



School Profile 2015/2016





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<u>School Name</u>	Campbeltown Grammar School
<u>School Address</u>	Hutcheon Road, Campbeltown, Argyll PA28 6JS
<u>Head Teacher</u>	Catriona Hood

2014/2015 was a busy and interesting year for Campbeltown Grammar School. Schools throughout Scotland continued to engage with new curricula in Senior Phase (S4-S6). National 5 courses were implemented during the previous session and in 2014/2015, new Higher courses were developed in most subjects. Working and planning towards the new school development project continued. The school offered a wide range of curriculum enhancement activities, opportunities for wider achievement and contributions to its community.

Recognising Wider Achievement

We offer courses in partnership with Argyll College and the results are as follows:

<i>School/College Partnership: ACUHI</i>	2015														
	<i>Entries</i>	<i>Group Award</i>		<i>3.0-3.5 units</i>		<i>2.0-2.5 units</i>		<i>1.0-1.5 units</i>		<i>0.5 unit</i>		<i>Fail</i>		<i>Withdrawn</i>	
		<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
<i>Early Education and Childcare INT 1</i>	9	7	77.78%	1	11.11%	0	0	0	0	0	0	0	0%	1	11.11%
<i>Construction Craft NAT 4 (1 year)</i>	7	4	57.14%	0	0	0	0	3	42.86%	0	0	0	0	0	0.00%
<i>Engineering Skills NAT 4 (1 year)</i>	11	6	54.54%	0	0	1	9.09%	2	18.18%	0	0	2	18.18	0	0.00%
<i>Rural Skills INT 1 (1 year)</i>	11	5	45.45%	1	9.09%	2	18.18%	0	0	0	0	3	27.27%	0	0.00%

Pupils also gained awards in Duke of Edinburgh, ASDAN, New Horizons, John Muir Award, Saltire Awards, Young Sports Leader and various sports coaching qualifications, the Associated Board of the Royal Schools of Music and the Royal Environmental Health Institute of Scotland.

The curriculum is enhanced by a significant number of voluntary clubs and activities including: Lunchtime games club; Junior and Senior Art Clubs; Writing Club; Student Council; Land based swimming training; Duke of Edinburgh; Canoeing Club; Cross Country Club; Wind band; Science Club; Toning; Pipe Band; Girls Fitness; Volleyball; Gymnastics; Inter-House Competitions; Dance Class; Sports Council; Badminton; Multi-sport; Rugby – boys and girls teams; Archery; Power hooping; Football – boys and girls clubs; Drama Club; Debating club and Active Schools events.

Campbeltown Grammar was named among the first 15 schools in Scotland to be recognised with a gold sport Scotland School Sport Award. Argyll and Bute was one of three local authorities chosen to take part in a pilot scheme for the awards, which recognise schools' innovation and achievement in delivering physical education and extra-curricular sport.

There have been many pupil successes, special events, excursions, whole school contributions, initiatives, partnership working and community events within the physical education and sport.

- The Mid Argyll Kintyre and Islay (MAKI) competitions in Football (boys & girls), Badminton, Volleyball and Softball.
- Argyll & Bute Schools Badminton Championships
- Oban High School Dance Competition
- Argyll & Bute Secondary School Youth Games (participating in a variety of sports)
- Schools Rugby Competitions
- Schools Football Competitions
- Argyll & Bute Schools Swimming Championships
- Winners of Badminton Scotland School of the Month Award for April

Partnership Working

CGS works in partnership with the following organisations to enhance the curriculum, deliver elements of Personal, Social and Health Education and to promote wider achievement.

- Youth Café and Kintyre Youth Enquiry Service (Equality and Diversity, Substance Misuse; Personal Safety; Young Carers; Internet Safety) and individual emotional support;
- MECOPP Gypsy/Travellers (Equality and Diversity);
- Waverley Care (Equality and Diversity and Sexual Health);
- TESSA provides a general well-being programme; specialist support in sexual health and specialist ASN support regarding sexual health;
- All pupils in S3 have the opportunity to qualify for a REHIS Food Handling Hygiene certificate;
- PACE Theatre Company – *I am Me* – Hate Crime awareness;
- Road Safety Scotland drama and workshop – *Friends Disunited*;
- Police Scotland (Equality and Diversity; Personal Safety, Choices for Life – substance misuse community event; Young Drivers and Knife Crime; participation in community – Crime Prevention Panel);
- Argyll and Bute Fire Service (Young Drivers; Personal Safety);
- Fire Service (Scotland);
- Argyll and Bute Council Road Safety Unit;

- Shopper Aide (local charity offering support to elderly/vulnerable people to assist independent living) providing opportunities for volunteering and Saltire Awards;
 - NHS (*Safetalk* delivered to senior pupils; Sexual Health, Oral Health for independent living);
 - Social Work/School Joint CPD delivery multi fora (Attachment Disorder);
 - Kilmartin Glen Group – historic investigation in local community;
 - Community Education – provides training for pupils in peer literacy programmes;
 - Argyll Voluntary Action – Saltire Awards
 - National Farmers Union (workshop on building confidence in presentation and marketing skills)
 - Skills Development Scotland – as part of our Opportunities for All group and working alongside pupil support staff in delivering careers information and guidance for individual pupils
- And
- Stuart Ivory Foundation – supporting pupils in the financial aspects of applying for Further and Higher Education and money management when living away from home.

School Improvement

Improvement priorities in 2014/2015 included:

Continuing to develop the curriculum in line with Curriculum for Excellence (CFE)

- Consolidation of National courses following first presentation in 13/14
- Development of National 3 courses
- Development of new Higher courses
- Working on the structure within Broad General Education to establish greater consistency between S1/2 and S3

Improvement through self-evaluation

- Establish Self-Evaluation plan for Session 2014/15 based on
 - 1) Learning and Teaching
 - 2) Curriculum
 - 3) Partnership working

Implementing the whole school statement on learning and teaching

- Evidence of consistent approach to learning and teaching across the school based on the principles of the learning and teaching statement
- Include assessment as part of learning in the learning and teaching statement

Agreeing standards and expectations of reporting (content and structure) throughout the school

- Reporting and Assessment committee to lead awareness raising sessions on reporting content, format and standardisation;
- Tracking and Monitoring structure and timing to be updated;
- Reporting systems reflect school, local and national policy (on reporting and assessment);
- Evaluation of reporting structures feeds into whole-school evaluation for period 2015-16

Staff and pupils making greater use of ICT within classes, having a positive impact on learning and teaching

- Continuation of making ICT available to all pupils and staff to enhance learning. Staff will develop their ICT skills through sharing of good practice and training in order to use ICT more in class. Staff and pupils to enjoy using ICT and the ICT available should enhance learning and teaching. Aim to get more pupils access to ICT (including new developments such as tablets/ipads) within school to enhance their learning.

Strengthening the provision of vocational courses

- Continue awareness raising pupils/parents of courses
- Begin Option Choices in March
- Deliver work experience during exam leave
- Continue building positive relationships with local business/agencies
- Working with external agencies/companies in relation to SfW courses

Embedding Literacy across all Learning in Campbeltown Grammar School

- Optimum use of Correction Code (to be renamed Literacy Code) in evidence school-wide
- All S1,2 and 3 pupils have a Pocket 'Punctuation' booklet and are encouraged to use it school-wide
- All subjects have a digital Literacy Policy (updated appropriately) and a copy of a Talk grid for S1,2 and 3 and there is evidence of the use of both
- Awareness raising of Talk grids with our associated primary schools
- Literacy profile embedded school-wide through Literacy Wall, Literacy Competition

- Paired Reading strategies in place, utilizing both S6 pupils and members of the local community as appropriate Lunchtime Reading and Writing clubs in operation
- Reading/Literacy 'slot' in Tutor groups (school-wide) - the construction of a pack of useful literacy materials / exercises for each learning field to utilize
- 'Literacy Handbook' for Learning Fields school-wide with a range of useful 'Literacy- based hints/exercises
- Foundations of an 'Inclusion Strategy' in Literacy across Learning for pupils/carers and parents

Improving curriculum design, programmes and transitions

- Develop further Personal, Social Health Education programmes to incorporate Health and Wellbeing outcomes and to include a programme on Work Experience in S4

Improvement in 2015/2016 include:

Curriculum development

Develop Advanced Higher Courses and remaining new Higher Courses

- Review curriculum design in Senior Phase
- Respond to Developing Scotland's Young Workforce and its implications for curriculum
- Review of curriculum design in Broad General Education
- Develop further strategies to raise attainment in Literacy and Numeracy
- Develop system to track wider achievement

Communication with parents/carers

- Develop new school website
- Increase consultation with Parents/Carers including school self-evaluation and policy review
- Develop role of Parent Council – including information/discussion sessions with a variety of staff on a range of topics/initiatives
- Improve information sharing including re-establishing a regular newsletter
- Plan information strategy regarding access/pupil movement during building project

Resilience and Responsibility

- Promote awareness of Resilience and Responsibility as skills for learning, life and work
- Agree a strategy to encourage Responsibility (eg meeting deadlines, following through instructions, taking initiative, planning etc)

Agree a strategy to encourage Resilience (eg meeting challenges, not giving up, dealing with difficult situations, handling disappointment etc)

Self-evaluation

- Develop the role of PTs in the leadership of Self-Evaluation
- Increase expectations of PT – particularly in class observations
- SLT and Departments to revise self-evaluation calendars
- Increase use of *Insight* and attainment data in school and Departmental Self-Evaluation
- Departmental self-evaluation to evaluate contribution to literacy and numeracy across the school
- Ensure there is a clear link between self-evaluation activities and improving learning/teaching and outcomes for pupils
- Review tracking procedures to ensure knowledge of pupils' progress

Develop Literacy Across Learning

- All subjects to have a Literacy Policy which they have undertaken to update appropriately and a copy of a Talk grid for S1, 2 and 3. The latter has been used in both Science and History as well as on an on-going basis in English
- Transition Teacher has engaging in awareness raising of Talk grids across our associate primaries
- Literacy profile embedded school-wide through Literacy Wall, Literacy Competition
- Request- in principle - for another Literacy Bid – still to be costed - to cover booklets for incoming S1; to top-up booklets for S1, 2 and 3 as necessary; to continue the purchase of suitable texts for Paired Reading; to pay for materials for changeover from Correction Codes to Literacy Codes; to continue programme of supplying more learning areas with headphones; for costs involved in our intended engagement with e-books
- Evaluate the extent to which the various Literacy practices are operating successfully and a forum for the discussion of how to alleviate any problems might be helpful

New School Development Project

- Plan events which recognise the life and history of the current building in its final years
 - Plan events/information to engage school and the wider community in the project
 - Undertake practical work in preparation for moving - planning the move, de-cluttering and disposal etc
 - Plan site management – pupil movement, vehicle access, staff and visitor parking
- Hold a consultation on choice of school uniform in preparation for move to new school

Wellbeing outcomes: Achieving – Improving curriculum design, programmes and transitions

- Work Experience Programmes to be evaluated by staff, pupils and employers
- Continuing implementation on National 2 and 3 programmes courses in accordance with individual pupil need – new courses offered by SQA promoting wider achievement from S3 onwards
- Development of National courses for S6 Additional Support Needs students (in areas such as cycling awareness, car valeting)
- Review Careers programmes in collaboration with Skills Development Scotland and other providers
- Update PSHE/Personal Development anti-bullying programmes in light of new policy and ‘Respect Me’ training and materials
- ‘Diversity’ event to be organised for early in new session involving multi-agency participation. Target group to be identified
- ‘Housekeeping’: all on-line Child’s Plans and PSHE materials to be rationalised and made more readily accessible

GIRFEC - Wellbeing outcome: Safe; Healthy; Included – Ensuring better ways of meeting the needs of pupils

- Further development of PSHE/Personal Development/Health and Well-being programmes to include reference to Self-Harm and Suicide. Means of promoting wider staff awareness of policy to be considered. Review all Mental Health programmes with a view to ensuring relevance (e.g. inclusion of ‘mindfulness’)
- Process of rolling out Universal Child’s Plan and training is on-going and subject to possible changes in format. Process of conducting Child’s Plan meetings needs to be reinforced and training for all those likely to be involved. Further raising awareness with subject specialists on accessing plans and stages of interventions required (Aug, 2015 inset). Structure of Review meetings to be revisited in light of this and authority policy and procedural changes. Structure of multi-agency planning process to be reviewed. Implications of legal changes (2014 Act) to be considered
- Pupil Support Policy to be reviewed and updated
- Make all staff aware of ‘Menu of Interventions’ and the implications of the Scottish Strategy for Autism
- Further training on and clarification of Chronologies Training required
- Continue to provide training for all staff on all aspects of ASN, especially on developmental, behavioural and mental health issues
- To plan for appropriate accommodation to comply with requirements of ASN pupil starting 2015-16

Other events and achievements

Charity Fundraising and donations have been made in respect of: the Beatson Cancer Care Centre; Sports Relief; Kintyre Food Bank; Jeans for Genes Day and our school based charity *CGS4Gambia*.

School excursions have included: International and home international rugby; ski excursion to Pila (Italy); excursion to Geneva – CERN, Hadron Collider and Red Cross Museum; Euroscholar trip to Strasbourg (sponsored by rotary Club of Campbeltown); French Film trip to Glasgow; Pantomime trip to Glasgow; S1 Excursion to Bannockburn Centre and Wallace Monument; Rewards Excursions to Gigha, Inveraray Jail and sailing on PS Waverly; Rewards Excursions to Braehead and Xscape. In addition to on-going fundraising and donations, *CGS4Gambia* runs senior pupil cultural and aid visits to Gambia every second year.

Pupils take part in a wide range of **volunteering activities** including: assisting in primary schools; volunteering in Campbeltown Hospital; acting as young leaders in youth organisations and cadet forces, supporting younger pupils in class; running children's dance classes; Young Sports Leadership; helping at school games club; assisting with local events such as MOK run, MAAC Challenge, Campbeltown Picture House, Community Garden; Shopper Aide and the Kintyre Crime Prevention Panel.

Community involvement takes place through the volunteering activities listed above. In addition, pupils take part in informal performances in dance and music at senior citizen events and in residential care homes. The school was very much involved in commemorations of the 100th anniversary of The Battle of Loos which involved many Kintyre and Campbeltown men, sustaining heavy losses. Pupils are currently working with Glengyle Distillery and producing a film to promote a new brand of malt whisky.

Other events where pupils have experienced success include: the Coca-cola Great Business Challenge; organising the Kintyre Fun Food Festival for primary pupils/parents and local food producers and retailers; UK Maths Challenge; an interdisciplinary project to produce a biscuit for Mull of Kintyre Cheese and bake, package and market it and Fair Trade Fortnight events.

Pupils also achieve well in **creative and aesthetic activities**. Kintyre School Pipe Band is very successful – including Beginners, Novice and Juvenile sections. The Grammar School Wind Ensemble has won several awards and its brass players also play with Campbeltown Brass. The most recent Oban Highland Games saw success for our dancers, pipers and athletes. Last session saw the re-introduction of School Shows. *Little Shop of Horrors* was highly acclaimed by large audiences. This session, *Aladdin* was also extremely successful with three excellent sell-out performances.

SQA Performance¹

School roll as at Census ^{1a}	S4	S5	S6
2014-2015	242		

Advanced Higher	11/12	12/13	13/14	14/15
Number of Presentations ^{1a}	36	19	16	20
Number of passes Grade A-C	33	15	12	18
% of number passes Grade A-C	91.70%	79.00%	75.00%	90.00%
% of number passes Grade A-C Authority Average	85.20%	79.30%	79.00%	84.07%
% of number passes Grade A-C National Average ²	82%	84%	81.5%	80.9%
Number of Awards Grade A-D	34	16	12	18
% Awarded Grade A-D	94.44%	84.21%	75.00%	90.00%
% Awarded Grade A-D – Authority Average	91.48%	85.86%	89.80%	92.92%
% Awarded Grade A-D – National Average	Not available	90.3%	88.7%	88.6%

Higher	11/12	12/13	13/14	14/15
Number of Presentations ^{1a}	252	236	266	246
Number of Awards Grade A-C	202	183	222	198
% Awarded Grade A-C	80.20%	77.50%	83.50%	80.49%
% Awarded Grade A-C Authority Average	76.20%	77.60%	76.90%	76.98%
% Awarded Grade A-C National Average ²	79%	79%	77.6%	76.7%
Number of Awards Grade A-D	225	201	234	220
% Awarded Grade A-D	89.29%	85.17%	87.97%	89.43%
% Awarded Grade A-D – Authority Average	86.09%	85.88%	85.20%	85.61%
% Awarded Grade A-D – National Average	Not available	87.3%	85.7%	84.8%

SQA Performance (continued)¹

National 5³	11/12	12/13	13/14	14/15
Number of Presentations ^{1a}	No National 5 presentations across 10/11 - 12/13		367	420
Number of Awards Grade A-C			287	337
% Awarded Grade A-C			78.20%	80.24%
% Awarded Grade A-C Authority Average			82.00%	75.31%
% Awarded Grade A-C National Average ²			81.30%	79.8%
Number of Awards Grade A-D			312	367
% Awarded Grade A-D			85.01%	87.38%
% Awarded Grade A-D – Authority Average			88.17%	84.08%
% Awarded Grade A-D – National Average ²			87.3%	86.3%

National 4³	11/12	12/13	13/14	14/15
Number of Presentations ^{1a}	No National 4 presentations across 10/11 - 12/13		221	179
Number of Passes			221	179
% Passed			100%	100%
% Passed Authority Average			100%	100%
% Passed National Average ²			93.90%	93.3%

Literacy and Numeracy 2015

S4

Level 4 Literacy

2015 – 88.17% (2014 - 85.98%)

Level 5 Literacy

2015 – 65.59% (2014 – 49.53%)

Level 4 Numeracy

2015 – 82.8% (2014 – 75.7%)

Level 5 Numeracy

2015 – 45.16% (2014 – 39.25%)

S5

Level 4 Literacy

2015 – 92.86% (2014 – 89.8%)

Level 5 Literacy

2015 – 72.62% (2014 – 54.08%)

Level 4 Numeracy

2015 – 89.29% (2014 -79.59%)

Level 5 Numeracy

2015 – 50% (2014 - 42.86%)

School Leaver Destination Returns (SLDR)⁴

Measure	11/12	12/13	13/14	14/15	15/16
Number of Total Leavers	98	88	88	101	Data not yet collated
Number of Young People entering Higher Education (%)	34.7%	35.2%	28.4%	33.7%	
Number of Young People entering Further Education (%)	14.3%	23.9%	20.5%	29.7%	
Number of Young People entering Training (%)	3.1%	1.1%	2.3%	0.0%	
Number of Young People gaining Employment (%)	33.7%	36.4%	44.3%	31.7%	
Number of Young People gaining Voluntary Work (%)	0.0%	0.0%	0.0%	0.0%	
Number of Young People entering Activity Agreements (%)	0.0%	0.0%	0.0%	0.0%	
Number of Young People - Unemployed Seeking (%)	10.2%	3.4%	2.3%	5.0%	
Number of Young People - Unemployed Not Seeking (%)	3.1%	0.0%	2.3%	0.0%	
Number of Young People - Unconfirmed (%)	1.0%	0.0%	0.0%	0.0%	
Total number of young people in a Positive Destination (%)	85.7%	96.6%	95.5%	95.0%	
Total number of young people in Other Destination (%)	14.3%	3.4%	4.5%	5.0%	
Total number of young people in a Positive Destination (%) Authority Average	90.1%	92.5%	91.0%	93.1%	
Total number of young people in Other Destination (%) Authority Average	9.9%	7.6%	9.0%	6.9%	
Total number of young people in a Positive Destination (%) National Average	89.9%	91.4%	92.3%	92.9%	
Total number of young people in Other Destination (%) National Average	10.1%	8.6%	7.7%	7.1%	

Overview

Measure	11/12	12/13	13/14	14/15	15/16	% change in Roll over 5 years
Roll (as at census)	529	482	463	429	389	-26.47%
Clothing and Footwear Grant (number of pupils)	32	38	41	63	42	
Clothing and Footwear Grant (% of number of pupils)	6.0%	7.9%	8.9%	14.69%	10.80%	
Clothing and Footwear Grant (%) - Authority Average ⁵	7.56%	8.51%	9.54%	15.60%	11.51%	
Free School Meals (number of pupils)	no data	60	53	41	35	
Free School Meals (% of number of pupils)	no data	12.4%	11.4%	9.8%	9.00%	
Free School Meals (%) - Authority Average	0.0%	13.1%	12.0%	10.8%	9.09%	
Free School Meal - National Average for Secondary Schools (%) ⁶	15.2%	15.4%	15.5%	15.0%	not yet collated	

Attendance, Absence and Exclusions⁷

Measure	11/12	12/13	13/14	14/15	15/16	Range of Attendance (%) over 4 years ⁸
Attendance:						1.11%
Attendance (% of school roll)	94.1%	94.1%	93.0%	93.3%	94.11%	
Authorised Absence (% of school roll) ⁹	5.3%	5.3%	5.7%	4.5%	3.89%	
Unauthorised Absence (% of school roll)	0.5%	0.5%	1.2%	2.0%	1.95%	
Attendance Number of Pupils (%) - Authority Average	93.3%	93.1%	93.1%	92.64%	92.83%	
Attendance Number of Pupils (%) - National Average ¹⁰	not collated	93.6%	not collated	93.7%	Not collated	

Measure	11/12	12/13	13/14	14/15	15/16
Exclusions:					
Exclusion Openings	202	253	217	183	26
Exclusion Incidents	42	48	42	22	5
Number of Pupils	26	23	25	13	5
Exclusion Incidents per 1000 pupils	79.40	99.59	90.52	51.16	12.79
Exclusion Incidents per 1000 pupils - Authority Average	51.45	51.39	52.46	39.81	9.99
Exclusion Incidents per 1000 pupils - National Average ¹⁰	not collated	32.8	not collated	27.2	Not collated

Footnotes

Data will be anonymised to protect individuals where there are fewer than 5 pupils and or presentations.

SQA Please note that this data is based on current interim results. It does not take into account any updated results due to the SQA Post Result Services and therefore this data could change and is not reflective of leavers exit qualifications which are cumulative. Insight data is updated at the end of February that results post-results service outcomes.

¹ SQA Performance data was collected on 23rd November 2015 from SEEMiS Vision. Information previously provided in the SQA Authority Analysis reports for Committee will differ slightly to information provided here in order to ensure consistency of approach in collating data for comparative purposes.

^{1a} Please note that some schools operate a positive presentation policy whereby they present students, if at all possible or at parental request for higher units however this can impact both the percentage pass rate and the level of awards. Therefore care must be taken when comparing number of presentations to the percentage pass rate.

² Results up to and including 2012/13 national percentages were sourced from the Annual Statistics Report 2013 (available only as whole percentages). National percentages grades A-C for 2013/14 came from Attainment Statistics (December) 2014. National percentages for 2014/15 and grades A-D for 2013/14 came from Attainment Statistics (August) 2015. Documents produced by SQA.

³ 2013/2014 was the first year National 4 and National 5 Qualifications were offered as part of the SQA diet. Therefore no performance data is available prior to this date. 2014/2015 was the last academic year that Intermediate 1 and Intermediate 2 qualifications were offered as part of the SQA diet of examinations. They have been superseded by National 4 and National 5. Standard Grade qualifications were offered for the last time in 2012/2013 and were superseded by National 4 and National 5.

⁴ SLDR data is published by Skills Development Scotland (SDS) on behalf of The Scottish Government. The year runs from 1st August to 31st July each year and the data is collected on the 1st Monday in October each year. The data shown in this profile is the initial data collected.

- Higher Education includes HNC, HND and Degree courses
- Further Education includes Access, NPAs and Highers
- Training includes Employability Stage Funds 2 and 3 (previously called Get Ready for Work)
- Employment includes Modern Apprenticeships and any employment over 16 hours per week
- Voluntary includes Barnardos, Oxfam, Red Cross and community based volunteering
- Activity Agreements are for young people who are furthest removed from employment/training/education that are receiving mentoring support from a Trusted Professional
- Unemployment includes those young people who can't work through ill health, are caring for others or are pregnant

⁵ Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2015/16 data for CFG and Free School Meals (FSM) is to the 16th November 2015 and therefore may change as the year progresses. Figures are based on census roll figures.

⁶ National Averages for FSM have been taken from Summary statistics for attainment, leaver destinations and healthy living, No. 5: 2015 Edition,

⁷ Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government and was **not** collected for 2011/2012 or 2013/2014 academic year. Data was collected in August for session 2014/15 and is therefore not yet available.

⁸ Please note that Attendance and Exclusion data can only be compared over a 4 year period as academic session 2015/16 is not yet complete and therefore the data for these years may change. The 4 year percentage change compared 4 full years. Please note that session 2014/2015 figures have been updated from last year's report to show the final figure. This information is taken from SEEMiS Vision.

⁹ Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

¹⁰ National Averages for Attendance and Exclusions for 2012/13 have been taken from Summary Statistics for Schools in Scotland, No.4 | 2013 Edition, 11th December, 2013 (amended 11th February 2014). For session 2014/2015 they have been taken from Summary Statistics for Schools in Scotland, No.6 | 2015 Edition, 9th December 2015.