

S1 Welcome Evening

- A welcome to Balerno High School
- Introduction on how to access support on the school website
- Raising teens with confidence
- Update on empowered learning (iPads)
- Pathways in Maths
- Literacy across the curriculum
- HWB across the curriculum
- Rights Respecting Schools



Our Balerno Way...aiming for excellence

Our vision:

We are a community built on strong relationships and a commitment to success.

Our values:

- *Respect*
- *Inclusion*
- *Excellence*
- *Resilience*
- *Honesty*



Our Balerno Way...aiming for excellence

We are ambitious for all our young people.

We want every young person to be the best version of themselves as they leave us to move on to their positive destination.

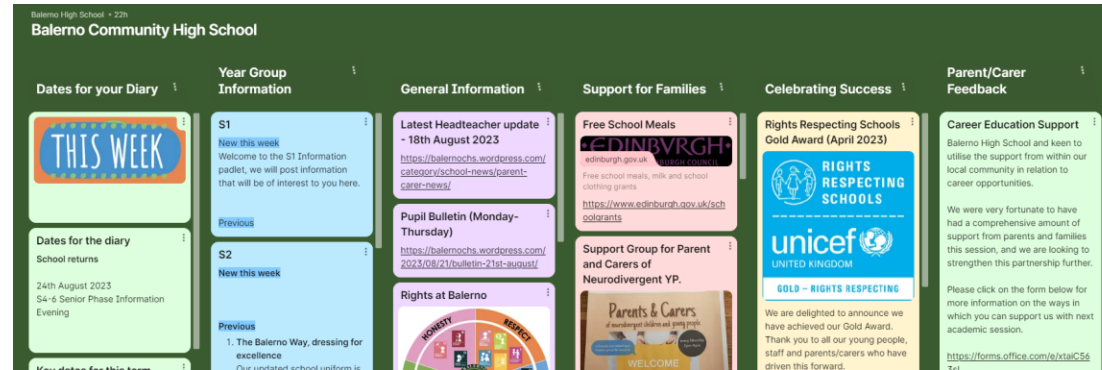
Excellence takes many forms; we will support and provide opportunities to all young people.



Our Balerno Way...aiming for excellence

School communication:

- Weekly HT email
- Home page of the website – school padlet
- PSLs
- Reports
- Consultation Evening
- General emails



Pupil Support

Getting It Right For Every Child



Support Staff

- Shaun Ferguson – DHT Support and Bavelaw House Head
- Ryan Charters – Pupil Support Leader for Bavelaw
- Jacqueline Thompson – Pupil Support Leader for Cockburn with Cara Prot and Acting DHT Cockburn House Head
- Vaila Wright – Pupil Support Leader for Malleny with Maree Anderson as DHT Malleny House Head
- Helen Kujawa – Support for Learning Leader
- Monique McIntosh – Curriculum Leader of The Bridge (Well-being Hub)
- Kirsty Williamson – Support for Learning Teacher
- Jenny MacDonald – Transition Teacher



GIRFEC

- GIRFEC recognises that more work needs to be put in place to protect our most vulnerable children and to ensure all agencies- health, social work, education & police- work together to ensure best possible outcomes for all young people & children.
- Lead Professional- in high schools usually PSL
- Named Person- in high schools always HT
- Agency involvement, nearly always, requires an assessment of need and a planning meeting prior to engagement/ referrals.

Many issues & barriers are addressed at pathways 1 & 2 by in school support &

teaching staff



Barriers to Learning

- Social Issues
- Additional Support for Learning needs (dyslexia, communication, hearing, sight, EAL)
- Looked After and Accommodated Children (LAAC)
- Young Carers
- Mental Health/ Well-being
- Physical needs/ health
- Bereavement
- Attendance



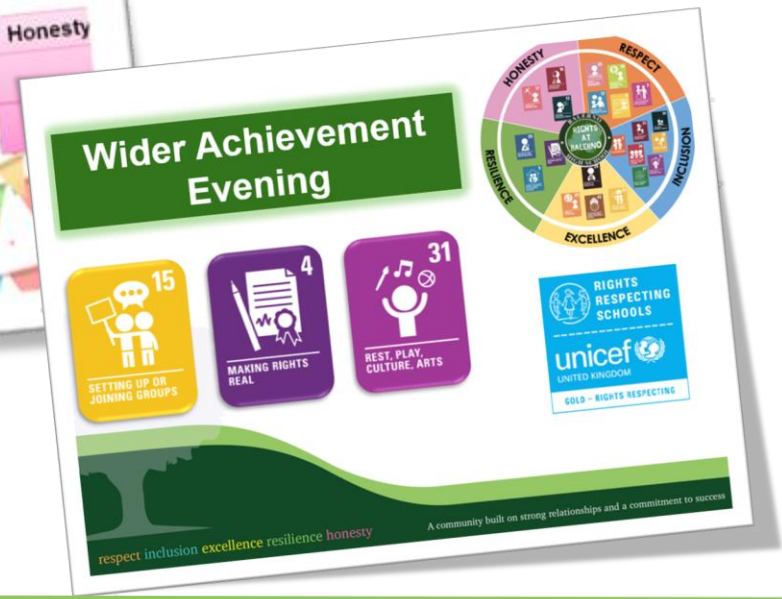
There are many others but these are some typical barriers.

Communication and Support

- Instagram account:
www.instagram.com/balernohighschool
- School website:
<https://balernochs.wordpress.com/>



Celebrating Positive Behaviour and Achievement



Hot Chocolate

- Nomination from teachers in line with school values
- 2 students for each value invited to celebrate with a hot chocolate
- Termly certificates for multiple nominations in the term



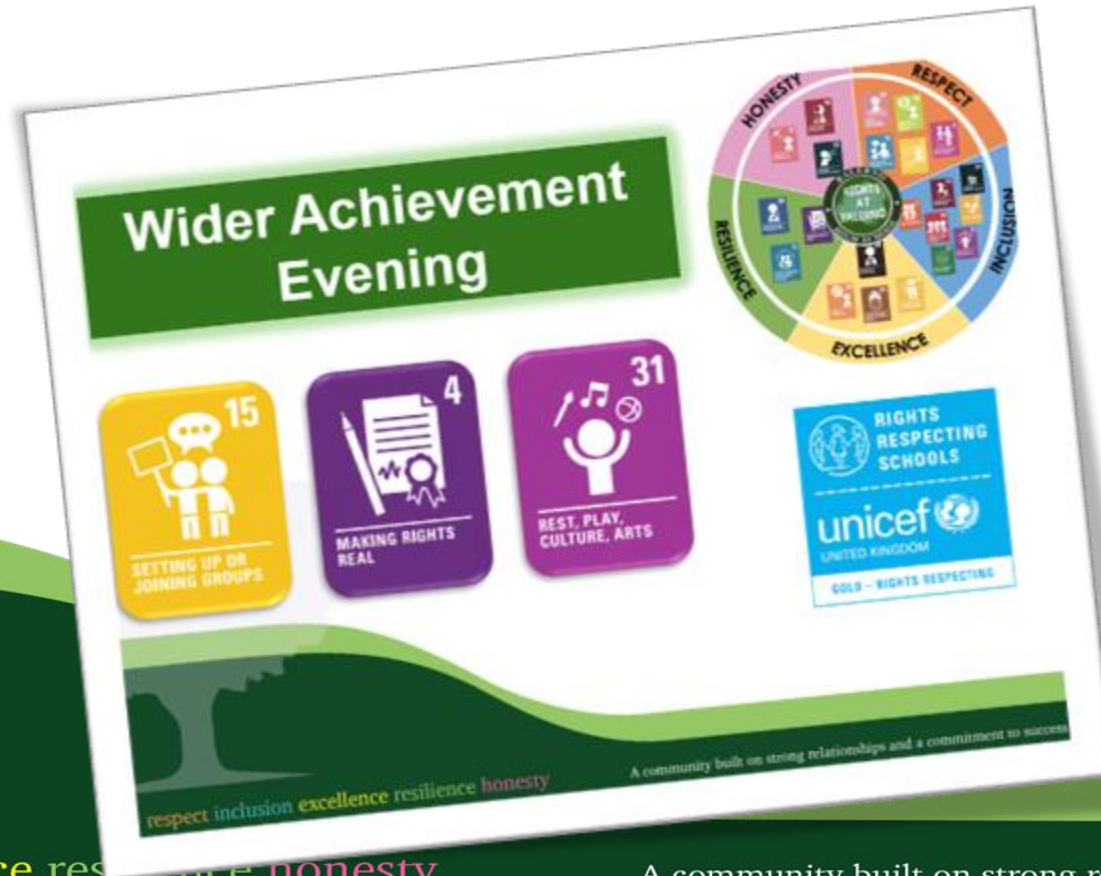
Excellence in Attainment

- Celebrated during assembly
- E-mail home



Wider Achievement Evenings

- Nominations from students, teachers, parents, carers, members of the community for achievements in line with our school values.



Wider Achievement Evenings



respect inclusion excellence resilience honesty

A community built on strong relationships and a commitment to success

PARENTS AND CARERS TRAINING/COURSE

Raising Teens with Confidence

Promoting Emotional Health & Well-being



• EDINBURGH •
YOUR COUNCIL - YOUR FUTURE



Empowered Learning

◆ EDINBURGH ◆
THE CITY OF EDINBURGH COUNCIL

CGI



respect inclusion excellence resilience honesty

A community built on strong relationships and a commitment to success

The City of Edinburgh Council has an ambitious and inclusive education strategy called “Edinburgh Learns for Life”. The Empowered Learning Programme, which is part of this strategy, means that learners, across the City of Edinburgh Council, in P6-S6 are provided with an iPad to support their learning.



Pupils and parents/ carers will be required to sign 2 documents:

1. Responsible Use agreement
2. Home School Agreement.

Please see Mrs. Anderson if you have not yet signed this



Learners

I agree to:



- Look after my iPad carefully at all times.
- Charge up my iPad every night and bring it into school every day, unless told otherwise.
- Always use the charger and cable supplied to charge up my iPad.
- Accept that if I forget to bring my iPad to school, my teachers will expect me to work using alternative resources.
- Always keep my iPad in its supplied case and store it in an appropriate school bag when outside my class.
- Use my iPad during class time as instructed by my teacher and close it or put it away when my teacher says so.

- Ensure that my child cares for and respects their iPad.
- Immediately report any loss or theft which happens out of school, firstly to the police and then to the school. An incident number should be obtained from the police.
- Monitor my child's use of the iPad at home, to ensure that only appropriate websites are accessed so that that they are safe online and behaving as a responsible cyber citizen.
- Ensure that the iPad is returned to the school if my child leaves the school or at any other time upon the request of a senior member of staff.

- Depending on circumstances, pay a contribution towards the replacement of a lost or damaged charger/cable/case.
- Depending on circumstances, pay a contribution towards any damage to or loss of the iPad. This contribution will be 50% of the cost for the first incident and 100% for any further incidents, up to a maximum of £150.

The iPad belongs to the City of Edinburgh Council and is traceable through the Council's Mobile Device Management System.

Possible Sanctions

- If a learner persistently refuses to follow a teacher's instructions or stay on task, they may be told to put their iPad away and work using alternative resources for the rest of the lesson.
- If a learner accesses the Internet inappropriately, they may be banned from accessing the internet in school for a period of time. Parents/carers will be notified if this happens.
- If a learner persistently or seriously misuses their iPad, it will be removed from them by a member of the Senior Leadership Team for a period. If this happens parents/carers will be invited in to school to support resolving this matter.
- In extreme circumstances, the iPad may be removed permanently.

Next Steps

- Inform learners/parents/carers issue date
- All S1 pupils will complete digital passport within first 6 weeks of receiving iPad





Mathematics and Numeracy at Balerno High School

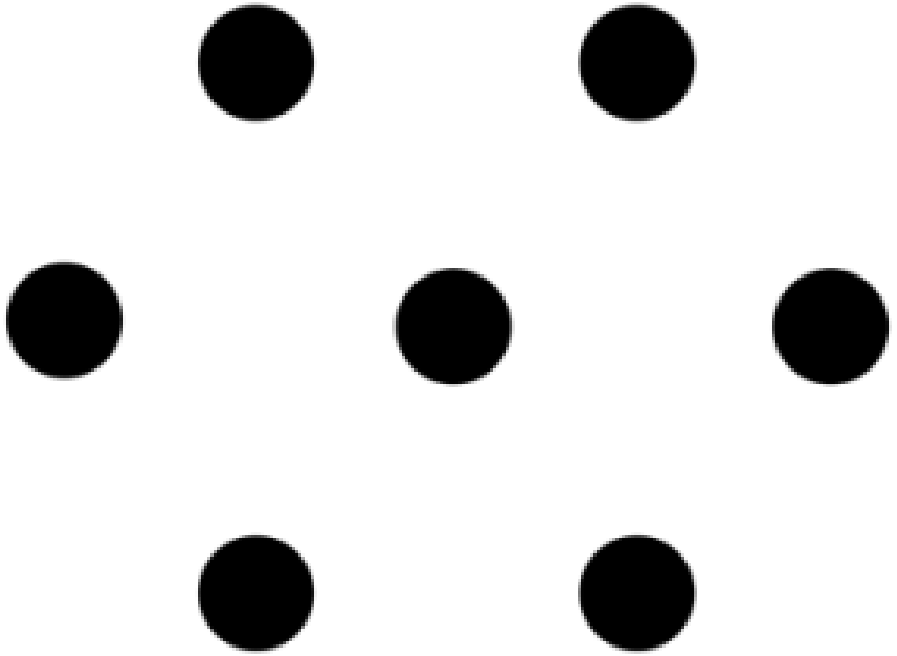
Rachel Ponder
Curriculum Leader of Mathematics and Business

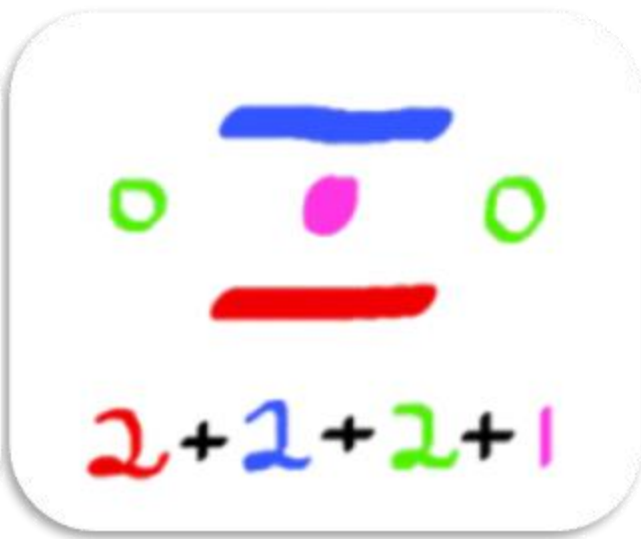
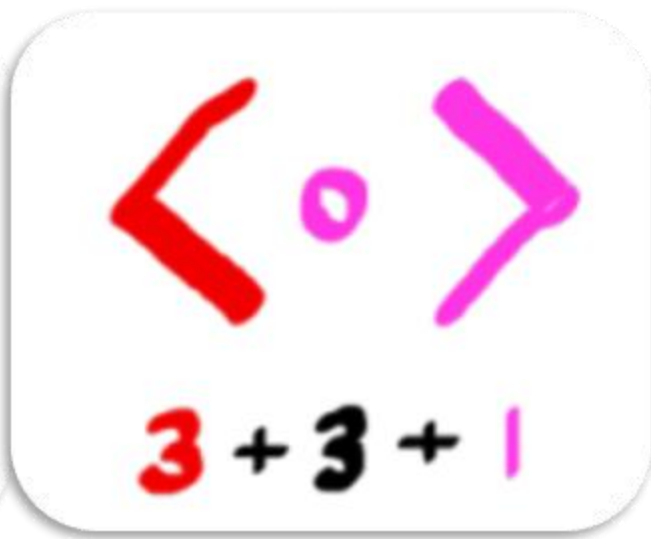
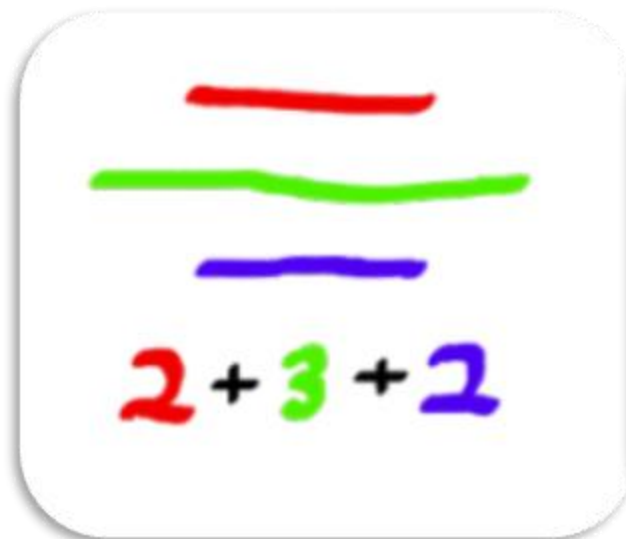
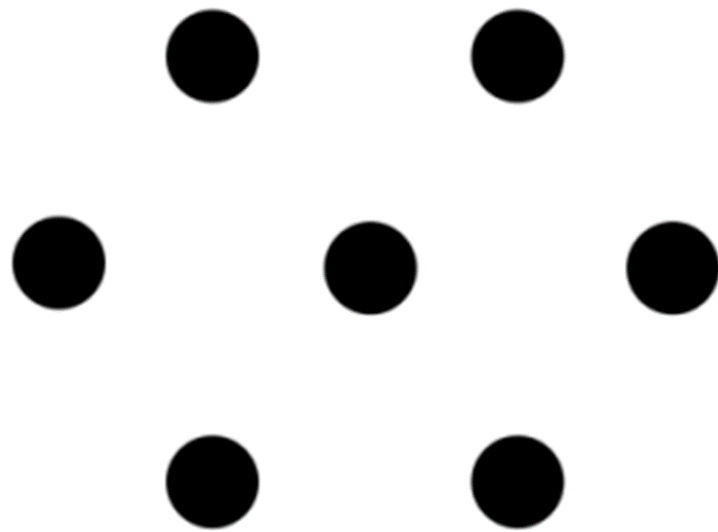
Our Aims

- Engage
- Challenge
- Support
- Experience



How many dots?

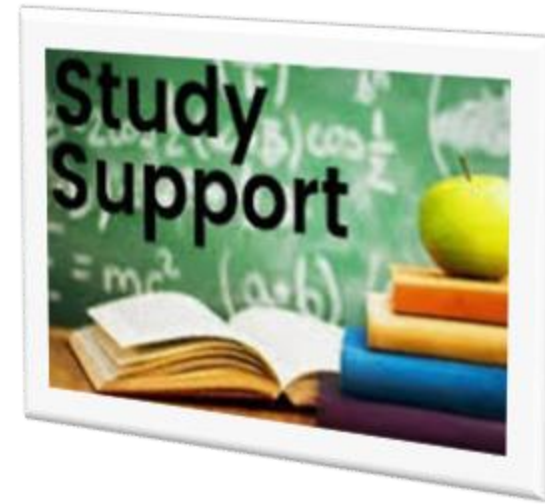




School

Support

- Open door policy
- Regular Feedback
- Lunch Support



Home

- Numeracy booklet
- <http://schoolmathematics.weebly.com>
- www.mathsrevision.com
- Positivity

One Note



1. Order of Operations



Add/ Addition - Plus the two numbers together, e.g $1 + 2 = 3$.

BODMAS - The order in which you perform the operations. This stands for Brackets, Of, Division, Multiplication, Addition and Subtraction

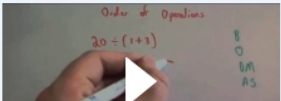

Brackets - These can be included in maths calculations and look like these (). You must complete the calculation inside the brackets first.

Calculate - Work out (not necessarily with a calculator!).

Division - Sharing an amount into equal parts.

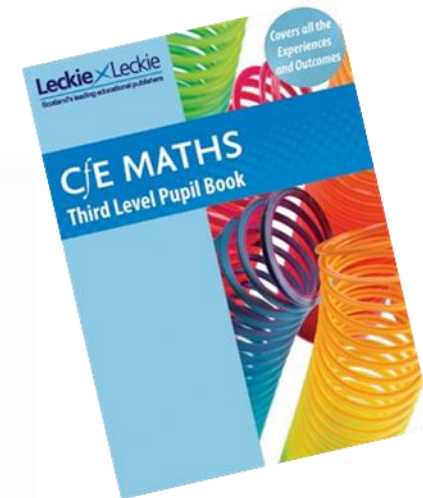
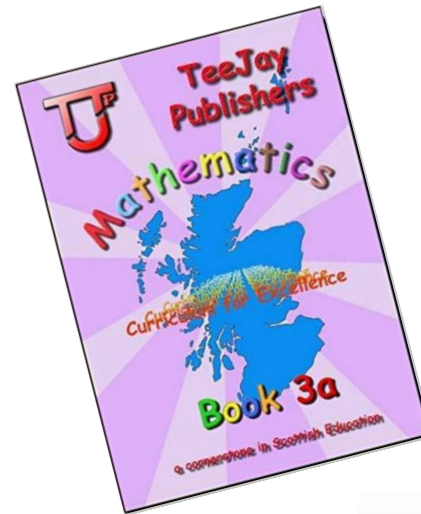
Subtraction - Take away.

Operation - The basic math operations are addition, subtraction, multiplication, and division.

	<u>Video and Description</u>	<u>Worksheet</u>	<u>Solutions</u>	<u>Resources</u>	<u>Form to duplicate</u>
<p><u>Learning Intentions</u></p> <ul style="list-style-type: none"> I can carry out calculations in the correct order <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I can solve number problems using a variety of methods, communicating 	<p><u>Order of Operations - Corbettmaths</u></p> 	 <p>Order-of-Operations...</p>		<p>https://www.transum.org/Maths/Game/BIDMAS/</p> <p><u>Order of Operations - OneDrive</u></p>	<p><u>BODMAS</u></p> <p><u>BODMAS (St T)</u></p>

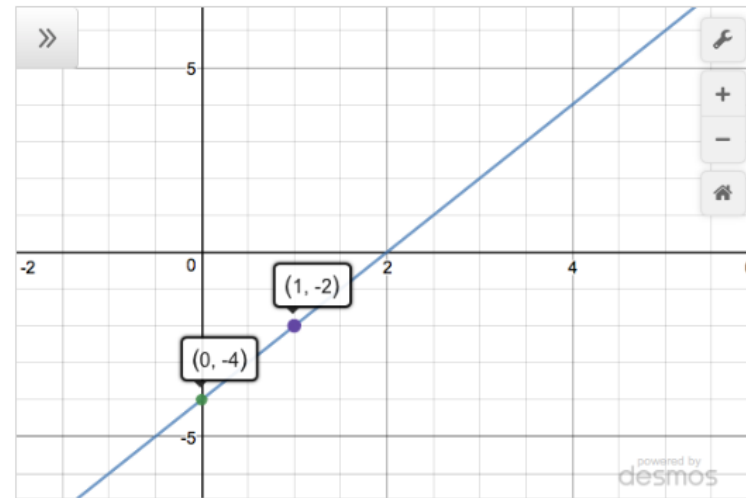
Learning and Teaching

We promote a hard-working ethos centred around a variety of teaching approaches.



iPads

- Used to display learning intentions, examples and resources. This is great if a student wants to look over the learning again or has been absent from the lesson.
- To enhance learning, for example using Desmos for graph work.



Numeracy Ninjas

- All classes in S1 to utilise the Numeracy Ninja resources.
- Learners to spend 5 minutes a couple of times a week to answer numeracy questions
- Marked out of 30 and then the learners awarded 'Ninja Belts' depending on their score



Week 1 Session 1

Calculate your Ninja Score to see which Ninja Belt you've earned today!

WHICH NINJA BELT ARE YOU?

Which belt does your NINJA Score earn you?

0-3 WHITE

4-6 YELLOW

7-9 ORANGE

10-13 GREEN

14-17 BLUE

18-21 PURPLE

22-25 RED

26-29 BROWN

30 BLACK

NUMERACY NINJAS
NUMERACYNINJAS.ORG
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WEEK 1 SESSION 1 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES -
do these in your head

TIMESTABLES -
do these in your head

KEY SKILLS - you may use written calculations
for these questions

Q	Question	Answer
1	$2 + 3$	
2	$89 + 11$	
3	What is half of 6?	
4	$125 - 10$	
5	$177 + \square = 270$	
6	$53 = 23 + \square$	
7	$805 - 804$	
8	$4 \times 1 = 4$, so $4 + 4 = \square$	
9	Write 20:12 in 12 hour clock format	
10	9:37 pm is how many minutes after 9:08 pm?	
Total out of 10		

Q	Question	Answer
1	$2 \times 9 = \square$	
2	$24 \div 3 = \square$	
3	$10 \times \square = 80$	
4	$6 + \square = 3$	
5	$1 \times 2 = \square$	
6	$28 \div 7 = \square$	
7	$\square \times 6 = 54$	
8	$\square + 2 = 5$	
9	$3 \times 9 = \square$	
10	$4 \div 4 = \square$	
Total out of 10		

Q	Question	Answer
1	61×31	
2	$657 - 382$	
3	7.2×94.2	
4	0.7 as a fraction	
5	$46.15 + 5.08$	
6	$(-40) \div (-4)$	
7	If $a = 4$, $b = 3$ and $c = 1$, what is the value of $3a - b^2$?	
8	$3 - (-5)$	
9	What is the highest common factor of 12 and 4?	
10	What is the value of 13 squared?	
Total out of 10		

What's your NINJA Score?
Fill in your scores in the boxes and calculate it now!

MENTAL STRATEGIES:

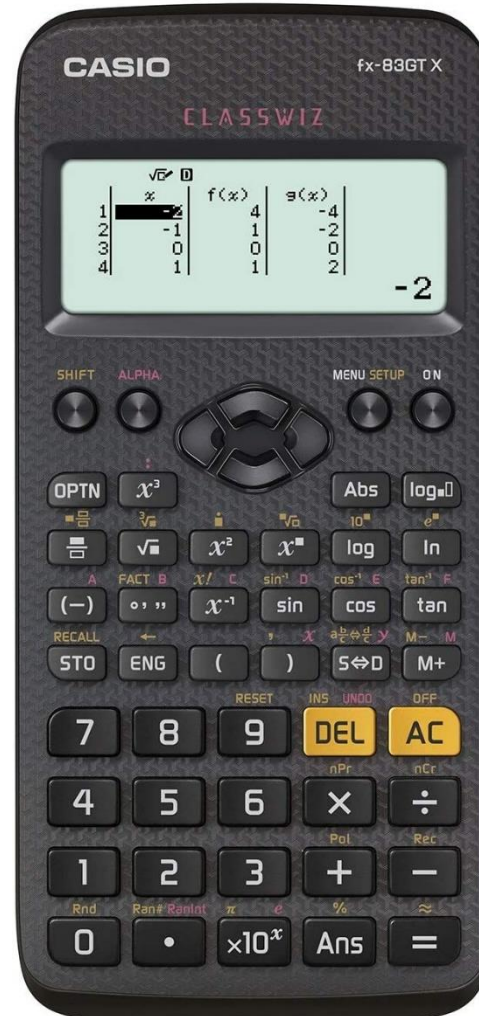
TIMESTABLES:

KEY SKILLS: +

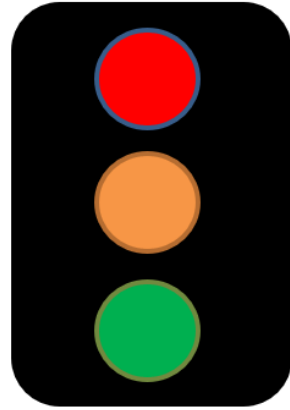
MY NINJA BELT:

NINJA SCORE:

Calculator for life!



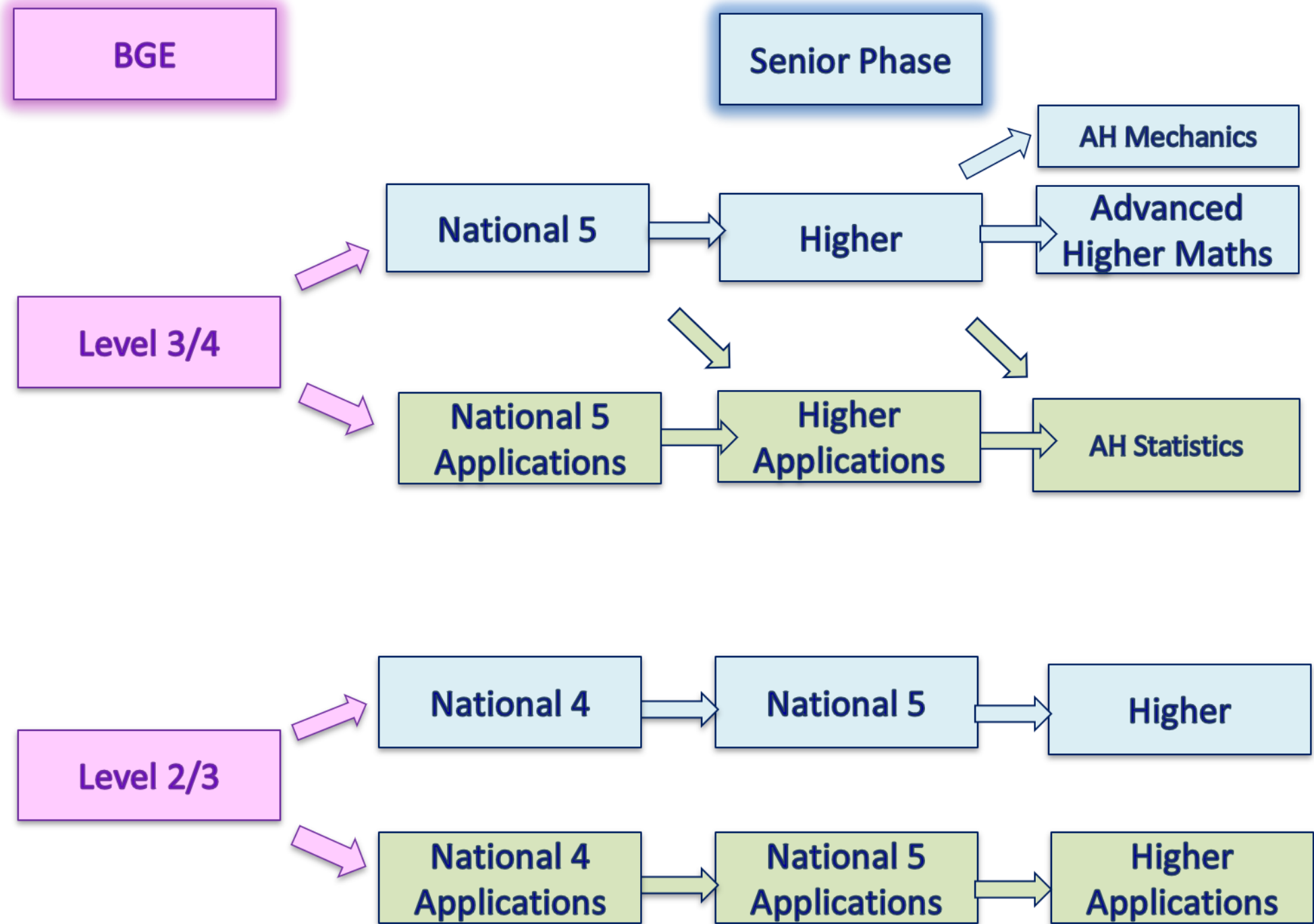
Assessment is for Learning



Red - Further support needed

Amber - A good level of understanding with some misconceptions

Green - Confident



Enrichment Opportunities



Scottish Maths Challenge

Responsibility of All (RoA)



Numeracy in... English - Probability



Read the extract below

Night fell. There was no moon, and the stars looked sparse and adrift in the punished sky. Queen Wealhtheow paced the corridors, wringing her white hands until the knuckle bones nearly pierced the delicate flesh. Unferth, drunk, his buckle belt undone, leaned from the turret to scan the murky marsh.

Questions part A

1. How many words are there altogether?
2. How many capital letters are there in the extract?
3. What is a verb?
4. How many verbs are there in the extract?
5. What is an adjective?
6. How many adjectives are there in the extract?

Questions part B

Using the information you found in part A calculate the probabilities of the following (hint- write a probability as a fraction out of the total number of words).

1. Work out the probability of finding a verb in the following extract.
2. Work out the probability of finding an adjective in the extract.
3. Work out the probability of finding a word that starts with a capital letter



Numeracy in... RMPS – Data and Analysis



TASK: Read through the statistics on religious diversity in the UK and create a bar graph which illustrates the amount of people who support each religion.

(Source: Office of National Statistics)

Religion	Number of people	Percent of the population
Christian	42 079 000	71.6
No religion	9 104 000	15.5
Muslim	1 546 626	2.7
Hindu	552 421	1.0
Sikh	329 358	0.6
Jewish	259 927	0.5
Buddhist	144 453	0.3
Total religious	45 163 000	76.8

TASK 2: Using the same statistics on religious diversity in the UK answer the following questions in full sentences.

1. Which religion is most popular in the UK?
2. Which religion comes second in the UK?
3. Are the religions that are included in the statistics the only religions people follow in the UK?
4. Based on the statistics, do you believe that the UK is truly representative of a multi-faith country? Explain the reasons for your answer. |



Thank
you
for
listening

I have a **GROWTH MINDSET.**

I am in charge of how smart I am because

I can **GROW** my **BRAIN**
like a muscle by learning hard things.

I can achieve
ANYTHING

with **EFFORT** and
RIGHT STRATEGIES.

And even if I fail or make a mistake,
it is a **GREAT** thing, because

I can **LEARN** from them and
I GET BETTER!

Big Life Journal

www.biglifejournal.com



Supporting Literacy Skills at Home



Jill Nitsche

Curriculum Leader of English, Media and Drama

Why is Literacy Important?

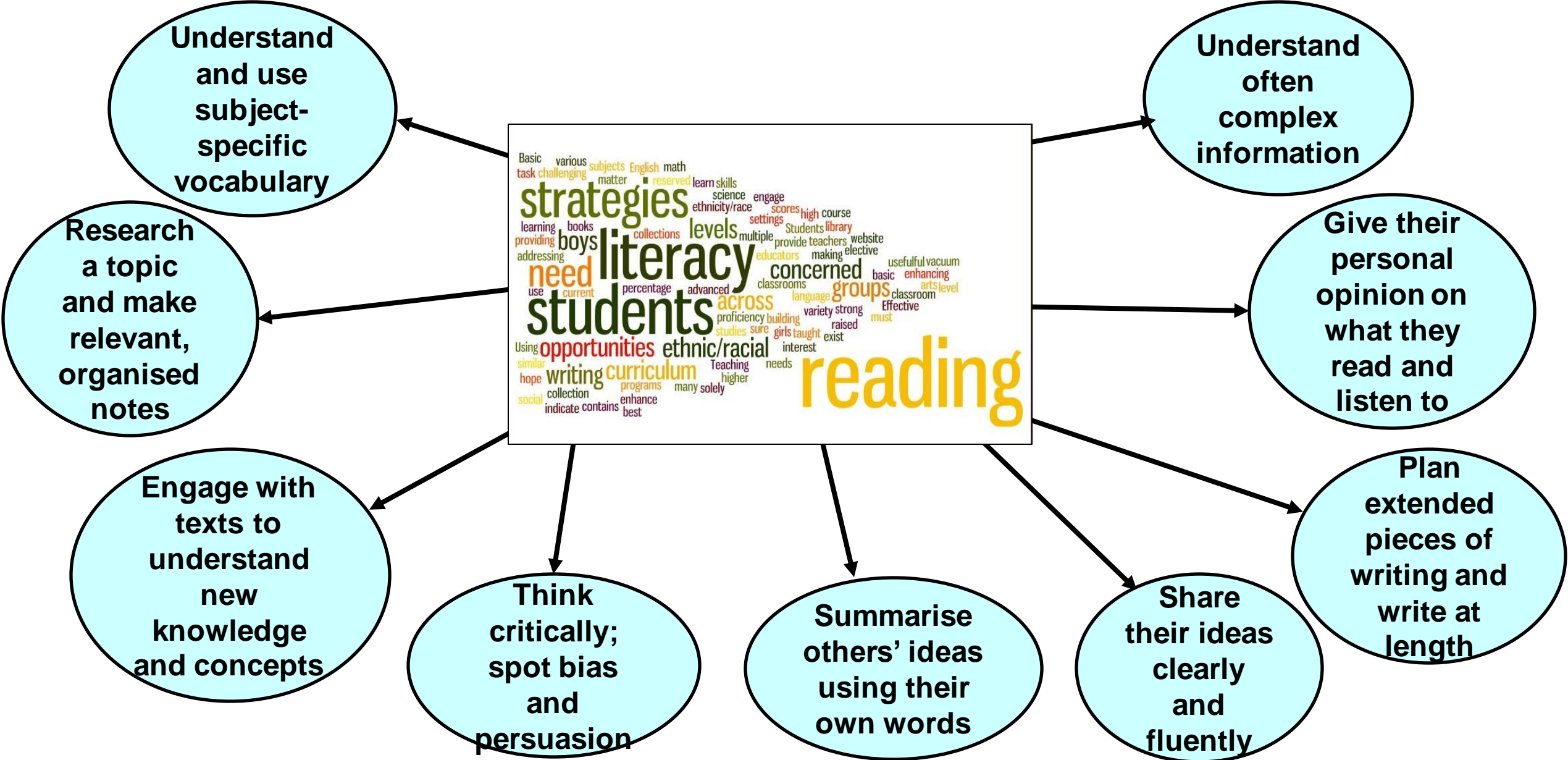
- **All National Qualifications** depend to a greater or lesser extent on well-developed literacy skills.
- Literacy has a **significant impact on people's life chances** - reading books is the only out-of-school activity for 16-year-olds demonstrably linked to **securing managerial or professional jobs**. (*Mori 2013*).
- Children who read for pleasure **make more progress in maths**, as well as **vocabulary and spelling** between the ages of 10 and 16, than those who rarely read. (Institute of Education, University of London, 2013).
- Children who enjoy **reading and writing** and **do it regularly outside school** are **three times more likely to have high levels of mental wellbeing** than those who are less engaged with literacy. (*National Literacy Trust, 2018*).

Literacy at Balerno High School

What do we do?

- Literacy is the responsibility of all teachers, and we discuss and monitor literacy across the school.
- Responsibility of All working group, where staff develop workshops and resources to support literacy in all subjects.
- Work with targeted groups to provide additional support in order to develop literacy skills.
- S6 Paired Reading programme, where senior pupils will work 1:1 to mentor, guide, and help improve the confidence and skills of S1 pupils.
- Encourage a reading culture throughout the school.

How do we develop key literacy skills across the school?





Home

Reading	Writing	Talking & Listening
Newspapers	Write for an audience	 News & current affairs
Dictionaries	Diary, stories, poetry, song lyrics to deal with emotions	
Subject specific books/magazines/blogs	Find new words in reading; use new words in writing	Audiobooks; radio
Reading to younger siblings	Proof-reading	Verbal summarising
Read together	Positive feedback	Let your child teach you something
Question sources of information		TV adverts
All reading is good reading!		

Building a Reading Culture at Balerno High School

- Every BGE English class has time dedicated to personal reading, in order to develop reading skills and foster a love for books.
- We use focus tasks and response questions to ensure pupils are engaged in their reading, and are able to consider and reflect on the writer's craft.
- Book of the Fortnight also provides pupils with recommended reads for each year group, to help them find reading to interest them.
- We also use the Reading for Gold awards in our S1-3 classes, with Gold, Silver and Bronze reading prizes to encourage pupils to read a wide range of texts, authors and genres.
- We celebrate Book Week Scotland with a wide range of activities, tasks and competitions across the whole school.
- We are also re-launching our S6 Paired Reading programme to support S1 pupils who perhaps need more confidence in their reading through building peer relationships across year groups.



Fostering a love of reading

It is also valuable for children to see adults enjoying reading themselves. Showing your child that you enjoy reading a book or newspaper yourself can help them to see the purpose of reading, and encourage them to become a reader.

Other ways to engage children as readers include listening to audio books, visiting the library or a book shop to choose their own texts and sharing books with their siblings.



Reluctant Readers

Some children do not find reading easy. They may struggle to read words or to understand meaning, but children develop at different rates, and it may be that in time and with appropriate support your child will become an accomplished reader.

- Following their interests. Whatever interests them, there will be reading material available which will grab their attention.
- Asking them to read a recipe or some information from a newspaper – all reading helps!
- Reading to them in a relaxed, cosy setting
- Lots of praise and encouragement

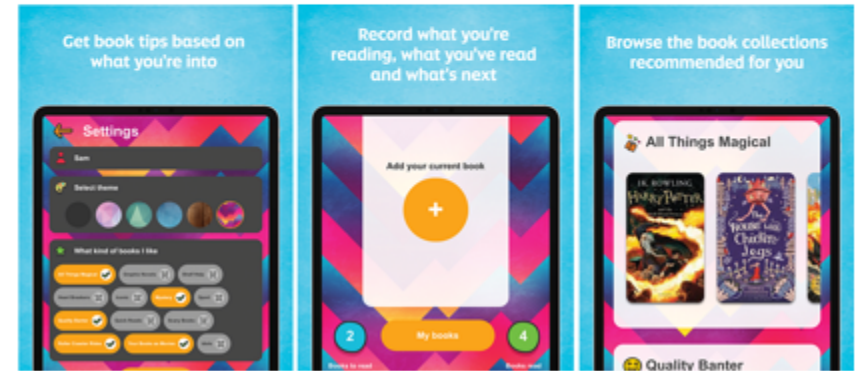


- Sharing reading – you read a page and ask your child to read a page.
- Allowing your child to read books which are easy to build confidence, and gradually increasing the level of challenge when your child is ready.
- Letting your child see you reading and enjoying books.

[Scottish Book Trust - Six ways to encourage reluctant readers](#)

Useful Websites and Apps

- The **Scottish Book Trust [Bookzilla](#) app**, which encourages pupils to read for pleasure. Young people can receive tailored book recommendations, see what's popular among their classmates and challenge themselves to try something new with a reading dare.



- <http://lovereading4kids.co.uk> is a fantastic website, where you can download the first chapter of thousands and thousands of books for free – a great way of helping your child find what they're interested in.



- <http://readwritethink.org> has lots of resources for parents to help develop literacy at home, such as games, tips and fun projects.





Health & Wellbeing

Curriculum Leader Health & Wellbeing
Simon May

Why is health and wellbeing important?

- Children and young people should feel happy, safe, respected and included in the school environment.
- Good health and wellbeing is central to effective learning and preparation for successful independent living.



Health & Wellbeing Faculty

- Health, Food and Textiles Technologies
- Physical Education
- Religious Moral and Philosophical Studies

- Plus!
- Personal and Social Education
- Health and Wellbeing across the curriculum



Extra Curricular Clubs



Name of the Club	Target group	Day	Time
Right Respecting Schools Award Jnr Group	S1-S6	Monday	lunchtime
Girls Hockey	S1-S3	Monday	15:45-17:00
Girls Hockey	S4-S6	Monday	17:00-18:15
Boys Hockey	S1-S6	Monday	18:15-19:30
Woodwind Ensemble	S1-S6	Tuesday	lunchtime
Philosophy Bites Club		Tuesday	breaktime
Guitar Ensemble	S1-S6	Tuesday	13:15-13:50
Netball Club	S3-S4	Tuesday	15:45-16:45
Dungeons & Dragons / RPG Club	S1-6	Tuesday	15:30-17:30
String Orchestra	S1-S6	Wednesday	lunchtime
Vocal Group	S1-S6	Wednesday	lunchtime
Netball Club	S5-S6	Thursday	16:45-17:45
School Football	S1, S2, S3 and S5/6	Various TBC	

Gender Sexuality Alliance (GSA)	S1-S6 LGBTQ+ pupils & allies	Wednesday	13:05-13:50
Disaster Film Club	S2-S6	Wednesday	lunchtime
Model United Nations	S1-6	Wednesday	lunchtime
Dungeons & Dragons/ RPG Club	S1-6	Wednesday	15:30-17:30
HFT Kitchen Garden Club	S1-6	Wednesday	15:30-17:00
Brass Group	S1-S6	Thursday	lunchtime
Creative Writing Club	S1-S6	Thursday	lunchtime
Ceilidh Band	S1-S6	Thursday	lunchtime
STEM Club	S1-S6	Thursday	lunchtime
Water Polo	S1-S6	Thursday	15:40-16:30
Netball Club	S1-S2	Thursday	15:45-16:45

Personal and Social Education



S1 PSE Programme

Young Minds Matter

- Full school approach to develop positive Mental Health & Wellbeing in our young people.
- 11 sessions in PSE over the year.
- Regular info sent home.
- Info sent to staff and highlighted to pupils in weekly assemblies.
- Extremely helpful if parents/ carers can use the discussion starters as suggested weekly.



Universal support delivered through PSE programme

- Young Minds Matter
- Rights Respecting Schools
- Substance Misuse
- Sleep
- Teenage Brain
- Relationships, Sexual health & Parenthood education
- Online safety



Targeted support

Offered to those who require additional support throughout their time at school, e.g. SfL, Bereavement, illness etc



HWB – Responsibility of All

- establishing open, positive, supportive relationships across the school, where young people will feel that they are listened to
- creating an environment where young people feel secure in their ability to discuss sensitive aspects of their lives
- promoting a climate in which young people feel safe and secure
- modelling behaviour which promotes health and wellbeing and encouraging it in others
- using learning and teaching methodologies which promote effective learning
- being sensitive and responsive to the wellbeing of each child and young person



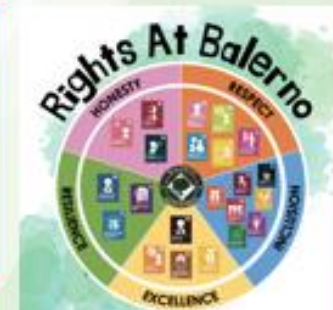
And finally...

Everyone in a learning community whatever their contact with children and young people shares the responsibility for creating a positive ethos and a climate of respect and trust.



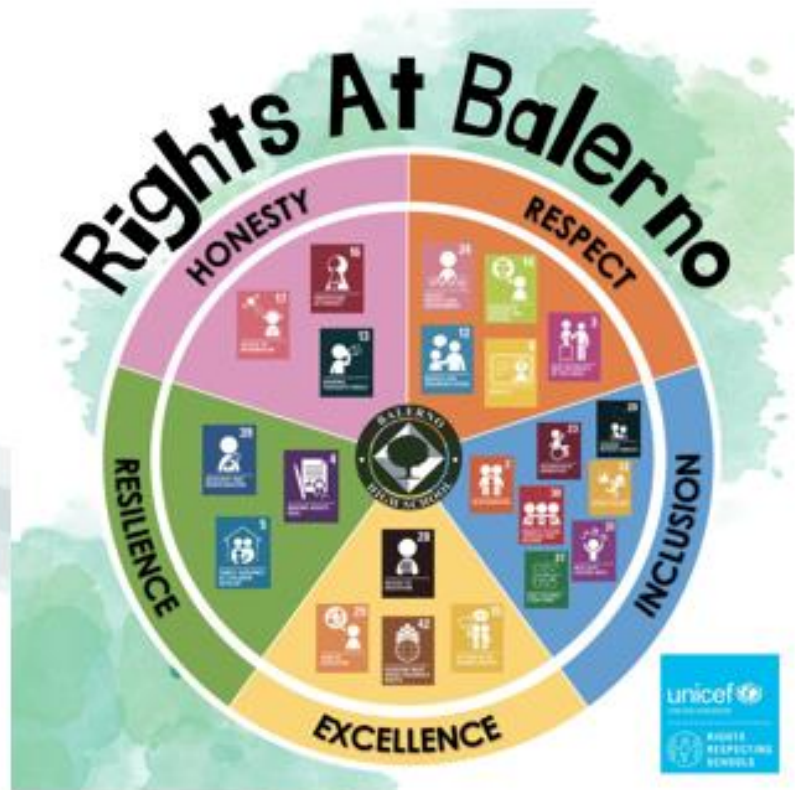
Rights Respecting Schools Award

Sustaining Gold



We are a Gold Rights Respecting School

Back in May, we achieved our Gold Rights Respecting Schools Award.

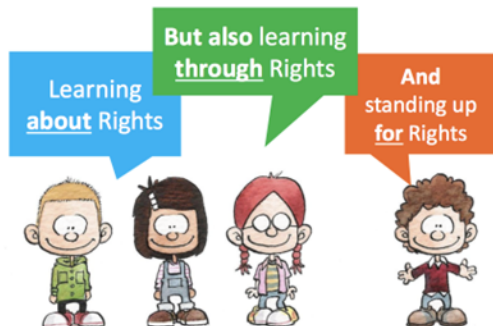


What does it mean to be a Gold Rights Respecting School?

To be a **Gold Rights Respecting Schools Award**, means we have **developed a rights-based approach** across the school.

This means putting **children's rights** included in the United Nations Convention of the Rights of the Child at the **centre of all decisions**.

The **rights-based approach** we are developing, looks something like this...



What's Next as a Steering Group?

We are working to sustain our Gold Award



Article of the Month



SIP, FIP,
Curriculum
Planning and
Links



PSE Language
of Rights Unit



Continue to link
the UNCRC to
School Policies,
Visions and Values



Pupil
Parliament

Parent Carer
Forum



Pupil projects
and
campaigns

Rights Week



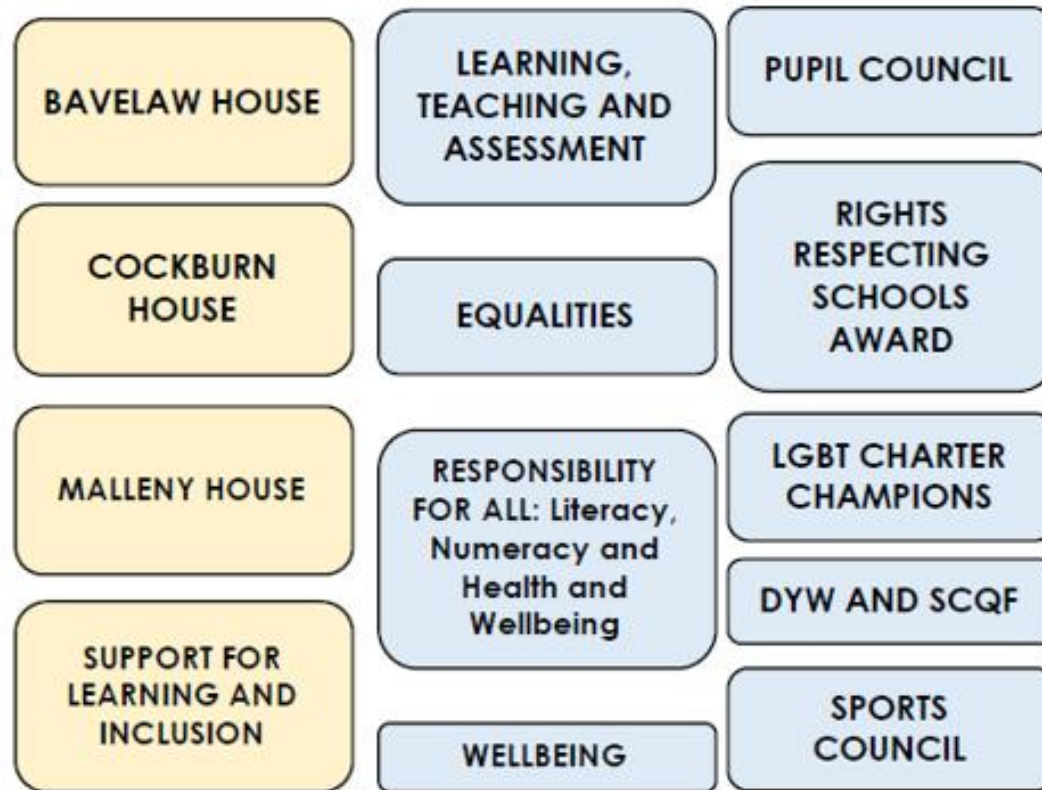
Ambassadorial
Role



Respecting Pupil Voice at Balerno

Creation of our **Pupil Parliament** and Leadership Opportunities

Our Leadership Committees:



Opportunities to get involved across the school and extra curricular clubs



RRSA Parent Carer Forum

Digital Health Information Evening –

Wednesday 6th of September 6:30pm

Opportunity to reflect on and discuss the current challenges with phone use, the digital world and how it impacts on our children's mental health and wellbeing.

Guest Speaker - Gerison Lansdown

Digital Health Parents/Carers
Information Evening



Balerno's Rights Respecting Schools
Parent and Carer Forum Presents...

Conversations With

A series of talks which aim to open the conversation on children's rights and promote a culture of non-discrimination, turning Balerno's safe spaces into Balerno's brave spaces.

unicef
UNITED KINGDOM

RIGHTS
RESPECTING
SCHOOLS

The poster features a light blue background with a circular graphic of blue dots and lines. It includes the Balerno's Rights Respecting Schools logo, the UNICEF logo, and the Rights Respecting Schools logo.

Feedback S1 Welcome Evening

