

Rothesay Joint Campus

One Community, One Campus, One School



Rothesay Pre 5, Rothesay Primary and Rothesay Academy

Report to Committee 2011





VISIONS, VALUES AND AIMS

Argyll and Bute's shared long term Vision

The Council is committed to partnership working and community planning. As the statutory lead agency and as a key stakeholder in the process, the Council facilitated the process for developing a joint vision for Argyll and Bute Community Planning Partnerships of *Argyll and Bute: Leading Rural Area*.

Argyll and Bute : Leading Rural Area
Vibrant Communities <ul style="list-style-type: none">▪ Safe supportive communities with positive culture and sense of pride in the area▪ Well balanced demographically with young people choosing to stay or move to the area▪ Vibrant local economy based on core attributes of the area, flexible and open to new opportunities▪ A sense of history with a view to the future▪ Housing that is appropriate and affordable with local people able to participate in the housing market▪ High quality public services and leisure/community facilities that attract people to settle in Argyll and Bute
Outstanding Environment <ul style="list-style-type: none">▪ High quality environment that is valued, recognised and protected▪ The environment is respected as a valued asset that can provide sustainable opportunities for business▪ An identity that is recognised and appreciated globally with a range of businesses that use the high quality image▪ An area that is accessible, yet retains its remote character
Forward Looking <ul style="list-style-type: none">▪ Communities that are culturally rich with a desire to excel▪ Proactive communities where local people and organisations look for and create opportunities▪ Decentralised public sector with more delivery of high quality 'professional' services from Argyll and Bute▪ Partnerships working across all sectors to coordinate developments, market Argyll and Bute and remove constraints that limit possibilities▪ Communities that learn and use that knowledge

Rothesay Joint Campus



We are now established as a Joint Campus and although it has not always been easy, we are making progress in implementing the principles and aspirations of Curriculum for Excellence to deliver a seamless 3-18 curriculum which more effectively meets the needs of all of our young people in one Community, one Campus, one School.

As schools on Bute, we have agreed 4 priorities for 2009/2012. These are:

- redesigning the curriculum
 - embedding AifL, co-operative learning and active learning
 - to undertake training in Coaching and Mentoring techniques in order to effectively support pupils
 - developing inter-disciplinary learning
- these priorities are reflected in our Improvement Plan.

For session 2011/2012 we have also agreed 7 Campus priorities, these are:

- Joint Working across Campus
- Implementation of Curriculum for Excellence
- Parental Involvement
- Meeting pupils needs
- Behaviour
- Self Evaluation
- Leadership



Review of Campus Priorities

Literacy, Numeracy, Health and Wellbeing across the Curriculum 3-18

Development of literacy, numeracy, health and wellbeing strategies across campus

Across campus we are continuing to develop strategies to ensure all three are taught effectively across our curriculum 3-18. We have not developed statements of practice this session, this is now being carried forward as a campus priority for next session.

We have created literacy and numeracy displays around campus to exemplify how literacy and numeracy permeate all subject areas.

Classroom visits and other self evaluation activities will be used next session to ensure all three are taught effectively across our curriculum 3-18.

GLOW

To introduce staff across campus to GLOW and its use as a teaching and learning tool

Some time was provided to allow trained GLOW mentors time to work together.

Training was provided across campus to ensure staff know how to log on to GLOW and how to navigate. Further training is being undertaken to show staff what resources and tools are available for use in classroom

Some secondary pupils were provided with logins and training, it is intended to ensure all pupils P4-7 are trained next session and to increase pupil use in secondary.

Redesigning the Curriculum Pre5-S3

To continue towards full implementation of CfE by redesigning the Pre5-S2 curriculum

Staff continue to engage with the experiences and outcomes from pre5 through to S1 with some trialling of outcomes in S2 across a number of subjects

Pupils from pre5 to S1 participated in at least three interdisciplinary experiences throughout this session.

The new curriculum map for S1 has been implemented. A review was begun at the end of session and a further review next session.

The curriculum map for S2 has been agreed following consultations with staff and parents and it is anticipated that a high level curriculum map for S3 will be agreed before the end of term. The S2 curriculum meets our expectations and aspirations as well as the

Coaching and Mentoring

We continued the programme of staff training in coaching and mentoring with UXL, however this was affected by staffing difficulties and communication issues with the deliverer.

Personalised Learning Time group (secondary) developed and implemented a structure that ensures S1 learners receive sufficient, meaningful time to discuss progress and needs with a mentor using coaching strategies. Pupils and parents have reported back mainly positively about this experience.

(Pre 5, Primary) have continued to use the Learning Journey as the focus for discussion. Not all staff have identified within the structure of the week time or strategy to allow sufficient, meaningful discussion of progress and needs with an adult using coaching strategies. This will be further developed next session.

A time has been agreed in the secondary (Wednesday for half an hour) from next session to allow sufficient, meaningful discussion of progress and needs with an adult using coaching strategies. This will be further developed this session.

national and local guidance.

Review of Pre5 and Primary Priorities

Re-design the Curriculum

We have continued towards full implementation of CfE by redesigning the Pre 5-P7 curriculum.

This has included the use of outcomes and experiences in all subject areas when planning programmes of study.

Staff have continued to develop assessment strategies and used the TLC and peer class visits to support and share best practice. This has had more impact in some classes than others and will continue to be a priority next session.

A limited number of staff have made use of the NAR to develop assessments that are meaningful to pupils and effectively assess progress.

Staff were initially involved in cross-sectoral working parties to support curriculum development.

(Literacy, Numeracy + Health + Well-Being) The time for this was not effectively planned for this session. This will be addressed in the coming session.

P6 + P7 programmes of study were to be developed in partnership with secondary staff with particular reference to numeracy and literacy. Difficulties with staffing made this difficult, though some work was developed. This will remain on the maintenance agenda for next session.

Staff are much clearer on skills development, however there is a continued need to ensure these skills are embedded in personal learning planning and are a focus of coaching discussions.

All staff reported to parents on pupil progress within Curriculum for Excellence Levels. A tracking tool has been developed and is being implemented across all classes to track pupil progress through outcomes and levels.

Embed AifL, Co-operative Learning, Active Learning

To support all teaching staff to embed the above teaching methodologies within their daily practice

Staff continue to embed AifL practices through Teacher Learning Communities (TLC) programme involving all teaching staff. This has included peer observation, encouraging professional dialogue re AifL and Co-operative Learning. The impact of this work has varied between classes

In some classes there has been increased use of ICT within daily practice. Pupils have been encouraged to develop independence in using ICT in their learning. Pupils have not been introduced to GLOW as a result of poor technology and a need for more staff training.

Some staff have made increased use of co-operative learning in their classes, ensuring pupils are more active and engaged. As part of the review process some peer visits were undertaken. More are planned for next session with a view to sharing good practice and to improve confidence of some staff.

There are some very good examples of active learning Pre5-P3, however this needs to become more consistent across all classes to ensure all pupils are actively engaged in their tasks. Some active learning strategies have been implemented from P4-7; however this also needs to be more consistent to ensure pupils are active in and enjoy their own learning.

There has been an increase in the use of outdoor learning, using our own immediate environment and the local environment through environmental studies and the implementation of Forest Schools.

Interdisciplinary Learning

Staff have continued to deliver interdisciplinary themes. There is improved use of pupils' ideas within themes. Staff are much more confident in identifying quality interdisciplinary opportunities that arise from learning that has not been planned.

Planning has been developed to incorporate more pupils' ideas.

Staff are not yet highlighting on daily planners where interdisciplinary learning is happening. This practice would ensure that any cover staff are clear on the learning taking place.

Through long term planning, staff are using community and enterprise links to make learning meaningful.

Review of Secondary Department Priorities

Departments planned under the following headings for 2010/2011

Redesign of the curriculum P5-S2. monitoring the implementation of the new S1 curriculum ensuring it is allowing us to meet our expectations and aspirations and the principles of CfE. The new curriculum was implemented and whilst the structure is still to be evaluated, feedback from most departments is that there has been a positive impact on pupil learning and engagement. Many staff are familiar with the experiences, outcomes and skills to be developed to level three. All staff will continue to develop their knowledge of experiences, outcomes and skills to be delivered in Curriculum for Excellence.

Embed Aifl, Cooperative Learning and active learning. To ensure staff are using Aifl and Cooperative Learning effectively within classes.

Departments continue to make use of these strategies. There is concern in some subjects that increased use of cooperative learning impacts on the pace of learning, however departments are monitoring this. Practical subjects have reported that increased use of Cooperative learning has had a very positive impact on their courses and pupils' learning. There is still a need for further in-house staff development on AiFl strategies to ensure these are used more consistently across all classes. A number of departments were unable to undertake planned peer visits due to staffing difficulties.

Across a number of departments there has been increased use of ICT with reports stating that this has improved pupil engagement. This remains a priority for next session.

Interdisciplinary Learning. Each department should plan to participate in an interdisciplinary study.

Almost all departments participated in interdisciplinary learning either within or across departments. There were staffing issues in the departments who did not develop interdisciplinary studies. Those departments will make this a priority for next session. Departments who participated in interdisciplinary studies reported that learning was contextualised and that pupils enjoyed this style of learning and were more engaged. These departments plan to seek further opportunities to develop interdisciplinary learning.

Coaching and Mentoring Following completion of training, departments should agree classes in which they will try some of the techniques.

There were difficulties in planning and delivering coaching and mentoring training. By the end of this session all teaching staff will have participated in training and this will continue to be a priority. Staff have reported using the techniques successfully in managing behaviour and in a guidance capacity. Some mentoring techniques are being used in individual pupil discussions and, in one subject, are regularly used in subject delivery. There is also feedback that getting pupils to think about long term goals and using mentoring has been a positive feature of pupil teacher dialogue that will be further improved through the coaching training.

Achievement Evening Introduction of an evening in which staff could showcase the work of their departments and show Curriculum for Excellence in action.

This evening was poorly attended by parents despite a number of pupils participating. It was agreed to increase the numbers of pupils participating and advertise the event to the wider community through the local newspaper and radio station as well as use of parental text alerts.

Attainment and Achievement Section

As we are now working with Curriculum for Excellence we are reporting attainment differently. Curriculum for Excellence is divided into 4 levels. These levels are broad curriculum stages which offer learners a range of learning experiences and opportunities to help them achieve. From pre school to the end of S3 the levels are organised as follows, allowing depth as well as breadth of learning:

Early : Pre school – primary 1
First : Primary 2 – primary 4
Second : Primary 5 – primary 7
Third : S1 – S3

As with 5-14 levels, these blocks are for guidance. Children work in different ability groups in all classes. Some will take longer or shorter to reach these blocks.

Progress through a level is reported using the terminology:

Developing, Consolidating or Secure within that level. The following gives you some guidance of what these terms mean.

Developing: started on the work of the new level and beginning to make progress
Consolidating : now working well at this level across a wide range of learning
Secure : now achieving well across many areas of the curriculum, in both familiar and unfamiliar contexts

In Rothesay Primary we track pupil progress through levels on a simple tracking tool that allows us to see at a glance how they are progressing. In Rothesay Academy this tracking is done electronically. These documents are populated using information gathered through summative and formative assessment.

SQA Results

S4 SQA results for 2011 are mixed. Overall, performance was weaker than in 2010, albeit with some notable exceptions. It should be borne in mind that, in addition to the results detailed below, **54% of pupils gained Skills for Work awards** (offered in partnership with Argyll College and James Watt College) and some gained xl awards (offered in partnership with the Prince's Trust).

Pupils gaining awards at level 3 in English and Maths – 94%
Pupils gaining 5+ awards at level 3 – 90%
Pupils gaining 5+ awards at level 4 –74%
Pupils gaining 5+ awards at level 5 – 24%

By the end of S4	RJC	A&B	RJC previous session
English and Math@ level 3	94	88	97
5+ @ level 3	90	92	93
5+ @ level 4	74	79	87
5+ @ level 5	24	36	35
 By the end of S5			
1 +@ level 6	44	48	43
3+ @ level 6	24	27	25
5+ @ level 6	14	13	15
 By the end of S6			
1 + @ level 7	09	16	06

Some notably improved Standard Grade results include

	Grade 1	Grades 1 and 2
English	13%	57%
French	63%	75%
German	42%	58%

At S5, performance shows a clear improvement on 2010 results, as expected given this cohort's level of attainment in S4. At least one Higher award was gained by 44%, at least 3 by 24% and 5 passes at Higher by 14 %, the best performance in 5 years.

Particularly encouraging performances include:

	A	A/B
Biology	24%	59%
Chemistry	50%	70%

This was the strongest performance in 5 years for these subjects.

Intermediate 2 continues to be an important qualification for our pupils in S5/6. From 112 presentations there were 72 awards at A – C.

In S5, there were 158 presentations at Higher, resulting in 118 awards at A - C, compared with 105 Higher presentations, resulting in 84 awards at A – C in 2010.

In S6 the number of Higher presentations remained static. Although the pass rate is lower, the quality of passes obtained has improved. Ten Advanced Higher awards were achieved, 3A, 2B and 3C, up from 4 AH passes last year.

Most results were broadly in line with estimates, although some departments' results were below estimates and English was notably above.

One LAAC pupil achieved 7 awards, the other, who had been removed from home and school, returning at the start of the exam diet achieved only 3. A further pupil, who was not LAAC in S4 but now is, achieved only 1 award as a result of non-attendance, including at exams.

We continue to make use of CAT as part of our target setting process from S3 onwards and monitor pupil progress through tracking reports at approximately 6 weekly intervals. In addition, we have identified groups of pupils in S4 and S5 who we believe will benefit from targeted support as they work towards their examinations.

Campus Review

A review of aspects of the work of the Campus was led in February by our partnership QIO

Primary

- Strengths
 - Planning relates to experiences and outcomes
 - As do learning experiences in classrooms
 - Behaviour of pupils confirmed as a strength
 - Ethos and relationships throughout the primary
 - Staff willingness to engage in reflection
 - Wide range of opportunities to have wider achievement recognised
 - Display and presentation
 - Care, welfare and pupil support widely seen as effective
 - Parental involvement
 - SLT
 - Pastoral and social transition
- Areas for development:
 - Pace and Challenge
 - Sharing the standards through professional dialogue
 - Include the totality of all achievements and successes in planning and assessing learning.
 - Further integrating Literacy and Numeracy across the curriculum
 - Development of a Learning and Teaching Policy
 - Build on emerging curricular practice within transition

Secondary

- Strengths
 - A generally high standard of behaviour
 - Ethos and relationships between learners and staff
 - Relationships between staff, and between almost all staff and SLT
 - Pupil support
 - Range and quality of parental involvement
 - Quality of parental communication
 - Self evaluation structure is in place
 - Most learners are clear about the purpose of their learning
 - Pastoral and social transition

- Areas for development
 - Impact of self evaluation and the development of a culture to underpin it
 - Team-working within SLT
 - Independent leadership from the PT group
 - Improve the capacity of the Parent Council to be representative of the Parent Forum across the campus and to support the work of the school.
 - Consolidate the AfL practice across the school
 - Development of a Learning and Teaching Policy
 - Build on emerging curricular practice within transition

The next step for the Joint Campus is to work on the actions identified here, to feed these conclusions into the school improvement plan and continue the process of self evaluation undertaken in the Initial Review Process; this next stage will be supported by the Partnership QIO.

Achievement in Rothesay Joint Campus is seen as an integral part of attainment, this covers achievements within and out with school time, achievements by individuals, groups and the whole school.

Wider Achievement Celebrated at Rothesay Primary School and Pre-5 Centre

- In Rothesay Primary wider achievements are regularly celebrated during assemblies, within newsletters and the local press and by the regular presentation of many certificates and awards.
- Parents are kept fully informed of all achievements and we actively encourage all stakeholders to celebrate in any successes.



- Sport continues to play an important part in school life at Rothesay Primary and our pupils have once again been involved in a variety of events and activities. In November our Primary 7's participated in the Inverclyde Cross Country finals and a Greenock football tournament. We were represented at the Argyll and Bute Schools Badminton Tournament in January by Alastair Shaw, Rachel Henry and Louis Ware. Our shinty teams continue to improve with P4/5 playing at a tournament in Dunoon. We won again the Bute swimming gala and Mrs Ewing organised the P7 triathlon, again it was a great success.

- The Eco committee under the watchful eye of Miss Allan, continue to drive forward our eco work and we were rewarded in September with our first Campus eco flag which now flies proudly on our flag pole. The committee again worked with Anna Harrison from the Rothesay Cancer Research shop and organised a fantastic fashion show in which all of the clothes were from the charity shop. A number of pupils modelled and some wore items they had created themselves. The committee once again took a stall at the Mount Stuart Christmas Fayre and also at Eat Bute to help raise funds by selling our now famous chilli jam, other jams, bird boxes and goods created by our pupils.

As a school we again supported the Fuchsia and Horticultural Show and participated in a number of competitions with much success. In August members of the Scottish Government visited Bute and our Eco Committee set up a stall at Mount Stuart to showcase their work. They discussed our eco work with the First Minister.

We also hosted a visit from a representative for Grounds for Learning who believe that we are an example of good practice. Our Adventure Playground was installed and has been greatly use by all pupils and visitors to the school. Two members of staff undertook Forest School training and have been working with Primary 3 pupils in the grounds at Mount Stuart doing all sorts of exciting activities. We entered into a new partnership with Towards Zero Carbon Bute to promote walking/cycling to school and car sharing.



- Our pupils have engaged in many cultural activities throughout the year. Primary 7 planned and delivered their own Burns Supper which was held in the fabulous surroundings of Mount Stuart. Every class made visits around Bute to support their learning. Alastair Shaw qualified for the National finals of the Top Trumps Competition and travelled to London to participate in the event. Primary 6 took part in a Drama and Arts activity called “your shoes, my shoes” in which they looked at the world from the point of view of others. We had a performance from Hopscotch theatre group. Primary 7 visited the David Livingstone centre with our two visitors from Malawi. Primary 5 worked with a local archaeologist on a dig at Scalpsie. As a school we supported the first “Baird of Bute” flight event by creating art work and flying lots of kites at Ettrick Bay. senior secondary pupils taught P6 all about the meaning of Remembrance Day and pupils attended the secondary remembrance service.



- This year was our biennial pantomime Ali Baba (oh yes it was!) which was great entertainment as well as raising funds to support school outings and activities. There have been a range of informative and entertaining assemblies delivered by all classes. Pre 5 children delighted parents at their “Sing-a-long”. There have been Hallow’een and Valentine discos as well as a community rounders tournament organised by the PTA. The PTA also supported the creation of a school calendar which has raised valuable funds for the school. Our school choir has been very active this year performing around the community at Harvest time, at the Community Christmas Concert and Thomson Court.

- Supporting charities continues to be important in Rothesay Primary. We have raised money for the following: Spirit Aid, RNLI, Comic Relief and Children in Need. The most popular fundraising events were Louis Ware having a haircut and a massive sleepover in school which was attended by more than 100 pupils and 10 staff.



We have continued our 'Teddies at Beddies' programme in which parent volunteers ensure that books are exchanged. Pupils (and their parents and carers) have to ensure that their teddy gets a story every week.

- Senior pupils were again trained as peer mediators and have worked hard to make our playground a happy place, whilst our playground buddies have ensured everyone has something to do. The newly painted playground markings have also made playtime more fun. We took part for the second time in a cycle competition sponsored by a local resident. At lunchtime pupils have been further encouraged to make healthy choices and win a golden ticket. Pupils with the most golden tickets are invited to attend a "formal lunch" held each month in the conference room. The class with the most tickets wins time on the Wii. In April we held our own "street party" to celebrate the Royal Wedding.

A number of individual pupils had success in a range of competitions. Sarah McDowall won the Argyll and Bute Early Years Logo competition and Layla Templeton won the Food Standards Agency Calendar competition. Primary 3 pupils created a very impressive DVD to educate others on Road Safety.



- Primary 7 pupils planned and organised this year's Easter Service in the Church.

We were very fortunate to have use of the United Church's new hall for all of our Christmas parties.

- The staff have also celebrated many achievements. This session 2 support staff received their PDA Qualification. A number of support staff also undertook training in CAHLMS to learn strategies to manage challenging behaviour and emotions in children. All staff completed their training in coaching and mentoring techniques.
- Parents play an extremely important part in Rothesay Primary School. The Parent Council continues to work closely with staff, ensuring the best opportunities for all pupils. The PTA has organised a selection of events to raise money to buy additional resources and support theatre and author visits. Events such as, Deal or No Deal/Talent Show have enabled the PTA to raise money. Pre-5 parents continue to work with Mrs Shaw in a Planning Group that reviews the work of the pre 5 classes.

Wider Achievement Celebrated at Rothesay Academy

Social Subjects

- In September two senior pupils had the opportunity to visit the worlds largest WWII death camp, Auschwitz / Birkenau in Poland. On their return they delivered an emotional presentation at our Remembrance Service which impacted on the school community. They also gave a presentation to Rothesay Rotary Club who had sponsored them.
- The department worked with our own Primary 7 teacher and Primary 7 pupils from across the island and the Home Economics, Technical and Music departments to deliver an interdisciplinary experience for all P7 and S1 pupils On World War II. This culminated in a street party to which parents and friends were invited.
- During the summer 3 senior pupils and two members of staff visited our partnership schools in Malawi to learn more about life and education in Malawi. In August two members of staff from Muloza Primary visited our campus for two weeks.

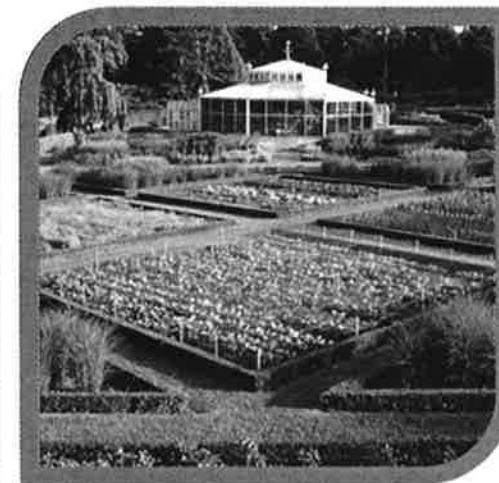


Study Skills and Pupil Support

- A small group of staff offered study skill support to parents of senior pupils. This support allowed parents to support with strategies to make pupils more effective learners and help them plan out their time.
- Sixth year pupils were again invited for mock interviews with local businessmen from Rotary. A large number of pupils took up this opportunity. Businessmen from Rotary were very impressed by the calibre of our pupils.
- A large number of 6th year pupils undertook work shadowing both on and off the island to help them plan career paths.
- The locally planned Time Out event at the Pavilion was supported by XL pupils and attended by all other pupils. This event gave pupils ideas about how they can use their skills to support local activities and also supported them to plan for their future
- Fourth year pupils spent a very valuable week in February on work experience.

Eat Bute

In September the Joint Campus again played a significant role in Eat Bute with a visit from the Chefs involved. During their visit they helped with the judging of our Rotary Young Chef Competition and also with the judging of Future Chef. Pupils worked in the kitchen at Mount Stuart for the Grand Buffet and also helped with a taste experience over the course of the weekend.



Home Economics and Hospitality

- Once again almost all second year pupils achieved their food hygiene certificates making them very popular with local restaurants and hotels for summer and part time employment as well as leaving them well placed to continue to study within the department for an SQA qualification.
- In January groups of Hospitality pupils helped cater for Burns Suppers for Primary 7 pupils at Mount Stuart and at St Andrew's Primary.
- October saw a group of pupils accompanied by Mr Briggs visit the Annual Scottish Chef Conference in Glasgow.
- As a part of their assessment, Hospitality pupils held a staff Christmas Lunch which was very well attended and received rave reviews



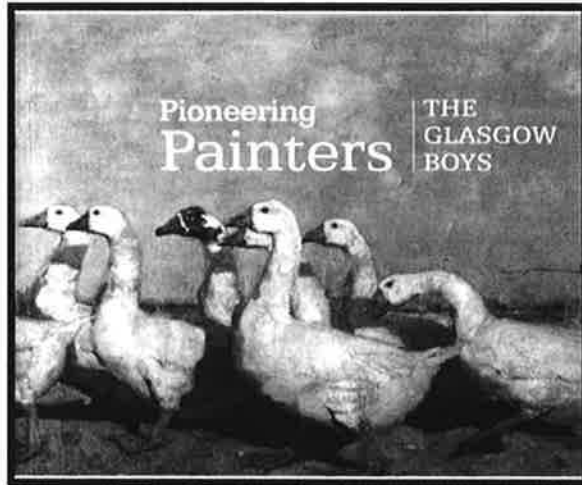


Music and Bands

- Once again, the Swing Band opened Bute's annual Jazz Festival with a performance at the Pavilion where they played to the largest audience of the festival. They undertook a rousing performance of "Highland Cathedral" along with Rothesay Pipe Band at Mount Stuart by invitation of the Scottish Parliament. The band also travelled Holyrood to provide entertainment in the main foyer in August.
- The concert band performed at a Joint Campus Carol Concert as well as at our Christmas, Easter and Remembrance Services
- Standard grade and higher pupils attended a Royal Scottish National Orchestra performance in Glasgow and a jazz workshop on campus.
- A number of our pupils had successful auditions with the Argyll and Bute Concert Band
- Pupils of all ages took to the stage in the school talent show which is a great way to finish in December.
- A small group of musicians travelled to Mull to support Tobermory pupils with their performance of "Olivia".
- 12 pupils took part in a Rock Weekend in June led by a group of professional musicians and organised by CAST. Miss Forman organised a Battle of the Bands on the Saturday evening at which five bands, made up of pupils, participated. The winning band was Young Leafs. The standard was very high and the bands are already practising for next year!

Music pupils competed for the first time at the Rotary Young Musician of the year competition. The winner of the instrumental section was Catlyn Fowler with Rosa Edwards winning the vocal section. The judges were very impressed by the standard of performance from the 12 pupils who participated.

Art and Design



- The art department took pupils to Kelvingrove to seek inspiration from an exhibition of the Glasgow Boys.
- Third year pupils visited the Kelvingrove Art Gallery to assist them with the planning and design of their portfolio.

Library

- Mrs Lawson, school librarian, made the honour roll in the final of Librarian of the year.
- The pupil librarian training has again continued this year.



Pupil Social Events and Charity

- Once again the School and House Captains arranged a fantastic Christmas Ceilidh for the whole school in the Pavilion. It was a tremendous evening attended by more than 300 pupils who danced the night away with great skill and passion. This highlighted the strength of teaching within the PE department to motivate so many youngsters to enjoy such an evening.
- Captains also organised the leavers Ceilidh at Mount Stuart which was very well attended and thoroughly enjoyed by all.
 - Pupils organised a quiz in which teams were made up of four people with a maximum of one adult. This was a closely contested event and a fun evening.
 - The Spirit Aid Committee raised more than £4000 through a Comedy Night, non uniform event and other fun activities
 - Captains also organised a number of discos throughout the term, at which a pupil was the D.J.
 - Over £3000 was also raised for other charities including Cancer Research, Red Nose Day and Calum's Cabin





Sports and PE

- The school football team participated in the Dunoon League coming a credible second.
- Pupils participated in the Argyll and Bute Swimming Championships, achieving medals in several heats.
- A group of campus pupils travelled to Port Glasgow for the Inverclyde Cross Country championships.
- Sports prizegiving was attended by local shinty hero Hector Whitelaw

Feast of Talent

This extravaganza took place for the third year and was again a highly successful venture involving pupils from Hospitality, Music, Expressive Art and Design and Technical displaying their talent to a large audience of parents, guests and staff.

Work from pupils within the Art Department greeted guests who were invited to browse the gallery. Hospitality pupils created and served an amazing sit down two course meal. After dinner pupils from our music department showcased their talents.

The Art Department had arranged for staff, former pupils and others to create small works of art on canvas which were sold on the evening to raise funds to support the department's outings.



Ocean Youth Trust

10 pupils participated in a sailing adventure around the Clyde on the Ocean Youth Trust Yacht, Alba Venturer. They had a fantastic experience visiting Rosneath, Holy Loch, Portavadie, Rothesay Bay and Gourock.



Achievement Evening

In June all departments showcased work from throughout the year. Parents of all pupils were invited to attend. Parents who did attend were impressed by the high quality of work and displays.



The Joint Campus secured it's first Green Flag.



A new girls' football team was established and played a number of games both home and away.



There were two foreign trips this session, the first was a skiing and snowboarding trip to Pila for 40 S1-4 pupils and the second was a history trip to Belgium for 35 S2-5 pupils.

