A Letter from the Rector

Dear Parent/Carer

The Nicolson Institute is a six-year comprehensive school serving the whole of Lewis. The school occupies a large site in the heart of Stornoway and has a roll of over 1000 pupils and over 120 teaching and non-teaching staff.

The School Handbook will give you vital information about The Nicolson Institute that will help to make your child’s time in our school a productive one. We hope you will find it informative and useful.

Our school offers a stimulating and challenging learning and teaching environment for all pupils. Through the high quality delivery of the curriculum, pupils can achieve their potential and will be well prepared to meet the challenges of the 21st century.

The HMIe inspected the school in June 2011.

Well-qualified, committed and experienced staff value our pupils and encourage openness, honesty and respect for themselves and others.

A new purpose-built building will open in August 2012 and we are looking forward to moving into the new premises which will afford us many exciting new opportunities to deliver the Curriculum for Excellence.

We are proud of the many achievements of our present and past pupils and assure you that the staff and I, in partnership with you, will do all that we can to make the school career of your child challenging, successful and happy.

I look forward to meeting you and your child at The Nicolson Institute.

Yours sincerely

Frances Murray
Rector
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Vision and Values

Our Vision

The Nicolson Institute aims to enable each individual learner to reach his/her full potential intellectually, spiritually, aesthetically, emotionally, physically and socially. We seek to create an atmosphere of discipline and friendliness throughout the school and to provide, in a stimulating environment, a high-quality education that meets the needs of individual pupils.

Our Values

We value:

- Our role in the wider community - local, national and international
- Respect for others and the environment
- Hard work and a determination to succeed
- Diversity and the cultural contribution of all our pupils
- Independence of thought and self discipline
- Co-operation with others
- Responsibility for lifelong learning
- All of our pupils’ curricular and extra-curricular achievements
School Roll

S1 - 128  S2 - 128  S3 - 199  S4 - 233
S5 - 172  S6 - 115  **Total** - 978

Artist’s impression of new school
## Associated Schools

Pupils currently come to The Nicolson Institute from the following associated schools:

### Primary

<table>
<thead>
<tr>
<th>School</th>
<th>Head teacher</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sgoil an Rubha</td>
<td>Mr Calum Maclean</td>
<td>Bayble, Isle of Lewis, HS2 0PX</td>
</tr>
<tr>
<td>Bernera</td>
<td>Miss Kirstine Maclean</td>
<td>Bernera, Isle of Lewis, HS2 9LT</td>
</tr>
<tr>
<td>Breasclete</td>
<td>Mrs Jayne Macdonald</td>
<td>Breasclete, Isle of Lewis, HS2 9ED</td>
</tr>
<tr>
<td>Laxdale</td>
<td>Mrs Sandra Macleod</td>
<td>Laxdale, Isle of Lewis, HS2 0DS</td>
</tr>
<tr>
<td>Pairc</td>
<td>Mr Andrew Reeves</td>
<td>Gravir, Isle of Lewis, HS2 9QX</td>
</tr>
<tr>
<td>Sandwichhill</td>
<td>Mr Calum Maclean</td>
<td>Sandwick, Isle of Lewis, HS2 0AG</td>
</tr>
<tr>
<td>Stornoway</td>
<td>Mrs Annette Murray</td>
<td>Jamieson Drive, Isle of Lewis, HS1 2LF</td>
</tr>
<tr>
<td>Uig</td>
<td>Mrs Jayne Macdonald</td>
<td>Timsgarry, Isle of Lewis, HS2 9JE</td>
</tr>
</tbody>
</table>

### S1/S2

<table>
<thead>
<tr>
<th>School</th>
<th>Head teacher</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back</td>
<td>Mrs Agnes Macdonald</td>
<td>Back, Isle of Lewis, HS2 0LB</td>
</tr>
<tr>
<td>Lionel</td>
<td>Mr Iain Gillies</td>
<td>Port of Ness, Isle of Lewis, HS2 0XB</td>
</tr>
<tr>
<td>Sgoll nan Loch</td>
<td>Mr Andrew Reeves</td>
<td>Leurbost, Isle of Lewis, HS2 9BE</td>
</tr>
<tr>
<td>Shawbost</td>
<td>Mr Iain Gordon Macdonald</td>
<td>Shawbost, Isle of Lewis, HS2 9BQ</td>
</tr>
</tbody>
</table>

Pupils from other schools may come to The Nicolson Institute when parents make a transfer request to the Education Department.
P7 Induction Programme

Primary-Secondary Liaison
The following is a list of the steps we take to help Primary 7 pupils look forward to their transition to secondary with less trepidation, and to assist them to adjust quickly to the different routines in Secondary.

February
Enrolment packs distributed. Pupil data transferred electronically.

March
Additional Support Needs data received from Primary school.

April
CAT tests administered to all P7 pupils.

May
Pupils in receipt of Additional Support visit the Secondary Support Department in a staged manner.

A Depute Rector visits our associated primary schools to meet the P7 class. Where specifically requested through the Primary School, the Depute Rector meets with parents at primary schools.

Teaching sets are devised taking note of Gaelic fluency, language choice, CAT scores etc.

A PT Guidance will visit each Primary school and meet with P7 pupils to talk about the school visit, the school day, buses, life in S1 and generally allay any fears there may be. Leaflets distributed:

- “An Introduction to the School.”
- “Photograph Policy.”
- “Induction Days.”

June
All P7 pupils enrolling from associated primary schools are invited to a programme of induction to the secondary school. A number of varied activities are arranged with the assistance of prefects. Lunch is provided in the Cafeteria, and uniforms issued. Visits by parents to the school can be arranged by request. Pupil Personal Records (PPRs) are received and processed by Guidance staff.

August
S1 classes are allocated S6 buddies. New pupils are escorted for the first week by buddies and prefects. Assemblies deal with specific topics to help pupils settle in.

September
An Open Parents’ Evening is held to discuss such matters as the curriculum, personal and social education and opportunities offered by the school for involvement in extra-curricular activities.
Enrolment and School Day

Enrolment
Almost all pupils transfer automatically from one of the associated schools to The Nicolson Institute. Information concerning the transfer is provided to the appropriate Depute Rector.

Where a pupil would normally transfer to another school in Lewis and parents wish them to come to The Nicolson Institute the Education Authority must be contacted (0845 6007090).

In all other cases parents should contact the school office (01851 707000) and arrangements will be made by the appropriate Depute Rector to enrol a pupil.

School Day
School begins daily at 0850 hours and continues until 1535 hours. The school day is based on 6 periods, structured as follows:

- Registration 0850-0900
- Period 1 0900-0955
- Period 2 0955-1050
- Interval 1050-1105
- Period 3 1105-1200
- Period 4 1200-1250
- Lunch 1250-1350
- Period 5 1350-1445
- Period 6 1445-1535

EMERGENCY CLOSURE
It may be necessary, occasionally, to close the school at short notice and send the pupils home - for example, in exceptionally bad weather or if the electricity or heating system fails. If parents are not regularly at home during school hours, they should always make arrangements to have someone available to receive their children should such an emergency occur. The School will ask each parent to provide the address and/or telephone number of a person who can be contacted in these circumstances.

Announcements of emergency closures are usually broadcast by local radio stations.

The Authority has recently reviewed and updated its Emergency Closure Policy and this can be viewed on the CNES website.
**SPRING 2012**

- 9 January 2012    School opens
- 16 – 20 February 2012    Local holiday – school closed
- 30 March 2012    School closes for Easter holiday

**SUMMER 2012**

- 16 April 2012    School opens
- 4 May – 7 May 2012    Local holiday – school closed
- 29 June 2012    School closes for summer holiday

**AUTUMN 2012**

- 13 August 2012    School opens (teachers only)
- 16 August 2012    School opens (pupils)
- 11 October 2012    School closes for October holiday

**WINTER 2012**

- 23 October 2012    School opens (teachers only)
- 25 October 2012    School opens (pupils)
- 30 Nov – 3 Dec 2012    Local Holiday – school closed
- 20 December 2012    School closes for Christmas holiday

**SPRING 2013**

- 7 January 2013    School opens (teachers & pupils)
- 14 – 18 February 2013    Local holiday – school closed
- 29 March 2013    School closes (teachers & pupils)

**SUMMER 2013**

- 15 April 2013    School opens (teachers & pupils)
- 3 – 6 May 2013    Local holiday – school closed
- 28 June 2013    School closes (teachers & pupils)
# Staffing

## Teaching staff

### ART & DESIGN
- Mr N Rowlands, Principal Teacher
- Mrs K Macdonald
- Mr K Murray

### MUSIC
- Mrs M McLellan, Principal Teacher
- Miss T Gordon
- Mr G Woods, Instrumental Tutor

### GAELIC
- Mr F Cunningham, Principal Teacher
- Mr A MacLennan, Depute Rector
- Mrs R Craigie
- Mrs M M Kennedy
- Mrs L MacKenzie
- Mrs C M Macmillan

### MODERN LANGUAGES
- Miss J Brand, Principal Teacher
- Mr P Alldred, Classics
- Miss E Macdonald, Depute Rector
- Mrs H Malcolm
- Mrs G McKim, PT Guidance
- Mr J Nally
- Mrs I Robertson
- Mrs B Smith, Classics

### PHYSICAL EDUCATION
- Mr J Bain, PT Guidance
- Miss E Carmichael
- Mrs F Cunningham, Depute Rector
- Mrs A Gordon
- Miss C A Macleod, PT Guidance
- Ms L Mackenzie
- Mr D Beattie
- Mrs C Rodman
- Mr I MacCorquodale, Probationer

### SCIENCE

#### BIOLOGY
- Mr P Dickie, PT Guidance
- Mr A Campbell
- Mrs M Martin
- Mr M Dand

#### CHEMISTRY
- Miss J Campbell, PT Science
- Ms N Arthur
- Mrs P MacMillan-Shaw

#### PHYSICS
- Dr G Macarthur, Acting PT
- Miss C Maciver
- Mr R McCafferty
- Mr A Tuffery, Depute Rector

#### MATHEMATICS
- Mr A Mackay, Principal Teacher
- Mr B Donaghey
- Mrs M Frith
- Mr W Macaulay
- Mr G MacKenzie
- Mrs C Clelland
- Mr A Murray
- Ms C Waddell
- Miss C J Reeves, Probationer

#### ENGLISH
- Ms E Sutherland, Principal Teacher
- Mrs J Finlayson
- Miss A Johnston
- Miss M Macdonald
- Mr N Macleod
- Mrs E Smith
- Miss K Kirk
- Kayleigh McIlroy
- Claire McVittie
- Moira Morrison
### SOCIAL SUBJECTS
- **Mr A Mackenzie**  Principal Teacher
- **Mrs J Hallahan**
- **Mrs J Fox**

### GEOGRAPHY
- **Mr A Mackenzie**  PT Soc. Subjects
- **Mrs J Hallahan**
- **Mrs J Fox**

### HISTORY
- **Mr I Sinclair**  Principal Teacher
- **Mr W Boyd**
- **Miss C Poli**

### RELIGIOUS EDUCATION
- **Mrs J Imrie**  Principal Teacher
- **Mr R Fraser**
- **Mrs M Mackenzie**
- **Mr D Neally**  PT Guidance

### BUSINESS STUDIES
- **Mrs S Morrison**
- **Mrs J Smith**
- **Miss M Campbell**

### COMPUTING
- **Mr J Thomson**  Principal Teacher
- **Mr C Morrison**
- **Mr I Morrison**

### HOME ECONOMICS
- **Mrs M Mackinnon**  Principal Teacher
- **Mrs M Anderson**
- **Mrs S Campbell**
- **Mrs S Macritchie**
- **Mrs A Macdonald**

### TECHNICAL
- **Mr M Macleod**  Principal Teacher
- **Mr R Davidson**
- **Mr K Macphail**
- **Miss L Ross**
- **Miss L Macdonald**  Probationer

### SUPPORT FOR LEARNING
- **Mrs E Macgregor**  Principal Teacher
- **Mrs S Blane**
- **Mrs C Graham**
- **Dr R MacAlpine**
- **Mrs E Mackinnon**
- **Mrs R Fraser**
- **Mrs J Budge**

### Non-teaching Staff
- **Mrs A Morrison**  Business Manager

### ADMIN. STAFF.
- **Mrs L Macmillan**  Admin Assistant
- **Mrs A Graham**
- **Mrs H Macdonald**
- **Mrs M Maciver**
- **Mrs C Morrison**
- **Mrs G Mackay**
- **Mrs M Paterson**
- **Mrs A Smith**

### AUXILIARIES - S.f.L
- **Mrs E Macaskill**
- **Mrs J Macdonald**
- **Mrs Z MacKenzie**
- **Mrs W MacLeod**
- **Miss K Macmillan**
- **Mrs K Smith**
- **Mr G Tait**
- **Mrs F Black**
- **Mrs M MacAulay**
- **Mrs M MacKillop**
- **Mrs J Graham**
- **Mrs I Macdonald**

### AUXILIARIES - Home Ec.
- **Mrs C MacLeod**

### TECHNICIANS
- **Miss K Macdonald**  Senior Technician
- **Mr P Fraser**  Technical Technician
- **Mr W MacLeod**
- **Mrs A Price**

### LIBRARIANS
- **Mrs C A Campbell**
- **Ms B Morrison**

### JANITORS
- **Mr D Macdonald**
- **Mr F Campbell**
- **Mr I A Macdonald**
- **Mr A Laing**
Senior Management

Rector  Mrs F Murray  Forbes
Depute Rector  Mr A MacLennan  Addison House
Depute Rector  Mr A Tuffery  Gibson House
Depute Rector  Mrs F Cunningham  Macrae House
Depute Rector  Mrs E Macdonald  Sutherland House
Business Manager  Mrs A Morrison

Senior Management Responsibilities

Mrs Frances Murray
Rector

Build Community
Forbes House duties (discipline; registration; meetings; SATS)
Advisor to Parent Council
Care and Welfare of staff and students
Liaison with Local Authority and other schools
Liaison with students, parents and community
Overall responsibility for discipline

Lead Change and Improvement
School and Departmental review
Whole School Quality Assurance

Lead and Develop People
Faculty/departmental links (Business Studies; Computing Studies; Home Economics; Technical Education)
CPD
Overall responsibility for staffing
Recruitment and Staffing Appointments
References
Support Staff Overview

Lead and Manage Learning and Teaching
Development Planning (short and long term)
Overall management school and policy development
Overall responsibility for curriculum
Statutory requirements of education acts

Use Resources Effectively
Accommodation including building refurbishment and maintenance
Devolved School Management
Finance including Capitation and Development Fund
WISP
Senior Management Responsibilities
cont.

Mrs Anne Morrison
Business Manager

Build Community
Health and Safety
Publicity
Statistical returns

Lead and Develop People
Human Resource Procedures
Support Staff Management including professional development

Use Resources Effectively
Administration, office and reception services
Budget management in liaison with HT
Co-ordination of SQA Examinations and arrangements
ICT Requisitions and effectiveness of systems
Implement Authority Financial Procedures
Overview of Groupcall
Property Maintenance Procedures
Reprographics and Copyright
School Calendar
School Lets
School MIS Systems
Staff Absence Cover

Mr Angus MacLennan
DHT S1-3 Learners and Contributors

Build Community
Addison House duties (discipline; registration; meetings; SATS)
Charity Liaison
Reporting S1-3
S2 school visits

Lead Change and Improvement
Numeracy

Lead and Develop People
Faculty/departmental links (Art & Design, Geography, History, Music, Religious & Moral Education)
Probationers/students/new staff

Lead and Manage Learning and Teaching
Determined to Succeed
Gaelic Medium Education / Policy
International Education
Progress/Tracking S1-3
S1-3 Assessment
S3 Options booklet/choice forms
Skills for Work (S1-3)

Use Resources Effectively
MIS
Study Support
Timetable
The Nicolson Institute Stornoway

Senior Management Responsibilities cont.

Mrs Fiona Cunningham
DHT S1-3 Citizens and Individuals

Build Community
MacRae House duties (discipline; registration; meetings; SATS)
Admissions 1-3
Assembly programme 1-3
Award Ceremony (S1-S3)
External agencies specific to Pupil Support
Parents’ Evenings 1-3
Primary liaison
S2 School Visits

Lead Change and Improvement
Health & Wellbeing

Lead and Develop People
Faculty/departmental links (Physical Education; Support for Learning), Guidance
Overview of CAT/SAT meetings

Lead and Manage Learning and Teaching
Health Promoting Schools
Option choices (S2/S3) (Pastoral)

Use Resources Effectively
Pupil Support/Guidance coordinator
Time Out Base

Mr Anthony Tuffery
DHT S4-6 Learners and Contributors

Build Community
Gibson House duties (discipline; registration; meetings; SATS)
College liaison
Minutes of All Meetings
Newsletters and Manuals
Over view of House registration
School Handbook

Lead Change and Improvement
Literacy

Lead and Develop People
Faculty/departmental links (Mathematics; Science)

Lead and Manage Learning and Teaching
Determined to Succeed (S4-6)
ICT (Learning and Teaching)
Progress/tracking S4-6
Reporting S4-6
S5/6 Options choice forms and booklets
Skills for Work (S4-6)
SQA (Curricular; policies; invigilation)
SQA exams/ prelims

Use Resources Effectively
Timetable
Senior Management Responsibilities

cont.

Mrs Erica MacDonald
DHT S4-6 Citizens and Individuals

Build Community
Sutherland House duties (discipline; registration; meetings; SATS)
Admissions 4-6
Assembly programme 4-6
Award Ceremony (S4-6)
EMAs/Bursaries
Equal Opportunities Coordinator
Leavers’ ceremony
Parents’ evenings 4-6

Lead Change and Improvement
GLOW
Interdisciplinary Approaches

Lead and Develop People
Faculty/departmental links (Classics; English; Gaelic; Modern Languages)
Prefect System
School Council
University Trip
UCAS

Lead and Manage Learning and Teaching
Anti-racist education
Option choices (pastoral)

Use Resources Effectively
Health and Safety: school trips/excursions/events
Parent Council

We welcome contact with parents of current or prospective pupils. We recognise that the school is in the role of supporting parents in the educational development of the child. Meetings for parents are arranged for specific purposes as and when necessary. Some, such as those for parents of S2 pupils to help in choosing their course of studies for the following two years, are annual events. Of particular importance are evenings when parents meet the teachers to discuss their children’s progress. Parents are also welcome to make appointments to speak to the Rector, the Depute Rectors or Guidance staff to share any concern they may have about their children’s welfare.

The Nicolson Institute has an active Parent Council. The chair of the Parent Council is Dr Frank Rennie.

Parent Council

Dr F Rennie Chair
Mr D R MacDonald Vice Chair
Mrs M MacSween Treasurer
Mrs C Mackenzie Parent
Mr S Connor Parent
Dr F Rennie Parent
Mr S O’Halloran Parent
Mrs H Martin Parent
Mr C Morrison Parent
Rev G Craig Parent
Mr D Hanlon Parent
Mr J Crossley Parent
Mrs M MacSween Parent
Mr I N Morrison Parent
Mrs C Somerville Clerk
Support for Learning

Support for Learning is an integral part of the whole school community. It endeavours to provide a high-quality service for the widest range of the school population. In so doing, it improves the quality of learning and teaching in the school.

All pupils are entitled to an education that will enable them to develop to their full potential - physically, intellectually, creatively, emotionally and socially. Some pupils also have particular needs, which the school must strive to meet and support.

The Support for Learning Department will work as a team to provide a co-ordinated and effective service. It operates as a partner with the Senior Management Team, with Guidance, with subject departments, with pupils, with parents and with external agencies. Support for Learning staff believe that learning takes place most effectively in the context of a caring relationship; good teacher/pupil relationships foster trust and promote self-reliance and initiative.

Co-ordinated Support Plans
Since the Education (Additional Support for Learning) (Scotland) Act 2004 came into force, some changes have now been implemented. Pupils who face barriers to their learning and need additional support to make progress are said to have “additional support needs”. These can be short or long term. For instance, additional support may be needed for a pupil who is being bullied, has behavioural or learning difficulties, has a hearing or visual impairment, is particularly gifted, is bereaved, does not attend school regularly or has a severe medical problem. Some pupils facing the biggest barriers to learning may require a ‘Co-ordinated Support Plan’ setting out their needs.

Individual Education Plans (IEPs) and Resources
Where any additional support is deemed necessary, individual education plans (IEPs) are drawn up for each pupil and progress is reviewed regularly. Decisions are made about the resources, targets and actions that are most appropriate to the needs of the child. The views of parents, pupils and subject teachers are invited and highly valued as a contribution to such reviews. The school will, as necessary, call upon the help of external specialists, e.g. psychologists or therapists.
Support for Learning cont.

Guidance

All teachers are concerned for the welfare of the pupils in their care and will try to help pupils, not only in the area of formal instruction in specific subjects, but also in the wider aspects of their development. However, there are a number of teachers who have a particular pastoral responsibility for pupils. This includes:

**Personal Guidance** - helping a pupil at a time of personal difficulty or lending a sympathetic ear to a pupil who needs to talk to an understanding adult.

**Curricular Guidance** - assisting a pupil towards making a realistic choice of subjects, monitoring that choice and seeking to ensure that the pupil attains full potential.

**Vocational Guidance** - promoting a programme of careers education and offering individual careers guidance.

English as an Additional Language

The school has regular input from a teacher of English as a Second Language. Small groups of pupils receive tuition as the need arises.

Support for Learning Framework

<table>
<thead>
<tr>
<th>ADDISON</th>
<th>FORBES</th>
<th>GIBSON</th>
<th>MACRAE</th>
<th>SUTHERLAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depute Rector</td>
<td>Rector</td>
<td>Depute Rector</td>
<td>Depute Rector</td>
<td>Depute Rector</td>
</tr>
<tr>
<td>Mr A MacLennan</td>
<td>Mrs F Murray</td>
<td>Mr A Tuffery</td>
<td>Mrs F Cunningham</td>
<td>Mrs E Macdonald</td>
</tr>
<tr>
<td>Guidance Teacher</td>
<td>Guidance Teacher</td>
<td>Guidance Teacher</td>
<td>Guidance Teacher</td>
<td>Guidance Teacher</td>
</tr>
<tr>
<td>Mrs G McKim</td>
<td>Mr J Bain</td>
<td>Miss C A Macleod</td>
<td>Mr D Neally</td>
<td>Mr P Dickie</td>
</tr>
<tr>
<td>All “A” classes</td>
<td>All “F” classes</td>
<td>All “G” classes</td>
<td>All “M” classes</td>
<td>All “S” classes</td>
</tr>
<tr>
<td>Mrs C Graham/ Mrs J Budge (Faculty Support – Languages)</td>
<td>Mrs S Blane (Faculty Support – Soc. Subjects)</td>
<td>Mrs E Mackinnon (Faculty Support – Technology)</td>
<td>Mrs R Fraser (Faculty Support – Arts)</td>
<td>Mr M Bartlett (Faculty Support – Sciences)</td>
</tr>
</tbody>
</table>

Inclusion:
Ruth Macleod
Attendance

Registration
The school day starts with registration when a pupil will be marked present or absent. Throughout the day teachers keep a check on the attendance of pupils at each of their classes. When a pupil arrives late for school s/he must go to the school office to register and then report to Mr A MacLennan before attending class.

Groupcall
The Nicolson Institute uses an automated messaging system called Groupcall, to alert parents/guardians when their child has not registered in school. These messages are sent out every morning at 9.30am by text to parents' mobiles. To ensure that we can contact parents in the most appropriate way please make sure the school office has the correct contact numbers. Groupcall will also be used to send out other messages relating to groups of pupils involved in specific activities.

Pupil Absence
If pupils cannot attend school because of illness or other circumstances parents should contact the school on 707000. Failing that, they should provide a written explanation of the absence on the child’s first day back at school. It is also useful if a note can be sent to the school explaining a long term absence in advance of the pupil’s return to school in order to support the pupil appropriately.

Parents must put all requests for leave of absence to the Rector in writing giving full information on the exact date, time and reason for the absence. Where possible, requests for absence should be submitted at least one week in advance of the proposed date(s). As part of a national move to reduce disruption of classes, holidays during the school term will not be approved except in special circumstances.
Code of Conduct

School Rules

All pupils of The Nicolson Institute are expected to maintain a high standard of conduct both in and out of school, and to show respect and courtesy towards fellow pupils, staff and members of the public. Not all aspects of school life can be covered by written rules; the following represent the minimum necessary for the efficient running of the school and the safety of its pupils and staff. These rules must be supplemented by common sense and a spirit of intelligent co-operation. Please note that school rules apply in school, going to and coming from school, and participating in school trips and other extra-curricular activities. Pupils must be familiar with all these rules: ignorance of them is not an acceptable excuse.

1. Road Safety
a) If you walk to school, take care when crossing roads. It is especially important at the Smith Avenue/Springfield Road junction at the start and end of the school day.
b) If you travel by bus, take particular care in the school bus-park where several buses may be manoeuvring in the morning and at close of school. In the interests of safety, use the pavements; do not hang around waiting for friends; and remember that running around and horse-play are forbidden at all times.
c) When crossing playgrounds and walking between buildings, look out for cars and other vehicles. Keep well away from construction areas and contractors’ vehicles during building operations.
d) Senior pupils who wish to bring a car to school must apply for permission to the Depute Rector, complete the appropriate form which must be signed by a parent, and strictly obey the conditions attached. Pupils must not bring cars on to the school campus.

2. Movement
a) The general rule on stairs and in corridors is keep to the right.
b) Running in corridors is strictly forbidden.
c) At period changeovers, move briskly to your next class by the shortest route.
d) It is good manners to hold fire doors open for the person following you.
e) Pupils must remain downstairs during the morning interval and lunch hour unless going to the school library, or an official meeting.
f) Special instructions on movement posted in buildings must be obeyed.
3. Attendance Procedures
a) If you have been absent from school (including for part of a day) you must bring a note of explanation from your parent or guardian to your Register Teacher immediately on your return to school. In S6 you may self-certify by writing your own note.

b) If you arrive late for school you must register at the school office and then report to Mr A MacLennan before attending class.

c) If you require permission to be absent from school for family reasons, interviews, etc. you must bring a letter to your registration teacher who will forward it to the Rector. If the absence is authorised, it will be recorded as a Notified Absence.

d) If you require permission to attend an appointment (e.g. at the doctor) during the school day, you must Collect an Appointment Permission Slip from your register teacher, have it signed according to the instructions on the back, and return it the following day.

4. Personal Belongings
It is strongly recommended that all articles of clothing, especially school hoodies, sweatshirts and polo-shirts, be marked with your name.

Valuable items should not normally be brought to school. When you need to bring them, they should be left in the School Office for safe keeping. Never leave valuables or money unattended in a classroom, changing room, social area or any other part of the school.

You must never interfere with another pupil’s books, clothing or possessions.

5. Litter
All litter, used sweet wrappers, crisp packets, drink containers etc. must be deposited in the bins provided. The consumption of food and drink (including sweets and crisps) is not permitted in any carpeted area of the school.

6. Chewing Gum
Because of the mess it can cause on pavements and steps, and on carpets and furniture inside the buildings, chewing gum must not be brought to school.

7. Smoking
In line with Council policy and Health and Safety legislation, smoking is strictly forbidden. Being in possession of smoking materials, or in the company of smokers, will be regarded as a breach of this rule.

8. Snowballing
Pupils have been injured by snowballs, and therefore throwing snowballs is not allowed on school premises (including the bus park and Springfield Road).

9. Fireworks
Fireworks are not permitted on school premises.
10. Mobile phones must not be used in classrooms. The use of mobile equipment to record or photocopy in class is strictly forbidden.

11. Electronic equipment such as ipods, etc. must not be used in class.

12. General
- You must respect and obey the instructions of all staff, including janitors, office staff, auxiliaries, technicians, the librarian and canteen staff.
- You must respect the rights of fellow pupils. Aggressive behaviour of any kind – pushing, name-calling, swearing, spitting – has no place in a civilised society and will not be tolerated.
- Additional day to day instructions will be intimated on the daily announcement sheet, or on school notice boards, as required. You must ensure that you check notice-boards daily, and read the daily announcements which are posted around the school.
- If a pupil is not fit to participate in a PE lesson, parents/guardians should provide the pupil with a note.

**BULLYING**

Bullying is an activity designed to cause needless distress to others and is not tolerated in The Nicolson Institute. Members of staff are always vigilant in attempting to detect any case of bullying. Pupils may be reluctant to pass on information to teachers about the unacceptable behaviour of some of their classmates. Parents are urged to inform the School immediately if they become aware of any incidents of bullying. The child should be encouraged to discuss any worries or problems of this nature with the guidance teacher or any other member of staff who will deal with the matter with discretion. Parents should keep a written record of any incidents including the date, the child(ren) involved, and what happened. This will help the school to deal with the situation and agree the best way to support the child inside and outside the school.

- Each pupil meets in a Guidance group with a member of the Guidance Staff for an hour per week. Where possible, pupils remain with the same Guidance Group and teacher throughout their school career.
- Incidents of anti-social or distressing behaviour come to light from time to time and these are dealt with by the appropriate Depute Rector with the assistance and involvement of other staff.
- Relations between victims and perpetrators are clarified and lines of conduct for the future are laid down.
- Parents are included in the process of resolving situations in which distress has been caused by bullying.
- A copy of the school’s Anti Bullying Policy is in the pupil’s personal organiser/homework diary.
- Cyber bullying has become an increasing concern in recent years. The school will work with the Police where appropriate in such instances.”
**School Dress Code**

For some years we have been promoting the wearing, by pupils, of school uniform, i.e. pupils dressing in such a way as to be clearly seen as belonging to The Nicolson Institute Community. Pupils must at all times be dressed smartly.

Pupils at all stages have the option of wearing the traditional uniform of:

- White shirt and school tie
- Grey or black trousers or skirts
- Black shoes

or the ‘smart casual’ alternative of:

- School sweatshirt (S1/2 – Royal Blue; S3/4/5/6 – Navy)
- School polo-shirt (White)
- Dark Grey or black trousers or skirts
- Black shoes

Hoodies (£16.00) in royal blue (S1/2) and navy (S3/6) have recently been introduced.

For formal occasions (e.g. prizegiving) the traditional uniform should be worn. For daily use the sweatshirt and/or polo-shirt is normally worn by 90% of the pupils: these are obtainable directly from the school at a cost of £14.00 for sweatshirts and £8.00 for polo-shirts. All sizes from 30” to 48” are normally in stock.

S6 pupils are all encouraged to wear a blazer, shirt and tie. Black blazers are obtainable from the school at a cost of £25.00, along with gold braid for prefects. School ties (black and gold stripes) are available from various local outfitters.

Among items of dress which are unacceptable in school are: Football scarves and tops, and other partisan clothes; any tops bearing suggestive or offensive motifs or slogans; advertising slogans promoting alcohol; chains; headgear; and any clothing or accessories which may be considered immodest or offensive. Facial jewellery must not be worn to school.

For PE lessons, a separate kit (top, shorts and trainers) must be provided. A school polo-shirt is the ideal top for PE or games.

Football tops and shorts **MUST NOT** be worn.
**Education Authority**

**Education Maintenance Allowances**

From August 2004, EMAs provide financial support for 16 year olds from (nationally defined) low income families who undertake a full time school or college course. The Comhairle’s Education Department will manage the scheme for pupils in Western Isles schools. EMAs are a weekly allowance payable during term time. EMAs are paid directly into a pupil’s bank account every two weeks. The size of the allowance will depend on the financial circumstances of the family.

EMAs are only paid for full weeks within term time up to a maximum of 42 weeks in any one academic year. They can only be paid where 100% weekly attendance has been achieved by the young person (but authorised absences such as certified sickness and work experience count as attendance). EMA payments are not made during short term holidays which include the October holiday, Christmas and Easter.

For more information please contact:

Catriona Maciver  
Education & Children’s Services  
CNES  
Sandwick Road  
Stornoway  
Isle of Lewis  
HS1 2BW  
Tel: 01851 822729 or 822763  
e-mail: catriona-maciver@cne-siar.gov.uk

**Free School Meals**

Free School Meals are granted to children from families on the following basis:

2. Children of families who receive Income Based Job Seekers’ Allowance.
4. Children who receive Income Support or Income Based Job Seekers’ Allowance in their own right.
5. Children of families who receive Child Tax Credit but do not receive a Working Tax Credit and who have an annual income (as assessed by the Inland Revenue) of below £15,860.00.
6. Families who are entitled to Free School Meals must renew their claim at the beginning of each new school year.
**Education Authority**

**Assistance with Clothing and Footwear**

Under Section 54 of the Education (Scotland) Act 1980, Comhairle Nan Eilean Siar must ensure that no child, attending a school under their management, is unable to take advantage of the education provided because of the inadequacy of their clothing. The Comhairle has, therefore, made provision to assist with the purchase of essential clothing where the child’s education is affected by lack of essential items.

The Comhairle will provide a clothing grant for pupils, as long as they have attained the age of five years, are ordinarily resident in the Western Isles and have enrolled in a school in the Western Isles.

**Transport**

Pupils living over two miles from the school are entitled to free transport to school. (Pupils living nearer to the school may use transport where space is available on the vehicle provided for other pupils.) Pupils requiring transport on medical grounds must produce medical certificates before the beginning of the school session so that suitable arrangements can be made in advance.

The vehicle driver is in full charge of the vehicle and is entitled to expect good conduct on the part of pupils being transported. In the event of misconduct, the driver will stop the vehicle and warn those concerned. If it is necessary to note their names, he should report the incident to the Rector as soon as possible.

The Director of Education may exclude a pupil from a vehicle for misconduct.

**Employment of Children**

Pupils aged under 16 who wish to be employed in part-time work are required by law to have a work permit. Please note that without a work permit the pupil is not covered by insurance.

Any pupil taking up employment should consider carefully the impact this will have on commitments to school studies.
Curriculum

S1 and S2

In S1 and S2 all pupils follow a common Curriculum for Excellence course involving studies in:

- English;
- Mathematics;
- Science;
- Languages (Gaidhlig + French or Latin);
- Geography and History;
- Art and Music;
- Technical and Home Economics;
- Physical Education;
- Religious Education;
- Computing;
- P.S.E.

In addition, S2 pupils have the opportunity to choose electives.

For pupils who can cope in Gaidhlig and English, we continue the development of their competency in both languages by creating classes of fluent Gaidhlig speakers, taught by teachers who are also fluent in the language. This opens up opportunities for use of Gaidhlig in the classroom ranging from simple classroom commands to full delivery of lessons. The aim is to ensure that the pupils continue to benefit from the advantages of being at ease in two languages and their related cultures.

From August 2012, S3 pupils will follow a Broad General Education, allowing choice within the eight curricular areas.
Curriculum cont.

Current Arrangements - S4

S4 pupils take eight courses, to each of which is devoted three hours per week. All courses are National Qualifications at Access, Intermediate or Standard Grade level. All are certificated by SQA.

Subjects studied should normally include:

**English;**

**Mathematics;**

**Sciences**- Biology, Chemistry, Physics;

**Languages**- French, German, Latin, Gaelic/Gaidhlig, Spanish;

**Social Sciences** -Geography, History, Religious and Moral Studies;

**Technological subjects**- Accounting, Administration, Business Management, Computing, Home Economics, Craft and Design, Graphic Communication, Technological Studies, Media Studies; Media Studies;

**Creative or Aesthetic subjects**- Art & Design, Music, Physical Education.

A fruitful and constantly developing link with the Lewis Castle College provides opportunities for more vocational courses. This is a constantly changing area as new SQA courses come on stream.

Subjects are chosen during the course of S2 from a range of courses described in the S3/ S4 Subject Options Booklet. Help is given by the school’s own guidance staff as well as by Skills Development Scotland to enable pupils to make appropriate choices. Parents are fully involved in this process through a series of parents evenings and printed information.

**Core Subjects**

In addition to the main courses all pupils will take core PE, core RE and PSE (Personal and Social Education).
Curriculum cont.

S5 and S6

S5 and S6 pupils again choose a range of subjects to study at different levels.

S6 take 4 full courses plus one “challenge”. S5 take five full courses, to each of which is devoted 5 hours a week. Subjects may be offered at Advanced Higher, Higher, Intermediate 2 and Intermediate 1 levels depending on staffing and demand. These courses may include:

- **English**;

- **Mathematics**;

- **Science** - Biology, Chemistry, Physics;

- **Language** - French, German, Spanish, Latin, Gaelic/Gaidhlig;

- **Social subjects** - Geography, History, Modern Studies, Religious Moral and Philosophical Studies;


- **Creative or Aesthetic subjects** - Art & Design, Music, Physical Education; A fruitful and constantly developing link with the **Lews Castle College** gives pupils access to courses such as Higher and Intermediate 2 Early Education and Childcare.

From August 2013, the CfE Senior Phase will be introduced.
Curriculum cont.

Lews Castle College
Lews Castle College is a partner of the UHI Millennium Institute, working with 13 other colleges in the Highlands & Islands to create the University of the Highlands & Islands. In order to expand on our school provision and take advantage of additional facilities and opportunities available in Lews Castle College, pupils in S3, S4, S5 and S6 are offered courses at the College. Transport is provided to and from the College.

With the current emphasis on flexibility in the curriculum it is important we develop this shared provision over the years in order to ensure our pupils have the best opportunities to match their personal and career needs.

Our pupils have access to all the modern facilities now available in the refurbished college buildings, including the impressive Resource Area and dining facilities. Pupils also enjoy the experience of mixing with FE students and staff as part of their normal curriculum.
Curriculum cont.

**Assessment**

Assessment of pupils is carried out in two ways:

**Continuous assessment:** This method measures the progress made in a subject throughout the school year and is carried out on a regular basis as work progresses.

**Examinations:** These measure a pupil’s performance by means of a test or examination at the end of a course of work. They may be small tests taken by the pupils in the normal classroom environment when the teacher considers the class to be ready for them or they may consist of more formal examinations.

S1 & S2 take tests in the normal course of their classroom activities. S3 sit examinations in May, S4 sit prelims in December. S5 and S6 sit prelims in January/February.

**External Examinations And Certification**

Currently S1 and S2 pupils follow courses in line with local and national guidelines for Curriculum for Excellence.

In S3 and S4 pupils currently follow Standard Grade, Intermediate 2, Intermediate 1 or Access 3 courses. The CfE programme of study will be ‘rolled out’ to S3 in 2012/13.

S5 and S6 pupils take Advanced Higher, Higher, Intermediate 2 and Intermediate 1 courses. These courses are all assessed and certificated by the Scottish Qualifications Authority (SQA).

In Standard Grade courses the final assessment of a pupil’s performance will depend in part on coursework (i.e. work done in class) and in part on the final examination in May/June, at the end of S4. Advanced Higher, Higher, Intermediate and Access courses are divided into units. In these units the pupils are assessed by their teachers with a system of moderation administered by SQA to ensure acceptable standards of assessment. This is called internal assessment with external moderation. Most of these units take 40 hours to complete. For all these courses, except Access, there is an end of course examination in May or June. These exams are set and marked by the SQA who then issue certificates in August.

Reports on pupils’ progress are normally given to parents in November and December (S1, S3, S5/6) in February/March (S4, S5/6) and in May (S1, S3). Parents’ evenings are held after the reports so that reports can be discussed with the appropriate teachers. S2 Reports are issued in January to assist with course choice for S3 followed by a Parents’ Evening.
**Home Study**

**Aims of Home Study**
Home study is an established part of secondary school practice. It can make a meaningful contribution to pupils' learning experiences through reinforcement or review of classroom learning. It can also help promote good home-school links through making parents aware of the nature of the work done by their children in the classroom.

The purposes of a good quality homework programme are:

- To reinforce pupils’ learning and consolidate work done in class
- To prepare for future class work or assessments
- To extend and enrich the work done in school
- To provide opportunities for individual learning
- To encourage pupils to develop responsibility for their own learning and good study habits
- To encourage pupils to develop self-discipline and adopt a conscientious attitude to work.

**Forms of Home Study**

Homework may involve:
- General Reading
- Revision of work done in class
- Reading and preparation of material for future lessons
- Written exercises - set by the teacher to consolidate work done in class
- Finding out information from reference books or other sources

**Frequency of Home Study**

It is not possible or desirable to set prescribed limits. The following is simply a rough guide to what, on average, is expected.

- **S1/ S2** - approximately 3 hours per week
- **S3/ S4** - a minimum of 1 hour per week for each Standard Grade subject.
- **S5/ S6** - pupils in S5/S6 should expect a minimum of 2 hours per week per subject i.e. approximately 10 hours per week.
Extended Pupil Support

MEDICAL SERVICES

Parents should inform the school, in confidence when enrolling a pupil, regarding any health difficulties of which teachers should be aware, e.g. asthma, epilepsy, diabetes etc.

The Nicolson Institute has the services of a nursing auxiliary and a team of first aiders who attend to any pupil who requires medical attention and arranges, where necessary, for further attention at the Western Isles Hospital. She also keeps, in safe custody, any medication which a pupil requires to take on a regular basis or which has to be on hand for emergencies.

Any pupil who feels unwell in class should inform the class teacher who will make arrangements for that pupil to see the auxiliary. In some cases it may be necessary to send a child home but this will only be done after consultation with a First Aider and after contact has been made with the parent or guardian or emergency contact to make arrangements. Parents are asked not to send a child to school if s/he is clearly unwell.
Extended Pupil Support

SKILLS DEVELOPMENT SCOTLAND

Skills Development Scotland is concerned with wise choice of employment, training and further education. The Skills Development Scotland team are familiar visitors to the school. They interview individual pupils, give talks, lead discussions and assist in the Careers Education Programme.

Before they leave school, pupils have individual interviews with one of the team to discuss career choices. Prior to the interview the pupil is asked to complete a questionnaire about interests and ambitions and parents can add comments to this. The School provides Skills Development Scotland with a report about each leaver and, where necessary, a medical report is obtained from the School Health Service.

LEAVING AGE

Pupils who reach the age of 16 on or before the last day of February may leave school at the previous Christmas break. Pupils who are 16 on or before 30 September may leave school on 31 May previous.

THE SCHOOL LIBRARY

Opening Hours

Monday to Friday 0900 - 1215   1315 - 1630

The School Library welcomes all pupils and now offers a wide range of materials both for study and for pleasure. There are over 7000 books to choose from, plus magazines and newspapers as well as the library’s Audio-Visual facilities. Computer programmes, videos, maps and posters are all available for use in the Library and some can be borrowed!

The Librarians are always pleased to help pupils to use the library. They are given borrowing tickets at their first visit and we hope that everyone will make full use of the library’s excellent facilities, including computing and internet access.
Extended Pupil Support

SCHOOL MEALS

Nutritious and appetising meals are served in the school canteen and the Kabin. Many pupils prefer to take a packed lunch to school or are given money by their parents to buy food from a shop in town. Parents should let the school know in advance if their child has any special dietary requirements.

The canteen operates a ‘cashless catering’ system. Cash is not be accepted as payment for meals. Each pupil has an account and is issued with a PIN number and a fingerprint scan which can be credited with funds for use in the canteen. Pupils can top up their accounts by taking cheques or notes to the school office. The Parent Pay system will be operating from August 2012. Those entitled to free meals have their accounts topped up by the office.

Children of parents in receipt of Income Support are entitled to a free midday meal. Further information and application forms can be obtained from:

The Catering Officer,
Education Department,
Comhairle nan Eilean Siar,
Sandwick Road,
Stornoway,
Telephone 01851 822763 or 822729.

Hungry for Success

The main aim is for pupils to eat healthier balanced meals.

We hope to educate children to be able to make their own informed choices, which could impact on their future wellbeing. We hope to ensure that healthy food choices continue to make up the school meals menu.

The Nicolson Institute is a Health Promoting School and continues to develop healthier options on the canteen menu. Please encourage your child to eat in the canteen.

Progress to date.

• Removal of additional salt and sauces.
• Salad items on offer daily.
• Improved presentation of meals.
• Staff given nutritional training.
• Improved dining atmosphere.
Religious Observance and Education

SPIRITUAL, MORAL, SOCIAL AND CULTURAL VALUES

The Nicolson Institute aims to develop the spiritual, moral, social and cultural values of its pupils, having regard to the values of the community, and guided by the recommendations contained in national and regional guidelines.

PRACTICE IN RELATION TO RELIGIOUS EDUCATION

“Whereas it has been the custom in the public schools of Scotland for instruction in religious subjects to be given to students…”

(Education Scotland Act)

We continue to observe this custom through the traditional one lesson per week.

Parents may elect that their children should not receive any instruction in religious subjects by notifying the Rector in writing.

PRACTICE IN RELATION TO RELIGIOUS OBSERVANCE

Currently, the Scottish Government are consulting on Religious Observance.

“Scottish ministers consider that religious observance complements religious education and is an important contribution to pupils’ development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community”

(Scottish Executive Education Department - Circular 1/2005)

The aims of religious observance are:

To promote the spiritual development of all members of the school community;
To express and celebrate the shared values of the school community;
To raise awareness of values underpinning life’s varied activities;
To reflect on values, beliefs, commitment and hope.

Parents may elect that their children should not take part in such observance by notifying the Rector in writing.

Chaplains

The School currently has one chaplain - Rev I M Martin.
Extra-Curricular Activities

SPORTS AND OUTDOOR ACTIVITIES
A wide range of sports is undertaken during Physical Education classes. Every pupil is encouraged to take part in sport and recreation as there is something to suit everyone.

For those who enjoy competitive team games, the following clubs are held after school: Athletics, Badminton, Basketball, Football, Hockey, Rugby and Shinty. Senior pupils may also use the fitness room after school.

The school regularly competes in both North of Scotland and National competitions in most of these sports. Over the last few years the school has been particularly successful in football and basketball - both boys and girls.

In 2011, our under 14 boys football team won the North of Scotland cup. The winning team are pictured below. The senior girls’ football team won the North of Scotland schools cup and the girls rugby team were selected to play at Hampden.

Within the School, Inter-House Competitions are held in Athletics and Tug o’ War. The five Houses with their respective colours are:-

<table>
<thead>
<tr>
<th>SUTHERLAND</th>
<th>YELLOW</th>
<th>MACRAE</th>
<th>GREEN</th>
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<tr>
<td>FORBES</td>
<td>RED</td>
<td>GIBSON</td>
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<td>ADDISON</td>
<td>PURPLE</td>
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Extra-Curricular Activities cont.

Mod

The school Gaelic choir has achieved a worthy reputation at successive Royal National Mods and plays an important part in the life of the school.

At the last National Mod in Stornoway, pupil successes included:

Fiddle Groups Open Under 19: 2nd Silver Badge
Fiddle Open 13 – 18: 2nd Louisa MacLean Barron, Silver Badge
Fiddle Open Under 13: 2nd Eilidh MacLeod, Silver Badge
Keyboard Open 13 – 18: 2nd Isabelle Bain, Silver Badge
Melodeon Open Under 19:
  1st  Alexander Maclver, Hebrides Haulage Trophy & Gold Badge
  2nd  Isabelle Bain, Silver Badge
  3rd  Annabell MacLennan, Bronze Badge

Traditional Singing Learner 16-18 Boys/Girls:
  1st  Kathleen Ann Macdonald, Provost of Falkirk Medal & Gold Badge

Ancient Folk Tale Fluent 13 – 15: 2nd Peigi Ann Scott, Silver Badge

Bible Reading Open 13 – 15:
  1st  Isabelle Bain, Mrs Stewart-Simla Prize & Gold Badge
  2nd  Alison MacInnes, Mrs Stewart-Simla Prize & Silver Badge

Choral 2 Part Harmony Fluent 13 – 18: 2nd Place
Choral Puirt-a-Beul Fluent 13 – 18: 2nd Place
Choral Unison Fluent 13 -18: 2nd Place

Conversation Fluent 13 – 15:
  1st  Isabelle Bain, Sabhal Mòr Ostaig Silver Medal & Gold Badge
  3rd  Peigi Ann Scott, Bronze Badge

Precenting a Psalm Open Under 19:
  1st  Angus Nicolson, Allan C MacLeod Memorial Trophy & Gold Badge
  2nd  Annabel MacLennan, Silver Badge
  3rd  Isabelle Bain, Bronze Badge

Reading Prose Fluent 13 – 15: 2nd Tearlach Barden

Solo Singing Girls 13 – 15 Fluent:
  1st  Alison MacInnes, An Comunn Gaidhealach Silver Medal & Gold Badge

Solo Singing Open 16 – 18 Boys: 3rd Angus Nicolson, Bronze Badge

Story Telling Fluent 13 – 15:
  1st  Amanda Nicolson, M A MacCorquodale Memorial prize & Gold Badge
  2nd  Isabelle Bain, Silver Badge

Traditional Fluent Singing 13 – 15 Girls: 1st Isabelle Bain, Gold Badge

Traditional Fluent Singing 16 – 18 Boys: 3rd Angus Nicolson

Clarsach Duets 13 – Under 19 Comunn na Clarsaich Cup:
  1st  Eilidh Morrison & Elizabeth Anderson, Gold Badge

Radio Project Secondary - prepare a radio programme: 1st & 3rd Place
Sgrìobh aiste air eachdraigh na h-Eileanan an Iar: 1st Isabelle Bain, 3rd Eilidh Nicolson
Extra-Curricular Activities cont.

Instrumental instruction
Lessons are offered in clarsach, fiddle and accordion. Lessons are arranged on a rota basis ensuring minimum disruption to other subjects. Lottery funding has enabled lessons in drumming, guitar & singing.

Participation in bands ensembles and choral activities is also encouraged.

Debates & Drama
The school participates each year in the Donald Dewar Memorial Debating competition which is organised by the Law Society of Scotland, and other national debating competitions including the Gaelic Deasbad. In addition, regular debating society meetings are held for in-school debating and, on occasion, visiting speakers, such as MSPs and councillors attend to participate in school debates.

The English department also prepares pupils to take part in minor dramatic presentations during the Christmas Concert, and runs a weekly Drama Club providing workshops on improvisation, mime, voice projection and many other confidence building activities.
Extra-Curricular Activities cont.

The Scripture Union

The Scripture Union gives pupils an opportunity to hear about, discuss and share the Christian faith in an informal atmosphere. The meetings are organised by a pupil committee and run by the pupils themselves, with help from teachers where necessary. All pupils are welcome to come along to join in a full programme of talks, videos, singing and other activities.

Trips

Coming from an island community our pupils appreciate the opportunity to travel. In this way they develop an awareness of other cultures and strengthen emerging independence and self sufficiency. Recently pupils have visited France, Germany, Italy, Canada and China.

Other trips, to destinations within the UK are organised each year for pupils at all levels. Trips to France, Italy, Spain and Austria will take place in 2012.
Extra-Curricular Activities cont.

Gaidhlig Department
The Nicolson Institute serves a community with a rich heritage in two languages. Many of our pupils are fluent in Gaidhlig and English as well as learning to speak another European language. Pupils enter local and national cultural events and forge links with the Gaidhlig community elsewhere. Storytelling, creative writing and drama courses are offered to pupils.

Competitions

• Pupils regularly take part in Gaelic debating competitions locally and nationally.
• Pupils compete annually in a conversation and creative writing competition run by the London Gaelic Society.
• Local and national quiz competitions help develop pupils' speaking skills.
• The local and national Mods provide competitions in poetry, song, drama and stories.

Links

• Work experience opportunities are arranged with organisations that use Gaidhlig as a medium of communication.
• Visits are arranged to Sabhal Mor Ostaig in Skye.
• Invited speakers from the wider Gaelic community visit the school. These include writers, singers, health personnel, media personnel and representatives of the publishing world.
• Pupils are invited from time to time to participate in radio and television in interviews, singing, special anniversaries, dubbing of English programmes etc.
School Statistics

ScotXed

Transferring Educational Data About pupils
Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?
Data on each pupil is collected by local authorities and Scottish Government Education Department. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to the Scottish Government. Postcodes are the only part of the address that are transferred. Data is held securely and no information on individual pupils can or would be published by Scottish Government Education Department.

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

Why does ScotXed need your data?
In order to make the best decisions about how to improve our education service, the Scottish Government and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows Scottish Government, education authorities and schools to:

• plan and deliver better policies for the benefit of all pupils,
• plan and deliver better policies for the benefit of specific groups of pupils,
• better understand some of the factors that influence pupil attainment and achievement,
• target resources better.

Your data protection rights
The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how ScotXed will use your data.
School Statistics cont.

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

Concerns
If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at

   Peter.Whitehouse@scotland.gsi.gov.uk

or write to

   The ScotXed Support Office,
   Area 1B,
   Victoria Quay,
   Leith,
   EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print

Want more information?
Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net
School Statistics

INFORMATION FOR PARENTS 2011
SECONDARY SCHOOLS

School: The Nicolson Institute
Id No.: 235-6233139

Leaver Destinations
Number Of Pupils Leaving In School Year 2010/2011 And Percentage With Destination As:

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number</th>
<th>Percentage</th>
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<tr>
<td>Total Number of Leavers (=100%)</td>
<td>233</td>
<td></td>
</tr>
<tr>
<td>Higher Education</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Further Education</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Other Known</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Not Known</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Key to symbols:
Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (**) because they could be misleading or lead to identification of individuals. The symbol (###) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

Budgeted Running Costs For Financial Year 2011-2012

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Roll at September 2010</td>
<td>1,039</td>
</tr>
<tr>
<td>Total School Running Costs at April 2011 (£)</td>
<td>6,222,624</td>
</tr>
<tr>
<td>Cost per Pupil (£)</td>
<td>5,989</td>
</tr>
</tbody>
</table>

Key to symbols: The symbol ## indicates that the data are not available.
### School Statistics

**INFORMATION FOR PARENTS 2011**  
SECONDARY SCHOOLS

<table>
<thead>
<tr>
<th>School: The Nicolson Institute</th>
<th>Id No.: 235 - 6233139</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Attendance And Absence For School Year 2010/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Total Number of Possible Attendances (Pupil Half Days)</td>
</tr>
<tr>
<td>Percentage Authorised Absences</td>
</tr>
<tr>
<td>Percentage Unauthorised Absences</td>
</tr>
</tbody>
</table>

Key to symbols:
- Asterisks (**) have been inserted instead of figures for some schools and categories:
  - Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
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The Nicolson Institute Stornoway

School Statistics

INFORMATION FOR PARENTS 2011
SECONDARY SCHOOLS

School: The Nicolson Institute
Id No.: 235 - 6233139

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>71</td>
<td>83</td>
<td>74</td>
</tr>
</tbody>
</table>

Examination Results (within Scottish Credit and Qualifications Framework)

(2010/2011 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:

<table>
<thead>
<tr>
<th>By end of S4</th>
<th>5+ @ level 3 or better</th>
<th>5+ @ level 4 or better</th>
<th>5+ @ level 5 or better</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>98</td>
<td>92</td>
<td>96</td>
</tr>
</tbody>
</table>

Percentage of the relevant September S4 roll achieving:

<table>
<thead>
<tr>
<th>By end of S5</th>
<th>1+ @ level 6 or better</th>
<th>3+ @ level 6 or better</th>
<th>5+ @ level 6 or better</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>41</td>
<td>49</td>
<td>48</td>
</tr>
</tbody>
</table>

Percentage of the relevant September S4 roll achieving:

<table>
<thead>
<tr>
<th>By end of S6</th>
<th>3+ @ level 6 or better</th>
<th>5+ @ level 6 or better</th>
<th>1+ @ level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31</td>
<td>33</td>
<td>38</td>
</tr>
</tbody>
</table>

Key to symbols:
Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (**) because they could be misleading or lead to identification of individuals.

The symbol (###) indicates that the data are not available or comparable with other years.
Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.
School Statistics

INFORMATION FOR PARENTS 2011
SECONDARY SCHOOLS

School: The Nicolson Institute
Id No.: 235 - 6233139

<table>
<thead>
<tr>
<th>Minimising Overall Absence</th>
<th>Absence recorded (2009/2010) Average number of half days absence per pupil</th>
<th>Absence recorded (2010/2011) Average number of half days absence per pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence</td>
<td>30</td>
<td>30.8</td>
</tr>
</tbody>
</table>

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

For Information:

Scottish Credit and Qualifications Framework (SCQF) levels:

<table>
<thead>
<tr>
<th>Level 7</th>
<th>CSYS at A-C; Advanced Higher at A-C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>Higher at A-C</td>
</tr>
<tr>
<td>Level 5</td>
<td>Intermediate 2 at A-C; Standard Grade at 1-2</td>
</tr>
<tr>
<td>Level 4</td>
<td>Intermediate 1 at A-C; Standard Grade at 3-4</td>
</tr>
<tr>
<td>Level 3</td>
<td>Access 3 Cluster; Standard Grade at 5-6</td>
</tr>
</tbody>
</table>
### Education Authority: Eilean Siar

#### Leaver Destinations

**Number Of Pupils Leaving In School Year 2010/2011 And Percentage With Destination As:**

<table>
<thead>
<tr>
<th>Total Number of Leavers (=100%)</th>
<th>311</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education</td>
<td>34</td>
</tr>
<tr>
<td>Further Education</td>
<td>27</td>
</tr>
<tr>
<td>Training</td>
<td>4</td>
</tr>
<tr>
<td>Employment</td>
<td>28</td>
</tr>
<tr>
<td>Other Known</td>
<td>7</td>
</tr>
<tr>
<td>Not Known</td>
<td>0</td>
</tr>
</tbody>
</table>

Key to symbols:

- Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (**) because they could be misleading or lead to identification of individuals.
- The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

#### Budgeted Running Costs For Financial Year 2011-2012

<table>
<thead>
<tr>
<th>School Roll at September 2010</th>
<th>1,738</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total School Running Costs at April 2011 (£)</td>
<td>13,146,362</td>
</tr>
<tr>
<td>Cost per Pupil (£)</td>
<td>7,564</td>
</tr>
</tbody>
</table>

Key to symbols: The symbol ## indicates that the data are not available.
School Statistics

INFORMATION FOR PARENTS 2011
SECONDARY SCHOOLS

Education Authority: Eilean Siar

<table>
<thead>
<tr>
<th>Stage</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Possible Attendances (Pupil Half Days)</td>
<td>112574</td>
<td>105707</td>
<td>123874</td>
<td>130793</td>
<td>97703</td>
<td>570651</td>
</tr>
<tr>
<td>Percentage Authorised Absences</td>
<td>5.3</td>
<td>5.9</td>
<td>7.3</td>
<td>7</td>
<td>7.2</td>
<td>6.5</td>
</tr>
<tr>
<td>Percentage Unauthorised Absences</td>
<td>0.6</td>
<td>1</td>
<td>1.3</td>
<td>1.3</td>
<td>1.2</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Key to symbols:
Asterisks (**) have been inserted instead of figures for some schools and categories:
- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
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**School Statistics**

**INFORMATION FOR PARENTS 2011**

**SECONDARY SCHOOLS**

**Education Authority:** Eilean Siar

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll</td>
<td>74</td>
<td>80</td>
<td>77</td>
</tr>
</tbody>
</table>

**Examination Results (within Scottish Credit and Qualifications Framework)**

*(2010/2011 results are pre-appeal)*

**Percentage of the relevant September S4 roll achieving:**

<table>
<thead>
<tr>
<th>By end of S4</th>
<th>5+ @ level 3 or better</th>
<th>5+ @ level 4 or better</th>
<th>5+ @ level 5 or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/2009</td>
<td>97</td>
<td>93</td>
<td>96</td>
</tr>
<tr>
<td>2009/2010</td>
<td>90</td>
<td>83</td>
<td>86</td>
</tr>
<tr>
<td>2010/2011</td>
<td>43</td>
<td>40</td>
<td>38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By end of S5</th>
<th>1+ @ level 6 or better</th>
<th>3+ @ level 6 or better</th>
<th>5+ @ level 6 or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/2009</td>
<td>46</td>
<td>49</td>
<td>27</td>
</tr>
<tr>
<td>2009/2010</td>
<td>27</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>2010/2011</td>
<td>12</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By end of S6</th>
<th>3+ @ level 6 or better</th>
<th>5+ @ level 6 or better</th>
<th>1+ @ level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/2009</td>
<td>37</td>
<td>37</td>
<td>23</td>
</tr>
<tr>
<td>2009/2010</td>
<td>28</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>2010/2011</td>
<td>16</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

**Key to symbols:**
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School Statistics

INFORMATION FOR PARENTS 2011
SECONDARY SCHOOLS

Education Authority: Eilean Siar

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average number of half days absence per pupil</td>
<td>Average number of half days absence per pupil</td>
</tr>
<tr>
<td>Absence</td>
<td>28.4</td>
<td>29.3</td>
</tr>
</tbody>
</table>

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

For Information:

Scottish Credit and Qualifications Framework (SCQF) levels:

<table>
<thead>
<tr>
<th>Level</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>CSYS at A-C; Advanced Higher at A-C</td>
</tr>
<tr>
<td>Level 6</td>
<td>Higher at A-C</td>
</tr>
<tr>
<td>Level 5</td>
<td>Intermediate 2 at A-C; Standard Grade at 1-2</td>
</tr>
<tr>
<td>Level 4</td>
<td>Intermediate 1 at A-C; Standard Grade at 3-4</td>
</tr>
<tr>
<td>Level 3</td>
<td>Access 3 Cluster; Standard Grade at 5-6</td>
</tr>
</tbody>
</table>
## National Data

### Leaver Destinations

**Number Of Pupils Leaving In School Year 2010/2011 And Percentage With Destination As:**

<table>
<thead>
<tr>
<th>Total Number of Leavers (=100%)</th>
<th>54073</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education</td>
<td>36</td>
</tr>
<tr>
<td>Further Education</td>
<td>27</td>
</tr>
<tr>
<td>Training</td>
<td>6</td>
</tr>
<tr>
<td>Employment</td>
<td>20</td>
</tr>
<tr>
<td>Other Known</td>
<td>11</td>
</tr>
<tr>
<td>Not Known</td>
<td>0</td>
</tr>
</tbody>
</table>

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## Budgeted Running Costs For Financial Year 2011-2012

<table>
<thead>
<tr>
<th>School Roll at September 2010</th>
<th>299,616</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total School Running Costs at April 2011 (£)</td>
<td>1,702,108,639</td>
</tr>
<tr>
<td>Cost per Pupil (£)</td>
<td>5,681</td>
</tr>
</tbody>
</table>

Key to symbols: The symbol ## indicates that the data are not available.
### National Data

#### Attendance And Absence For School Year 2010/2011

<table>
<thead>
<tr>
<th>Stage</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Possible Attendances (Pupil Half Days)</td>
<td>19561953</td>
<td>19996998</td>
<td>20211642</td>
<td>20145865</td>
<td>15556206</td>
<td>95472664</td>
</tr>
<tr>
<td>Percentage Authorised Absences</td>
<td>5.3</td>
<td>6.2</td>
<td>6.8</td>
<td>6.3</td>
<td>5.9</td>
<td>6.1</td>
</tr>
<tr>
<td>Percentage Unauthorised Absences</td>
<td>1.6</td>
<td>2.3</td>
<td>3.2</td>
<td>3.5</td>
<td>3.1</td>
<td>2.7</td>
</tr>
</tbody>
</table>

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INFORMATION FOR PARENTS 2011
SECONDARY SCHOOLS

National Data

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>67</td>
<td>72</td>
<td>75</td>
</tr>
</tbody>
</table>

Examination Results (within Scottish Credit and Qualifications Framework)

(2010/2011 results are pre-appeal)

<table>
<thead>
<tr>
<th>By end of S4</th>
<th>5+ @ level 3 or better</th>
<th>5+ @ level 4 or better</th>
<th>5+ @ level 5 or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/2009</td>
<td>92</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>2009/2010</td>
<td>78</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>2010/2011</td>
<td>35</td>
<td>36</td>
<td>35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By end of S5</th>
<th>1+ @ level 6 or better</th>
<th>3+ @ level 6 or better</th>
<th>5+ @ level 6 or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/2009</td>
<td>41</td>
<td>43</td>
<td>44</td>
</tr>
<tr>
<td>2009/2010</td>
<td>23</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>2010/2011</td>
<td>11</td>
<td>11</td>
<td>12</td>
</tr>
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<table>
<thead>
<tr>
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<th>3+ @ level 6 or better</th>
<th>5+ @ level 6 or better</th>
<th>1+ @ level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/2009</td>
<td>31</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td>2009/2010</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>2010/2011</td>
<td>14</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

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the relevant year group roll figure is zero.
### National Data

#### Minimising Overall Absence

<table>
<thead>
<tr>
<th>Absence recorded</th>
<th>Absence recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of half days absence per pupil</td>
<td>Average number of half days absence per pupil</td>
</tr>
<tr>
<td>Absence</td>
<td>33.9</td>
</tr>
</tbody>
</table>

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<tbody>
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</tr>
<tr>
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<td>Intermediate 2 at A-C; Standard Grade at 1-2</td>
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<td>Intermediate 1 at A-C; Standard Grade at 3-4</td>
</tr>
<tr>
<td>Level 3</td>
<td>Access 3 Cluster; Standard Grade at 5-6</td>
</tr>
</tbody>
</table>
Complaints Procedures

Parents and schools separately can do a great deal to assist children’s educational development. Together they can achieve even more. The Nicolson Institute will keep parents informed of all relevant matters and will seek to maintain a high standard of care and education in the school.

However, if parents are not satisfied on any issue, the following mechanism for expressing concerns is available.

• Speak to a member of the Senior Management Team about your concerns.

• The Rector or Depute Rector will listen and will welcome any information you may have.

• In some cases your concerns can be dealt with immediately. In other cases more extensive investigations may have to be carried out.

• In the event, the Rector will notify you, normally within five working days, of the school’s response.

• Your concern may be written down by yourself, by a member of the school staff, or a friend or relative, on your behalf.

• It is anticipated that, in most cases, the above steps will result in a satisfactory solution for all concerned.

• If you are dissatisfied with the school’s response please notify the Rector that you wish to pursue the matter further. She will either review the proposed action or notify you of the appropriate officer of the Education Authority whom you should contact.

• In all cases unresolved matters may be finally referred to the Chief Executive.