personal Learning Targets 2016/17

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Am I enthusiastic and motivated to learn?											
Do I try to reach high standards in all of my work?											
Do I contribute to the class work/answer questions?											
Do I ask teacher for help when I need it?											
Do I support others to learn?											
When things are not going well do I keep on trying?											
Do I work well as part of a group?											
Do I work well on my own?											
Do I do all of my homework as best I can?											
Do I study/revise at home?											
Total Score											

Use one of the following scores to answer each question in August (your starting point). The aim is to improve your score over the next few months by changing and developing your approach to learning to ensure a regular (and honest!) score of over 20. Use the score categories below to monitor your progress in relation to becoming a successful learner. Your class teachers will help with this and so can your parent/carer.

- Never - 0
- Sometimes - 1
- Most of the time - 2
- All of the time - 3

Score

- 20-30 You are a successful learner or well on the way to becoming one.
- 15-19 You are on the way to becoming a successful learner although still room to improve
- 10-14 You require a lot to improve before you will become a successful learner
- 9 (or less) You require many improvements before you start to become a successful learner

Name:

Class:





Curriculum Area
Sciences

Teacher	Homework	Effort	Behaviour
Miss A	Excellent	Excellent	Excellent
Mrs B	Excellent	Excellent	Good
Mrs C	Excellent	Excellent	Excellent

Biology

Dee is a hard working pupil. She is keen to participate in discussions and practicals and her written work is of a high quality. She is well behaved. She has made excellent progress in Biology this session. As well as securing some of the second level outcomes which included energy flow in a food chain and drawing pyramids of energy, she has also been securing knowledge of a number of third level outcomes. This has been demonstrated by the successful completion of a scientific write up based on the uses of chemicals in agriculture and a habitats research task. Congratulations on your excellent performance during your assessments. Well done Dee ! She will continue to develop knowledge and skills relating to third level outcomes and in the next part of the course she will be experiencing a unit of work based on Microbiology, Biotechnology and the study of inheritance. If Dee selects Biology in S3 and continues to make such good progress then she is capable of achieving National 5 by the end of S4 although a more accurate estimate of attainment based on S3 work will be available towards the end of S3.

Chemistry

Dee is a lovely pupil to have in class. She is a hardworking, diligent pupil who always makes a positive contribution to class discussions and has been developing her confidence as the session has progressed. Dee has made very good progress in Chemistry. She has tackled some of the more difficult concepts with ease and is showing that she can apply her knowledge to solve problems. Dee is secure in many of the third level outcomes, having become aware of the corrosive nature of both acids and alkalis. She has taken part in practical activities to compare the properties of acids and bases, demonstrated ways of measuring and adjusting pH and can describe the significance of pH in everyday life. Dee has developed a good understanding of salt formation and how salts are named and has made really good progress in writing word equations. She has achieved this through the medium of a Forensic Chemistry topic which has introduced her to the wider aspects of Chemistry in society. If Dee selects Chemistry in S3 and continues to make such good progress then she should be capable of achieving National 5 by the end of S4. However, a more accurate estimate of attainment will be available towards the end of S3, based on further work undertaken.

Physics

Dee carried out the various tasks within this topic competently and with enthusiasm. She appeared to be interested in the effect forces have on our everyday life and the way in which heat travels. Within third level outcomes (e.g. investigating friction), she has a secure knowledge of the work covered within the Physics element. Dee is secure in her numeracy and data handling skills within Physics. Dee worked well as part of a group and was always well organised. Dee has performed impressively in the recent Physics assessments – well done.

The next Physics topic we will be studying is the uses of Physics in medicine (e.g. lasers and X-Rays). If Dee selects Physics in S3 and continues to make such good progress then she is capable of achieving National 5 by the end of S4 although a more accurate estimate of attainment based on S3 work will be available towards the end of S3.





10 ASSESSMENT AND REPORTING

Assessment is an extremely important part of education. If we want to know how effectively our pupils are learning then assessment of some kind is vital.

We assess pupils:

- ◆ to check on their understanding – are they performing as they should be?
- ◆ to encourage them to learn
- ◆ to help them make choices later on
- ◆ to show them where strengths and development needs lie and assist accordingly
- ◆ to see if our teaching approach and materials are correct.

Therefore it is clear that we do NOT assess pupils simply:

- ◆ to rank them, eg first to last
- ◆ to give them marks
- ◆ to compare them with each other.

We believe that it is less important to know your 'place in the class' than it is to know if you are able to do something and if not how can we support a young person to be able to do it. Thus the purposes of assessment have changed. So, too, have the methods. The one-off examination is no longer the only means of assessment. It is still used, particularly in the later stages of school, as pupils approach external examinations.

However, especially in the lower stages (S1 and S3), other methods are also used. **Continuous assessment** is felt to be more accurate, helpful to pupils and fairer. It may be a series of small tests (at the end of each unit of work) or assessment of class work, or a combination of both. It might include homework and practical work, as well as 'Talk' and 'Listening'. In other words, a wider range of skills is now assessed in a greater variety of ways and a greater emphasis is now placed on the role of assessment to assist learning. More emphasis is now placed on monitoring fairness across the curriculum in Literacy, Numeracy and Wellbeing.

A comprehensive written report is issued to each year group (S1-S6) during every session. In the report, each department reports on a pupil on a number of different aspects of their work. An S2 report for the sciences which will vary in content from department to department is shown on page 15. In addition to these comprehensive reports for every year group, additional interim reports are issued as appropriate and usually relate to our target setting initiative. For example S4-S6 pupils set their exam targets in August (in consultation with individual teachers), these are reviewed in October and an interim report, highlighting these updated targets is issued to parents/carers in November to tie in with Parents' Evenings in December. This helps to ensure that senior pupils are focused on the important prelim exams in January. Other reports are issued at key times in the year. S2 and S3 reports for example are issued at a time appropriate to course choice.

As indicated, Parents' evenings to discuss pupils' progress are held throughout the year, although parents are warmly encouraged to contact the school through the appropriate Depute Rector any time throughout the session to discuss your child's progress. Guidance Staff will also be proactive in this regard.

A school prizegiving is held at the end of each session to present academic, sporting and extra curricular awards.





11 EDUCATION MAINTENANCE ALLOWANCE

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.





12 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 Co-ordinated 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
- an online enquiry service
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and 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 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/>





CHILD PROTECTION

As one of Dundee City Council's professional services, the Education Department has an important responsibility in keeping the children and young people of Dundee safe from harm. This is an extension of the care and protection which you as a parent provide for your child and so we see our partnership with you as important in meeting that responsibility. Supporting us in this work are inter-agency agreements protecting children with our partners services in Health, Social Work Department and Tayside Police.

If at any time you have child protection concerns about your child or any other child who attends Morgan Academy, you are encouraged to talk about your concerns with a member of the school staff. It will also be useful for you to know that in every school, there is a specially trained member of staff who is the school's Designated Child Protection Officer. This person takes a coordinating role whenever a child protection concern for a child is reported. In Morgan Academy, the Designated Child Protection Officers are

Mrs W Henderson PT Guidance
Mrs L Geddes Pupil Support Worker

If you have any concerns you should approach one of the Designated Child Protection Officers (posters in the school indicate their names for visitors/young people). Alternatively the number for Dundee City's child protection line is 307999.

Where concerns are expressed about a child, those concerns will be considered with our partner agencies in confidence to ensure that the child is kept safe.

ANTI BULLYING POLICY

Bullying is the wilful, conscious desire to hurt, threaten or frighten individuals unable to defend themselves. At Morgan Academy we strive to create a caring, healthy, secure environment in which pupils can develop naturally and reach their full potential in an atmosphere free from fear and intimidation.

Full details on the steps taken to prevent bullying are issued to all pupils and parents at the beginning of each session. In addition, guidelines are issued to staff on how to prevent bullying and how to deal effectively with bullying should it occur.

In session 2015-16 we held a successful anti-bullying theme week. This is now an annual event in the school's calendar.



A Science class





13 HOME STUDY

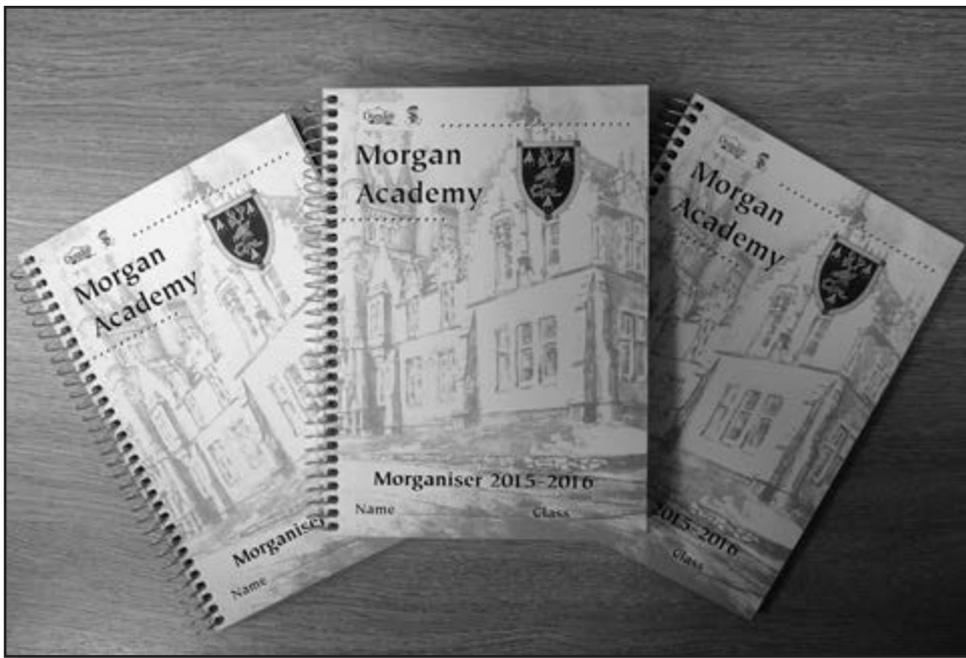
The Policy of the school is to set homework regularly to pupils at all stages of their courses. Homework is a necessary means of revising and reinforcing work covered in school. It also helps develop a responsible attitude to private study.

The homework policy may be revised year by year and you can expect to receive this information via your son or daughter.

Each pupil is given a Homework Diary/Planner (nicknamed “The Morganiser” by our pupils), free of charge, in which to record homework and home study tasks set by teachers. (If lost, a replacement diary must be purchased). Pupils are also encouraged to record their successes (academic and otherwise) in the Planner.

As well as other useful Information the Morganiser reminds pupils of the importance of homework and the school’s expectation in relation to it.

It is hoped that parents will take an interest in the homework set and encourage their children to produce it. Parents themselves are encouraged to give assistance when they can and to sign the Morganiser each week. The Morganiser also provides support for pupils to set targets to become “successful learners” and also support for S4-S6 pupils to set subject grade targets.



Morganisers





LEARNING RESOURCE CENTRE/STUDY SUPPORT

We have excellent facilities and resources in the Learning Resource Centre at Morgan Academy which is open Monday – Friday 8.15am –4pm and is located on the ground floor next to CDT and Pupil Social Area. All pupils are made to feel welcome and are given real support for any information /study requests they may have. Accommodation consists of a main library area and two further study areas and can accommodate up to 82 pupils. We offer the usual range of library resources, Fiction, Non – Fiction, Reference materials ,Periodicals and Newspapers. Within Curriculum for Excellence principles and practice, much is made of enjoyment and personalisation of choice which highlights the importance of providing pupils with opportunities for independent thinking and learning. The Library Resource Centre and in particular the librarian allows pupils to do this by providing an alternative to the teacher/classroom.

We have 24 computer systems in the main area of the library which can be used either as a class accompanied by a teacher for research, topic work and information skills .Alternatively departments can liaise with the librarian and send 0.5classes or small groups. Project/topic boxes can be made up for class use on specific subjects and the Library Resource Centre staff can also produce book lists/ topic lists and suggest suitable web sites lists for subjects being studied.

The school also operates a study support club after school on 2 afternoons per week. This is primarily for S4-S6 pupils to provide additional support in the lead up to the important national exams although study opportunities are also available for S1-S3 pupils at various times during the session. We also operate an Easter Study School during the school Easter holiday when young people are welcome to attend additional study support classes. The library can often be accessed during these times. Although the library normally closes at 4.00pm, pupils who require library facilities after this time can access the library by prior arrangement.



The library





14 RELIGIOUS AND MORAL EDUCATION

THE DEVELOPMENT OF PUPILS' VALUES

In our school we are committed both through our ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and views of parents. This emphasis on the development of citizenship skills extends to developing positive attitudes in relation to environmental awareness and healthy living.

The school welcomes and encourages 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 our school that all who are involved in the life of our school have both the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

We implement the local authority policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender and disability.

RELIGIOUS AND MORAL EDUCATION

The school has two fully qualified Religious Education specialists who teach all pupils from S1 - S6.

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important expression of human experience. Pupils will also be encouraged to learn from religions by helping them develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

RELIGIOUS OBSERVANCE

The school holds regular assemblies which provide opportunities for pupils to share together and celebrate as a school community those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Through this pupils can increase their understanding of religious practices and the experience which underlies them. Local ministers act as Chaplains to the school and are involved, from time to time, in taking assemblies.

PARENTAL RIGHTS

Under the terms of the Education (Scotland) Act 1980, "any pupil may be withdrawn by his/her parents from any instruction in religious education and from religious observance".

Any parent who wishes to exercise this right must first discuss the matter with the Headteacher.





Better Behaviour Better Learning S3 Treat Trips



Better Behaviour Better Learning trip to M&D's



Fresh Start visit to Raptor World, Scottish Deer Centre



Modern Languages French Trip





Morgan Academy Rock and Pop Awards



Music and Drama London Trip



St Andrews Ceilidh



Seniors Halloween Disco



S6 Ardonaig Outdoor Activity and Study Weekend





15 SOCIAL EDUCATION

The programme followed by pupils from S1 - S6 is designed to give pupils an understanding of their community at local and national level and of how they should relate to it. The services available to the public, opportunities offered and the rights and duties of citizens are emphasised. Health Education and Careers Education are important elements within the programme. Guidance staff teach Social Education and they employ taped materials, visiting speakers and visits to stimulate discussion.

16 CAREERS EDUCATION

In Morgan Academy, there is a Careers Education team comprising A Depute Rector, a Principal Teacher of Guidance and the School's Skills Development Officer. This group supervises and coordinates various activities designed to make pupils more aware of the demands made by prospective employers, Further Education Colleges, Universities and other institutions of Higher Education. In addition workshops are provided by external experts to many of our year groups to raise self-esteem, develop study skills and to develop ambition.

Work Experience is arranged for 4th and 5th year pupils and all pupils are encouraged to examine the relevance of their school work for life after school and to develop personal skills to help them in work, adulthood and study situations. Careers Education is included in our social education programme and a well stocked library is constantly updated and available to pupils at lunch time and after school.

Careers Officers regularly visit the school in support of the Authority's Careers Education Policy and provide the following services:

- (i) Assistance with subject choice during the second year.
- (ii) Class sessions during the 3rd year culminating in the issue of a questionnaire to identify interests and priorities for guidance in the 4th year.
- (iii) 4th year individual interviews, group information and clinic sessions designed to provide vocational advice and information as necessary. The process continues for those pupils who remain in school education beyond the 4th year.
- (iv) Assistance with placing into employment and training.
- (v) Careers Information for pupils and to support the school careers library.
- (vi) Attendance at Parents' Evenings and Careers Conventions.

The School's Skills Development Officer is Miss Grainne Begley.





17 EXTRA CURRICULAR ACTIVITIES

The school has always fostered a rich extra-curricular life providing a wide range of activities through which pupils may develop their talents, widen their interests, and discover something of their own potential.

Participation in games has been a long-standing tradition. Many pupils have distinguished themselves by gaining international honours. As part of a Sport Scotland initiative an Active Schools Coordinator has been appointed with a remit to maximise the opportunities for Morgan pupils to become involved in sporting activities as well as other extra curricular activities.

Currently, are available the following activities.

- | | |
|---------------------------|--------------------------|
| Athletics | Badminton |
| Basketball | Golf |
| Hockey | Rugby |
| Football (boys and girls) | Netball |
| Cricket | Table Tennis |
| Trampolining | Dance |
| Self Defence | Inter House Competitions |
| Ultimate Frisbee | |

A Swimming Gala and Sports Day are held each session as well as various other inter-house activities throughout the session.

The Physical Education Department has use of the Dundee International Sports Complex at Maryfield. This complex is owned by Dundee City Council and managed by the Leisure and Parks Department. This modern sports complex, which opened in November 1997, has the following facilities.

- | | |
|------------------------|-----------------|
| ◆ Large games hall | ◆ Gymnasium |
| ◆ Dance Studio | ◆ Fitness Suite |
| ◆ 2 Astro Turf pitches | |



Our P.E. facilities





The school playing-fields are situated on the north side of the Kingsway between Forfar Road and Alloway Terrace. In addition the school has the use of the University and Leisure Centre swimming pools, on a limited basis. During session 2011-2012 Morgan Academy was one of only a small group of schools selected from across the country to become a "School of Rugby" with additional funding provided by the Scottish Rugby Union (SRU) to take rugby forward within the S1-S2 curriculum.

As well as games, there are certain activities which are long established and which enjoy continuing support:

Supported Study Club

Paired Reading

Instrumental Groups

School Orchestra

The Duke of Edinburgh Award Scheme

School Charities Fund (Weekly Penny)

Community Service

Choirs

Pop Groups

The School Magazine/Year Book

Theatre Visits

Education Tours

Guitar Club

Ultimate Frisbee Club

The school owns a mini bus which is used to transport pupils for curricular and extra-curricular activities.

PUPIL COUNCIL

Since session 2010 - 11 the Pupil Council has operated based on our House System. Every pupil is free to nominate themselves at the start of the year, and then the nominations are checked by each House Team to ensure that candidates will show the appropriate commitment to the Council throughout the year. Then, if more than one candidate is available for each form class, an election is carried out by the relevant class.



A Home Economics class

Prior to each Council Meeting the class representatives are reminded and encouraged to collect the views of their fellow classmates. Airlie, Cortachy and Mains Houses then meet as separate councils, chaired and minuted by their House Captains. The House Captains then meet within a week or two of that meeting to discuss the relevant issues raised in a Senior Council meeting, led by the School Vice Captains. The minutes are given to the Board of Management, as well as displayed on the Pupil Council noticeboard in the school's social area.

Morgan Academy has also had a consistent representation on the Dundee City Wide Pupil Council which meets monthly. The school's Pupil Council is led and managed by Mr Wallace, with Mrs Low providing the link to the Board of Management team.





The Pupil Council over the past year has continued to provide an opportunity for dialogue with Tayside Contracts with regards to the canteen. One of the responsibilities for the class reps this session was to find out how many people in their respective form classes eat Halal meat, and ascertain if these pupils would be more likely to use the canteen if these requirements were met. The pupils have continued to show their responsibility in raising concerns about where parents park, the flow of people in the corridor during the change in classes and how to support younger children in the school, amongst other topics.

The Pupil Council continues to support the underlying principles of Curriculum for Excellence, in letting our pupils *effectively contribute*, growing as *confident individuals* and demonstrating through their discussions and viewpoints that they can be *responsible citizens*. In contributing to positive changes in the school, Morgan Academy's pupils aim towards becoming even better *successful learners*.



Senior St Andrew's Ceilidh 2015





18 GUIDANCE

Through its Guidance system the school tries to ensure that adequate personal attention is paid to every pupil throughout his or her time in Morgan Academy. In fact, the process of meeting pupils and becoming acquainted with their needs begins before they come to this school, as they are first met while they are still in Primary 7 by the Guidance teachers who will be responsible for them.

On entry to Morgan Academy a pupil joins a form class which meets every morning for 10 minutes. The form teacher gets to know each pupil in their group and they are the staff that pupils can, in the first instance, approach for information, support and help. The majority of pupils will have the same teacher for most of their time in school.

There are also trained guidance staff with a special responsibility to care for the welfare of pupils in their charge. Their role is to oversee the general progress of the pupils, whether of a personal nature or relating to courses of study to be followed, or choices to be made about careers.

Each pupil is a member of a “House” and two Guidance Teachers and one Depute Rector are attached to each house. In session 11/12, the house structure was modified in the light of local authority staffing changes. House Staff are as follows:-

Airlie

Mr Stewart	Depute Headteacher
Mr P Bowser	PT Guidance
Mrs W Henderson	PT Guidance

Cortachy

Mrs F Low	Depute Headteacher
Mrs J Jack	PT Guidance
Mr A Wallace	PT Guidance

Mains

Mr A Anderson	Depute Headteacher
Mrs L Cunningham/Mrs N Sturrock	PT Guidance (Job Share)
Mrs D Salisbury	PT Guidance



A Craft and Design class





19 PREFECTS

Each year a large proportion of the sixth year apply to become prefects. Their selection is based on three main criteria:

- i) Staff and Peer Group Opinion
- ii) Quality of Application
- iii) Interview performance.

Prefects and other S6 pupils carry out a number of duties including, assistance at parents evenings, organising house competitions, assisting with supervision of pupils, fund raising etc. They are also responsible for the organisation of a pupil council, which ensures that the pupils views are represented in the overall organisation and management of the school. All S6 pupils are expected to set an example by their behaviour, appearance and punctuality and in return are awarded a number of privileges. All S6 pupils can wear braid round their school blazers and prefects are distinguished by having prefect badges.



The Senior Management Team, Prefects and S6 pupils





20 DISCIPLINE

(A) BEHAVIOUR - CODE OF CONDUCT

A framework of discipline exists in the school. Within it, a well ordered community can be developed, and standards of acceptable conduct established. The ideal outlined to every pupil is that they should so conduct themselves that they are at all times a credit not only to their parents and themselves but also to the school.

The classroom code of conduct and out of class code can be seen on the next page and these describe expected behaviour both inside and outside the school. Also covered are such matters as registration, latecoming, absence and school uniform. A system called 'Discipline for Learning' is used within the school and its emphasis is on rewarding positive behaviour. In S1-S3 this includes good behaviour certificates and an end of session good behaviour trip.

At the beginning of the year the school codes are issued to pupils, and parents are encouraged to discuss these codes with their son/daughter and give support where necessary. A new document "The Responsibilities and Rights of Pupils" agreed by pupils themselves was launched at the start of last session. This document (seen on page 34) was introduced to align more closely pupils rights with their responsibilities.

(B) ATTENDANCE

Regular attendance is essential at all stages of the secondary school if a pupil is to keep up to date with the work to be covered. It is the policy of the school to keep a close check on attendance and to investigate any cases of unexplained absence. Parents are asked to note and use the following procedures.

- a) **If your son/daughter is ill:-**
 - ◆ Telephone the school on the first day of absence.
 - ◆ On return to school, send a note to confirm the reason for and the length of the absence.
- b) **If your son/daughter is absent and no contact has been made by you:**
 - ◆ The school will telephone you or send out an enquiry letter within the first 3 days of absence.
 - ◆ If no contact is made and the absence continues, an Education Welfare officer will arrange to visit you and your child at home.
- c) **If the school thinks that your son/daughter may be truanting:-**
 - ◆ The school's Education Welfare Officer will arrange to visit you to discuss your child's attendance and share concerns with you.
 - ◆ A plan to support your child's attendance at school will be agreed between yourselves, your child and the school.
- d) **If you want to keep your son/daughter off school for a medical appointment or a family holiday:**
 - ◆ Consider if you can do this during the school holidays.
 - ◆ If not, then let the school know in writing in **advance** of the absence.
 - ◆ Keep the absence to a minimum (less than a full day if possible.)





**BEHAVIOUR CODE
CLASSROOM CODE**

Rule	Reason
1. Arrive promptly with everything you need.	You will be able to start work straight away.
2. Stay in your own place.	You will be able to get on with your own work and allow others to concentrate on theirs.
3. Keep your hands, feet and objects to yourself.	Other people feel more secure and confident when they don't have to worry about being threatened or offended - so will you.
4. Keep your opinions about others to yourself.	
5. Do not eat, chew or drink in teaching areas.	You will be able to enjoy a safer and cleaner working area.
6. Keep your notebooks, materials and equipment clean and tidy.	
7. Follow instructions.	You will be able to work safely and efficiently.

OUT OF CLASS CODE

Rule	Reason
1. Behave in a way which will not cause harm to people or property.	Be fair to all others and you will deserve fairness from them.
2. Use the approved route between classes and when leaving school.	It is the quickest and safest route.
3. Keep the school free from vandalism, litter and graffiti.	You will enjoy a safer, cleaner environment.
4. Do not bring into school anything which is illegal or dangerous.	
5. Only bring to school valuable items which are essential for your studies.	You will be able to avoid the difficulties of loss or damage.
6. Walk around school quietly, taking extra care on stairs and at doors.	A sense of calm and order helps the smooth running of the school and keeps everyone safe.
7. Follow instructions and notices.	





THE RESPONSIBILITIES AND RIGHTS OF PUPILS 2016-2017

- 1 I have the *responsibility* not to bully others and to report any bullying I see.
I have the *right* not to be bullied in any way, shape or form.
- 2 I have the *responsibility* to ensure the safety of all pupils by behaving in a proper manner in and around school.
I have the *right* to feel safe in and around the school.
- 3 I have the *responsibility* not to ridicule others for the way in which they learn, or to disturb the learning of others.
I have the *right* to an education and to learn according to my ability.
- 4 I have the *responsibility* to respect all others within our community.
I have the *right* to be treated with respect by all people irrespective of age, gender, colour or status.
- 5 I have the *responsibility* to allow others to express their opinions and to be heard.
I have the *right* to express my own responsible opinions and to be heard.
- 6 I have the *responsibility* not to steal or mistreat the possessions of others and to report any theft or mistreatment that I see.
I have the *right* to expect that my possessions will be secure in and around school.
- 7 I have the *responsibility* not to disrupt, or endanger, the play of others.
I have the *right* to play in safety and without interference.
- 8 I have the *responsibility* to keep the environment clean and pleasant.
I have the *right* to work in a clean and pleasant environment.
- 9 I have the *responsibility* to maintain in good order all school books, jotters, materials and equipment that I use.
I have the *right* to equal access to and opportunity to use appropriate school facilities and equipment for after-school activities.
- 10 I have the *right* to be represented in a School Council by democratic election of Year Group representatives who will raise whole-school issues with senior management.
I have the *responsibility* not to misuse such a system, but to use it for the benefit of the smooth running of the school and to the benefit of all who work in it.





21 SCHOOL UNIFORM / DRESS CODE

Pupils are encouraged to wear school uniform. It is clear from regular samplings of opinion that the vast majority of parents support this policy. Dressing appropriately is also an important lesson for pupils preparing for a later career and it helps to conceal differences in background or family circumstances.

Boys	Morgan Blazer* Morgan Tie Dark plain jersey (v or crew neck) or sweatshirt <u>White</u> shirt. Dark trousers <u>Black</u> or dark plain foot wear
Girls	Morgan Blazer* Morgan Tie Dark plain jersey (v or crew neck) or sweatshirt <u>White</u> shirt. Dark trousers or skirt Navy or white socks, or black, navy or natural tights <u>Black</u> or dark plain foot wear

Underlined items are preferred option.

*The School Blazer is worn by S4-S6 pupils including prefects. While School Blazer is not included in the minimum standard of uniform below which pupils should not fall, its use is encouraged.



School Captains in Uniform





A CLOTHING FOR THE GYMNASIUM AND PLAYING FIELD

The school offers an extensive range of physical activities and appropriate clothing and footwear is essential to ensure the safety and personal hygiene of all concerned.

Indoor work

- non marking indoor training shoes or gym shoes
- change of socks
- Gym shorts
- Plain T shirt or games top

Outdoor work

In addition to the above

Training shoes or boots suitable for work on grass or synthetic surfaces

Tracksuit

All items of clothing should be clearly identified with the young person's name.

B SCHOOL CLOTHING GRANTS

If parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, Housing Benefit, Council Tax Benefit, Child Tax Credit or Working Tax Credit and an annual income of less than £16,105. The authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their children, up to the age of 16, to attend school.

The school clothing grant payment will be made through BACS transfer into a nominated bank account or paid by cheque.

Applications can be made online at: <https://mydundeeaccount.dundee.gov.uk/secure-info> or forms are available from the school office or from Dundee House.





22 INVOLVEMENT OF PARENTS

The school seeks to work in partnership with parents and encourages their interested involvement at all times. Teachers and parents together, it is believed, should share a common concern for the progress of the young people who are the pupils of Morgan Academy. In pursuit of this aim, each session a series of parent-teacher evenings covering all stages of the secondary course is held. In addition, members of the school's senior management team and of the Guidance staff form links with individual parents as the need arises. The Headteacher is always ready to give priority to any parental request for an interview.

It follows from this last point that parents who wish to arrange to visit the school because they have been offered a place for their child in it, should simply contact the Headteacher.

Throughout the year regular parents' evenings are held to allow parents to discuss with teachers their son or daughter's progress. A calendar showing the dates of these evenings is issued to all parents at the beginning of the year. The Headteacher also uses these evenings to hold liaison meetings with groups of interested parents. Parents are increasingly looking for guidance on how to support their child's learning and this session we have introduced workshops for parents to assist with this.

A 'Parents Newsletter' is issued to all parents at regular intervals throughout the year, giving information about what is happening in the school.

PARENTS ACCESS TO INFORMATION

The "School Pupil Records (Scotland) Regulations 1990" make provision for granting access by parents and pupils - over the age of 16 - to manually monitored records held on pupils. Parents and pupils wishing to avail themselves of this service must submit their request to the Headteacher.



A Music class





23 PARENT COUNCIL

MAPP is the Parent Council of Morgan Academy and as a Morgan pupil's parent/carer, you automatically become a member of what's called the Parent Forum. MAPP is here to represent all parents/carers in that forum and as a Parent Forum member you have:

- a right to advice and information about your child's education at the school
- the opportunity to be more involved with what the school is doing
- the opportunity, along with all the other parents to have your views represented through your Parent Council

What do we do?

- We support the school in its work with pupils and parents
- We represent the views of parents
- We promote contact and communication between the school, parents/carers, pupils and the wider community
- We report back to all the parents/carers in the school (called the Parent Forum)
- We play a role in the appointment of Head teachers and Depute head teachers

What did we do in 2014/2015? Well, we ...

- held regular MAPP meetings that were open to all parents/carers and the Minutes of our meetings were added to the school website so that parents could see what had been discussed
- worked closely with Mr Shaw and his staff whenever possible
- were delighted to be able to donate £1290 to the school which they used to subsidize the S6 Leadership Trip
- attended and supported the special Centenary Commemoration Remembrance Event
- organised guest speakers for the benefit of parents/carers
- promoted MAPP at several school events, especially at P7 Induction events
- represented Morgan and MAPP at the Celebration in the Park event in Baxter's Park
- discussed and gave our views on the latest School Improvement Plan
- met with HMIE to discuss their consultation
- liaised with Morgan Academy's Former Pupils Association and David MacDougall attended our meeting to give us a very informative presentation on what the Morgan FP's actually do
- arranged a presentation for parents/carers, by Guidance Principal Teachers on the subjects of the Social Education programme and Social Media Use at our 2014 AGM
- attended the Director of Education meetings and Secondary's Chairs meetings where we were part of consultation on education matters
- ***but more than ever, we mainly raised questions from parents and discussed a wide variety of subjects such as –***



Parent Council (MAPP) helping at fete
2014





Bullying, School Website, **University Open Days**, Pupil Behaviour, **Blood Donors**, School Minibus, **Legal Highs**, National Qualifications, **Course choices**, SQA Exam results, **Study Leave**, Prizegiving, **Careers Convention**, Time-tabling, **Social Media problems**, 'Good behaviour' treat choices, **Study Support**, Prefect/ School Captains selection, **Drugs/Alcohol in school**, Gaelic in schools, **Sports**, School Catchment changes, **Blazers**, Twitter Feed, **Staffing**, Parents Information Evenings, **Guidance team**, INSIGHT, **School trips**, Education Budget, **Duke of Edinburgh**, Exam Stress, **Homework**, Guest speakers, **33 Period Week**, Communication, **Support for Learning**, Extra curricular activities, **Pupil Attendance**, School reports, **Lunchtime length change**

What do we plan to do in 2015/2016? Well, we intend to ...

- continue to raise questions/issues that parents bring to our attention
- promote MAPP more, to encourage more parents/carers to be involved so that we have as wide a selection of parents/carers views as possible
- be an active part of school events by attending and supporting them
- give our views on a parent friendly summary of the School Improvement Plan for going out to all parents/carers
- continue to give our input on Curriculum for Excellence issues
- work with Morgan Academy's Former Pupils Association to find mutual ways of supporting the school
- carry on supporting the Involved Parents, Secondary's and Director of Education meetings and continue to work closely with our Parental Involvement Officer and the National Parent Forum

**You are really welcome to come to any of our parent council meetings,
for as long or as short a time as you can manage.
Many thanks for your continuing support.**

Kay Wilson
MAPP Chairperson

You can contact me on Tel: 01382 456141 or 07752 184 000
or at morgan@dundeeparentcouncil.org
or wilson.k@talk21.com



Business Education





24 FORMER PUPILS ASSOCIATION

The school enjoys a very happy relationship with the Former Pupils' Association. The association, which has grown in strength since the devastating fire in March 2001 contributes a real sense of stability and tradition which is transmitted to many of the present pupil population. In November 2002 the school received a cheque for £10,000 from the Former Pupil Association to help purchase a new school mini-bus. Over the last ten years the school has received several thousand pounds to support pupils in a number of initiatives and assist with various events such as the School Annual Prize Giving. A successful school fete took place in September 2008. This was a joint venture between the school and the former pupil association. In September 2010 in another joint venture, a very successful lunch was held to commemorate the 250th anniversary of the birth of the school's founder, John Morgan. With over one hundred present in the school hall consisting of pupils, former pupils, staff and friends, a portrait of John Morgan was unveiled. This was a very enjoyable occasion. The event was so successful a "Founders" lunch was again held in September 2011 which was another well attended and enjoyable event.

Staff, former staff and former pupils held a celebration dinner to mark our 10th session in the rebuilt Morgan Academy post the disastrous fire of March 2001. We also held joint ventures including a Fete in April 2014 and a celebration concert in June 2014. In September the FP association held a successful dinner to celebrate the 125th anniversary of Morgan Academy becoming part of Dundee City Council. In 2015 the FP Association provided a generous grant which combined with the school's own resources allowed us to purchase a new minibus.



Former Pupils showing off our new minibus





25 SCHOOL HEALTH SERVICE

The School Health team is made up of nurses, school health support workers and doctors. They are based in the community and are trained in health issues relevant to children and young people.

By working in partnership with parents and health professionals, we aim to assist children of school age to achieve optimum health by:

- Ensuring they get maximum benefit from Education.
- Promoting healthy lifestyle choices.
- Offering a health promotion programme to children and young people.

The School Health Nurse is the key health professional in the school. She works in partnership with other agencies to provide the following:

- Health Screening
- Self Referral: Pupils can self refer to their School Health Nurse to discuss any health concerns in confidence.
- Support and Guidance: You are encouraged to contact the School Health Nurse for any information and support in relation to child health matters. School Health Nurses offer confidential support to all pupils through drop in sessions, personal health programmes, workshops and group work.
- Health Promotion: The School Nursing Service works in partnership to offer health promotion activities that cover a wide range of health topics. This may include sexual health and relationships education to groups and individuals.
- Immunisation: School Health Nurses lead immunisation and vaccination programmes.

Consent:

It is recognised that a young person has the right to give their own consent if the qualified nurse or doctor believes the child is able to understand what the procedure is and the possible consequences.

The school nurse can be contacted as follows:

Linda Haughey,
School Health Nurse.
Whitfield LCC
71 Lothian Crescent
Dundee
DD4 0HU

linda.haughey@nhs.net





(C) HEALTH CARE

It is most important that parents inform the school of any medical condition affecting their child. Medical Certificates are required if the child is to be excused Physical Education for a lengthy period. Pupils must not carry any medication around the school. Any pupil requiring medication throughout the day must leave a small quantity labelled with name, class and dosage at the school office where auxiliary staff will deal with them. When it is deemed necessary to send a child home or to send him or her to hospital, you will be informed.

26 TRANSPORT

For pupils attending the local school proposed by the Authority, the Authority provides free transport, or travelling expenses, if a secondary pupil has to walk more than three miles. In these cases, bus passes are issued where suitable transport exists.

Contract transport is arranged where there is no suitable public transport. Vacant seats on contract transport may be available to pupils who are not normally entitled to free transport. Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements. The majority of pupils who travel to school are not entitled to free transport.

It is essential that pupils who use the normal bus services behave themselves at bus stops and whilst on the bus. The school's reputation in the community can easily be tarnished by the unruly behaviour of a few.

27 SCHOOL MEALS

School lunches cost £2.00 per day and all children are provided with a lunch menu by Tayside Contracts.

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.

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs.

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

Free school meals are available to all pupils in Primary 1 – 3 from January 2015. For all other stages, free school meals are available to pupils whose parents are in receipt of Income

Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, or in receipt of Child Tax Credit only and have an annual income of less than £16,105 or Working Tax Credit and have an annual income of less than £6420.

Application forms can be made online at <https://mydundeeaccount.dundee.gov.uk/secure-info> or are available from the school office or from Dundee House.

28 INSURANCE

The Authority insures against its legal liability for;

- (a) accidental personal injury, or
- (b) loss or damage of property of third parties.

Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have a legal liability. Parents may wish to consider their own insurance arrangements.

29 INSTRUMENTAL TUITION

Instrumental tuition is offered in brass, woodwind, strings and piano by visiting instructors, with active participation in the 50 strong school orchestra being greatly encouraged. Lessons are timetabled on a rotating basis to ensure time lost from any subject is kept to the minimum. In June 2013 Dundee City Council abolished all tuition fees for Instrumental Music Instruction.

An Instrument Hire Service remains available at an annual cost of £83.

No application is necessary as you will be contacted by the school if your child is selected for tuition.



Guitar tuition





30 PUPIL ACHIEVEMENTS

Throughout the pages of this handbook can be found much evidence of the broader achievements of our pupils. As well as the activities already described in the handbook and evidenced by the photographs, many of our young people have had their motivation, achievement and general sense of well - being raised through a variety of other activities such as:

Senior School Inter-house Debating
Links with Dundee College (including courses)
Apprenticeships schemes
Business Dynamics
Careers Convention
Various other Enterprise initiatives
Various school trips by departments
Foreign trips, including a successful senior trip to the USA in October 2014
Good Behaviour trip to theme park
Visiting Speakers (including a NASA astronaut and a world renowned Bio-engineer as well as a Cosmonaut)
Many sporting opportunities and sporting achievements in football, hockey, swimming and cricket etc.
Weekly drop in Health Club for all pupils
Opportunities for responsibility - peer education, prefects, pupil council, city wide pupil council etc)
Ecogroup established with staff and pupils members - recycling in operation;
Fair Trade Promotion.
Hip/Hop dance
Drama workshop - drama is now an integral part of the curriculum
Opportunities for musical performances
Art competitions
Pupil Rock and Pop Awards 2015
Pupil Fashion Show (in aid of charity)
Various Charity events (Lord Provost Citizenship Award in 2005 for our charities activities nominated in 2006 won again in 2007 and 2009), including Christmas parcels to local elderly, fund raising for Children in Need 2013 and for the Philippines Disaster Appeal in November 2013
Children in Need 2014
Ski Trip to Austrian Alps March 2014
Trip to former pupils war graves in Belgium June 2014 to mark the 100th Anniversary of World War 1
A special remembrance service to recognise the 114 former pupils who died in the First World War was held on Saturday 8th November 2014 - Pupils gave readings, sang, played music and our captains laid a wreath at our war memorial.
Captains represented staff and pupils at Stobswell Parish Church remembrance service.
School involved in Battle of Loos Centenary Commemoration, September 2015





Other more specific areas of achievement of our pupils during last session are outlined below.

Successfully introduced the SQA Personal Development Award (PDA) in session 2014/15	A number of pupils awarded credit for 2 modules: Self & Community; Self & Work. Over 20 taking the award this session
Work Experience	100 pupils involved
Peer Education Initiative (Youth Achievements Award)	S1 Elective Programme Almost all S1 pupils obtained a Youth Achievement Award throughout their S1 elective in session 2014-15. 22 peer educators with all obtaining a Youth Achievement Award.
Duke of Edinburgh Award Scheme	There are pupil groups currently following Bronze, Silver and Gold courses Actively pursuing Bronze Award 24 Actively pursuing Silver Award 14 About to enter the Programme - 32 Bronze 8 Gold!
Dundee City, Education Department, Focus on Achievement Awards	Lord Provost Citizenship Award 2005 in recognition of the school's charity activities, nominated in 2006, winner again in 2007, 2009 and 2010.
Dundee City, Education Department, Focus on Achievement Awards	Improving the Quality of Learning and Teaching Award 2006
Dundee City, Education Department, Focus on Achievement Awards	Vocalist of the Year 2005 and 2006, 2007, 2009 (Ryan Watson), 2013 Maria MacKay
Dundee City, Education Department, Focus on Achievement Awards	McManus Award for Citizenship 2009 (Laura Milton) and 2010 (Sian Carlin)
Dundee City, Education Department, Focus on Achievement Awards	Removing Barriers to Learning Award 2009 (ASD Provision) Health Buddies Project 2010 (Also won National COSLA Award)
Dundee City, Education Department, Focus on Achievement Awards	Sportsman of the year 2007 (Connor McCartney 5C) 2009 (John Skelly), 2010 (Murray Cochrane)
Senior Pupil Leadership	Over 40 S6 pupils took part in an outdoor Activities/Study weekend 2008, 2009, 2010 and 2011, 2012, 2013
Rotary Youth Leadership Award (RYLA) 2009	Harjinder Bains, Rachel Penman, Imran Younas (Residential Leadership Courses)
Rotary Youth Leadership Award (RYLA) 2011 Rotary Youth Leadership Award (RYLA) 2012 Rotary Youth Leadership Award (RYLA) 2013 Rotary Youth Leadership Award (RYLA) 2014	Kyle Twell, Matthew Gallazzi and Roshni Dev. Roshni won the Shield for Leadership and Endeavour Daniel Evans, Darcy Wilson, Fesil Saheed, Lucy Hendry, Chloe Teale Michaela Lennox, Charley Carroll
Scottish Baccalaureate (New SQA Award)	Harjinder Bains (2010), in 2011 - Fatima Ulhuq, Maria Abraham (with Distinction), Kieron Lucas 2013: Atia Azad, Caitlin Finnan, Rachel Tonelli 2014.
Link with Alexandria currently being established	Pupil & Staff visit to Alexandria and New York 2014
Open University Course 11-12	Barry Loughran, Darcy Wilson, Kieran Lucas, Ashleigh O'Neil
Gold Leng Medal Winner 2014 for singing (City Wide Award)	Rachael Adam
Finalist in the Dundee City Council OSCA Awards 2014	Morgan Academy

* Please note that Dundee City focus on Achievement Awards discontinued in 2010





31 PLANNING FOR IMPROVEMENT

Morgan Academy and its pupils have had many successes over the past session and many of these have already been documented. The Rector's Report June 2015 and our Standards and Quality Report compiled in March 2015 also provide a comprehensive overview of our successes as a school community. Both of these documents can be seen on the school's website and hard copies can be provided by the school office if required.

Our planned developments are described in Morgan Academy's School Improvement Plan 2015-18. Staff, pupils and Parents (Parent Council) were consulted when this Improvement Plan was being compiled and members of the Parent Council have been provided with a summary of the School Improvement Plan 2015-18. This summary includes our agreed targets for the next three years and can be found on the school website. Parents who wish their own hard copy of the summary can pick one up from the school office. Our four Development Projects (listed at the top of the next page), within which our individual targets lie, relate directly to Morgan Academy's values and the achievement of the School's agreed aims which are:

Morgan Academy School Aims and Values 2015-18

VALUES

Morgan Academy – its pupils and staff in partnership with parents and with its local community – asserts that every pupil regardless of background, ethnic origin, creed, gender or ability are all equally valued and have the right to an education of both quality and value. With this **right** comes the **responsibility** of ensuring that all others have unhindered access to their education, and of helping to maintain a considerate and co-operative partnership between all the members of the Morgan Academy community.

AIMS

To promote these values Morgan Academy aims to:

- (1) Encourage a belief in the value of education, not only for the individual but also for the benefit of society as a whole.
- (2) Develop in pupils a sense of maturity, independence and self-respect and consideration of the rights of others.
- (3) Provide an appropriate learning environment which seeks to ensure that all pupils attain to the maximum of their potential to become successful learners, confident individuals and effective contributors.
- (4) Develop in pupils a wide range of knowledge and skills for Life, Learning and Work
- (5) Prepare pupils to become valuable members of society and to follow careers in which they may enjoy satisfaction and success.
- (6) Enable all of Morgan Academy's young people to make decisions based on knowledge, not on prejudice or ignorance.
- (7) Foster a belief in the value of community to encourage and ensure our pupils become responsible citizens.
- (8) Share in and contribute to the local, national and international community.
- (9) Foster a positive attitude towards health and the environment.
- (10) Develop a sense of responsibility towards helping Morgan Academy to achieve these aims.





School Projects for 2015-18

- A. Continue to develop the curriculum and Learning & Teaching approaches consistent with Curriculum for Excellence Principles.
- B. Continue to develop support for pupils in line with GIRFEC principles (Getting it Right for Every Child) to ensure maximum inclusion.
- C. Continue to raise achievement and attainment within a positive and developing school ethos.
- D. Continue to develop effective QA/self-evaluation and to support and develop effective staff continuing professional development (CPD).

32 SCHOOL STATISTICS AND EXAMINATION RESULTS

Some children have significant social and economic advantages over others and this can be reflected in examination performance within a school and between schools. Morgan Academy and its partners work hard to remove any barriers to learning that our young people may experience including barriers relating to social or economic factors.

In accordance with nationally agreed approaches, a new system of measuring attainment has been introduced which recognises the realities relating to social and economic differences when making comparisons. This information for all of our school leavers is currently available up until the end of session 2013/14 and is included in this section. In February 2016 this information will be updated and after that time schools will publish such data for parents for session 2014/15 along with information concerning school leaver destinations.

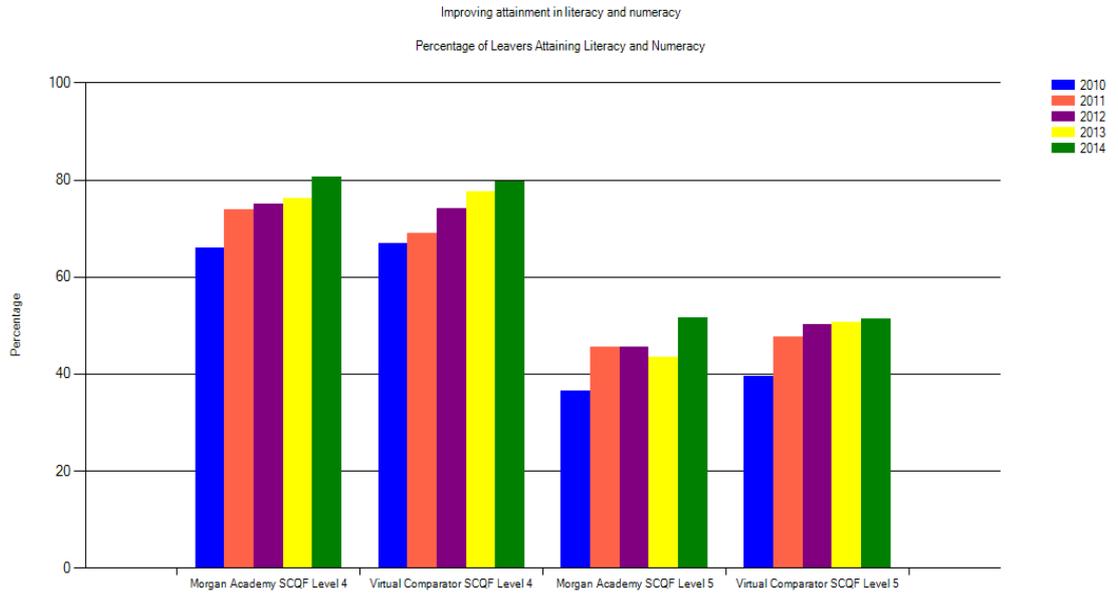
The data and graphs which follow provide information on:

- Attainment and Literacy Levels for all school leavers from 2010-14 for Morgan Academy and for a ‘virtual comparator’ school with very similar demographics and pupil profiles.
- Percentage of school leavers entering positive destinations 2010-14 for Morgan Academy, Dundee City, national data and for our virtual comparator.
- Attainment Scores of leavers from 2010-2014 broken down into the lowest attaining 20%; middle 60% and highest attaining 20% for Morgan Academy, Dundee City, national data and for our virtual comparator.



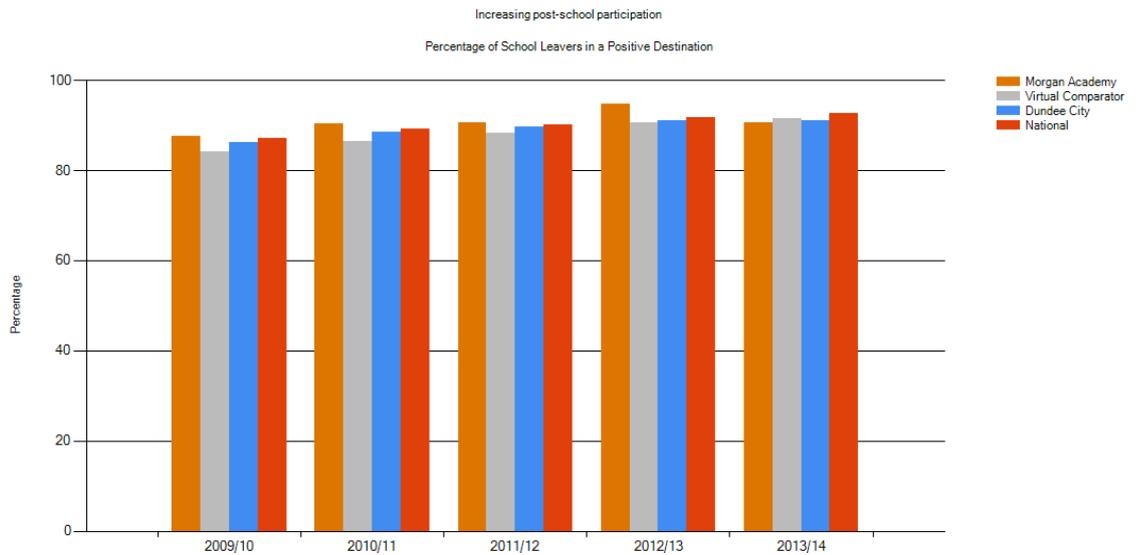


A. Improving Attainment in Literacy and Numeracy 2010-14



- At SCQF level 4 and 5 note the trend to improve Literacy and Numeracy Levels from 2010-2014 in Morgan Academy
- At SCQF level 4 and 5 in 2014 Morgan Academy pupils do better than pupils in our Virtual Comparator

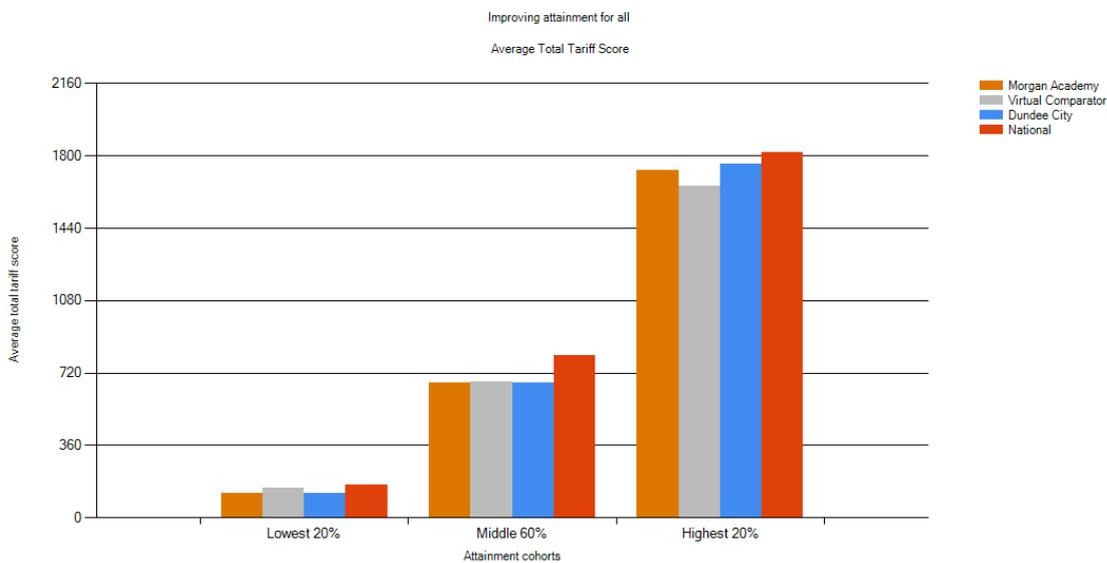
B. Percentage of School Leavers Entering a Positive Destinations 2010-14





- For four out of the past 5 sessions a higher percentage of Morgan pupils entered a positive destination than in our Virtual Comparator or Dundee City or Nationally.
- For the past 5 years over 90% of Morgan Academy leavers have entered positive destinations.
- In 2014 a very similar percentage of Morgan Academy school leavers have entered positive destinations compared to our virtual comparator, Dundee City and nationally.

C. Improving Attainment for All (average tariff scores)



- In terms of overall attainment, Morgan Academy leavers in the highest 20% have performed better than pupils in our virtual comparator, about the same as Dundee pupils and slightly lower than the national figure.
- Morgan Academy school leavers in the middle 60% have attained the same as pupils in our virtual comparator and Dundee City pupils overall and slightly below the national figure.
- Morgan Academy school leavers in the bottom 20% attain slightly lower than our virtual comparator and nationally and the same as the 20% lowest attaining pupils in Dundee City.

The table below presents the attainment data for all leavers (in S4, S5 and S6) in terms of the percentage of pupils who obtain a number of awards at the various levels. The data for Morgan is presented along with the attainment data for our *Virtual Comparator*.





**MORGAN ACADEMY ATTAINMENT FOR SCHOOL LEAVERS JUNE 2014
 (IN S4/S5 AND S6) COMPARED WITH OUR VIRTUAL COMPARATOR**

	Morgan Leavers (% age Pupils)	Virtual Comparator (% age Pupils)
5 + level 3 Awards	88	91
5 + level 4 Awards	81	83
1 + level 6 Awards	55	55
3 + level 6 Awards	39	38
5 + level 6 Awards	21	24
1 + level 7 Awards	21	14

Note that for 3 categories Morgan Academy pupils' attainment is very similar to the pupils' in our virtual comparator school. For two categories Morgan pupils do better and at the highest level of award in Scottish Schools, Advanced Higher, Morgan pupils have done significantly better in the 1 + level 7 Awards category (21% as opposed to 14% in our virtual comparator).

Equivalences:

SCQF Levels 3, 4, 5 = National 3; National 4; National 5 Awards respectively

SCQF Level 6 = Higher Grade

SCQF Level 7 = Advanced Higher Grade

Other Attainment Data 2010-15

The following 2 pages displays the cumulative attainment data for Morgan Academy, Dundee City and National Data at the end of each of the years S4,S5 and S6. The information is provided as % pass rate of the S4 cohort in:

- 5 + level 4 awards
- 5 + level 5 awards
- 1 + level 6 awards (Higher)
- 3 + level 6 awards
- 5 + level 6 awards
- 1 + level 7 awards (Advanced Higher for S6 pupils only usually)





Morgan Academy Attainment Data 2010-15

By the end of S4

Year	Eng Level 4+ (%)	Maths Level 4+ (%)	5+ Level 3 (%)	5+ Level 4 (%)	5+ Level 5 (%)
2015	91	81	71	61	25
2014	80	77	77	65	17
2013	82	64	91	68	23
2012	-	-	92	64	23
2011	-	-	92	69	23
2010	-	-	90	73	24

By the end of S5

Year	5+ Level 4 (%)	5+ Level 5 (%)	1+ Level 6 (%)	3+ Level 6 (%)	5+ Level 6 (%)
2015	81	36	46	26	6
2014	76	36	42	22	8
2013	71	40	38	16	6
2012	76	44	37	15	6
2011	75	41	33	16	5
2010	77	41	38	18	7

By the end of S6

Year	5+ Level 4 (%)	5+ Level 5 (%)	1+ Level 6 (%)	3+ Level 6 (%)	5+ Level 6 (%)	1+ level 7 (%)
2015	78	47	50	33	19	14
2014	70	46	48	34	20	19
2013	76	52	47	31	13	10
2012	76	51	48	29	17	18
2011	77	49	47	32	21	18
2010	72	39	39	20	9	10

Dundee City Attainment Data 2010-15

By the end of S4

Year	Literacy Level 4+ (%)	Numeracy Level 4+ (%)	5+ Level 3 (%)	5+ Level 4 (%)	5+ Level 5 (%)
2015	89	82	85	64	31
2014	85	75	83	72	27
2013	82	70	92	75	27
2012	-	-	90	72	27
2011	-	-	88	70	28
2010	-	-	88	69	27





By the end of S5

Year	5+ Level 4 (%)	5+ Level 5 (%)	1+ Level 6 (%)	3+ Level 6 (%)	5+ Level 6 (%)
2015	78	45	43	23	14
2014	79	43	46	25	11
2013	76	44	41	21	9
2012	74	44	40	21	9
2011	72	43	38	19	9
2010	74	42	37	21	9

By the end of S6

Year	5+ Level 4 (%)	5+ Level 5 (%)	1+ Level 6 (%)	3+ Level 6 (%)	5+ Level 6 (%)	1+ level 7 (%)
2015	80	50	52	37	25	16
2014	77	48	50	35	23	16
2013	75	51	48	33	21	16
2012	73	48	46	31	20	15
2011	75	46	45	31	20	15
2010	69	40	38	25	16	13

National Attainment Data 2010-15

By the end of S4

Year	5+ Level 4 (%)	5+ Level 5 (%)	1+ Level 6 (%)	3+level 6 (%)	5+ Level 6 (%)
2015	78	42	-	-	-
2014	79	39	-	-	-
2013	82	38	-	-	-
2012	80	37	-	-	-
2011	79	36	-	-	-
2010	78	36	-	-	-

By the end of S5

Year	5+ Level 4 (%)	5+ Level 5 (%)	1+ Level 6 (%)	3+level 6 (%)	5+ Level 6 (%)
2015	85	53	57	37	18
2014	83	52	53	33	17
2013	84	54	48	28	13
2012	82	52	47	27	13
2011	81	51	45	26	12
2010	80	49	43	25	11

By the end of S6

Year	5+ Level 4 (%)	5+ Level 5 (%)	1+ Level 6 (%)	3 + level 6 (%)	5+ Level 6 (%)	1+ Level 7 (%)
2015	84	57	59	44	31	20
2014	82	55	57	42	29	19
2013	83	56	53	38	26	17
2012	82	55	52	37	26	16
2011	81	53	50	35	24	16
2010	79	50	47	33	22	15







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