

# **Garnock Community Campus**

## **S2 to S3 Personalisation and Choice Programme**



### **Broad General Education**

**This booklet is designed to help your child personalise their third year timetable.**

Dear Parent / Carer

As you may be aware, with the implementation of Curriculum for Excellence over recent years, Scottish Education has undergone major changes. The qualifications your child will eventually achieve by the time they leave school have changed and now reflect the principles of CfE.

Pupils no longer study towards SQA courses at Standard Grade or Intermediate levels. These have been replaced by the new National Qualifications often called 'the Nationals'.

To help parents / carers understand the changes a diagram is included below which shows how the new qualifications equate to the previous systems. Of note in the new naming system, Higher is sometimes referred to as National 6 and Advanced Higher as National 7.

<b>New National Qualification</b>	<b>Replaces</b>	<b>Old Qualification/s</b>
<b>National 1</b>	→	Access 1
<b>National 2</b>	→	Access 2
<b>National 3</b>	→	Access 3 Standard Grade Foundation Level
<b>National 4</b>	→	Intermediate 1 Standard Grade General Level
<b>National 5</b>	→	Intermediate 2 Standard Grade Credit Level
<b>Higher (National 6)</b>	→	Higher
<b>Advanced Higher (National 7)</b>	→	Advanced Higher

So far this session, S2 pupils have studied a total of 16 subjects, however in S3 this will reduce to 8 subjects including English and Mathematics. There will also be 'Core' lessons in Physical Education, RMPS and Personal & Social Education; these subjects are mandatory for all pupils across the school.

The optional subjects (those a child chooses to personalise in) provide pupils with a broad, balanced curriculum and reflect local and national policy based on each young person's entitlement.

Pupils will take part in the personalisation programme which includes, in all cases; one to one interviews with the Depute Head Teachers or PTs Pastoral Support, access to the careers officer and advice during PSE lessons. In addition most subject areas will be providing information during class time and may even produce detailed hand-outs. A draft option form will also be available with this booklet for pupils, parents and carers to initially consider the most appropriate subjects for them to continue with in S3.

In S3 for the courses chosen, pupils will continue to further develop the skills and content outlined in each curricular area, which will fully prepare pupils for progression into the Senior Phase (S4-S6).

In terms of pathways, during S3 pupils will receive 5 periods of both Maths and English. This is to ensure numeracy and literacy skills are covered in depth to allow these skills to permeate throughout their learning. At the end of S3 pupils will undergo another selection process where they will specialise further choosing seven subjects (including English and Maths) to move forward with and lead towards SQA awards, in most cases. At the end of S4 and again in S5 pupils choose 5 subjects to study the following year.

Please be aware to support you and your child during this S2 to S3 process, you also have the opportunity to discuss any issue relating to the options process with your child's Pastoral Support Teacher or Year Head at any time by calling the school.

I hope you find the booklet informative and it clarifies the content of each of the subjects on offer to the young people in S2.

The personalisation process has already begun and now continues until the final option forms are returned by pupils no later than **Friday 24<sup>th</sup> February**.

Yours sincerely

Orville Scott

Depute Head Teacher

**Important: Pupils and parents / carers should be aware that on occasions a subject choice may not be available for a variety of reasons and another subject may have to be chosen. We endeavour to satisfy everyone, however sometimes this may be unavoidable. If this is the case you will be contacted by your child's Pastoral Support Teacher or Year Head.**

## **Choices Summary**

All pupils study English and Mathematics.

All pupils must choose at least one from the following groups of subjects:

**Science:** Biology, Chemistry, Physics, Science

**Social Subjects:** Geography, History, Modern Studies, Social Subjects

**Expressive Arts:** Art & Design, Drama, Music, Physical Education, Expressive Arts

**Technologies:** Design & Manufacture, Graphic Communication, Computing Science, Music Technology

**Modern Foreign Language:** French, Spanish, Modern Languages for Life and Work

Once a choice has been made from the groups above (in the columns of the form) your child then has one free option which can be from any subject area. This should be entered in the final box at the bottom of the form. The rest of this booklet will provide further information on each of the courses.

## **LITERACY**

### **English**

Pupils who are keen readers of a wide variety of fiction and non-fiction (including newspapers) are most likely to do well in English. The reading, thinking, linguistic and creative challenge involved is essential to the development of communication and learning skills required in English and every other subject.

It is essential that pupils experience breadth and depth in the topics and skills they cover as in third year English. Reading, Writing, Talking and Listening will continue to be focal points from which a wide range of literature and media will be analysed, evaluated and, indeed, created by pupils themselves. Key to every pupil's success continues to be their reading for pleasure and, as such, it is expected that they choose fiction and non-fiction texts from class, school and local libraries to enhance their vocabulary, preparing them for National Qualifications and beyond.

### **Media**

Media is a practical course which provides students with an opportunity to view Media in its different forms and enables them to create their own Media products with the knowledge that they gain. The course is structured in two broad areas:

**Analysing Media Content:** Studying Media increases students' awareness of the world around them and how it is represented, or misrepresented, in all forms of Media. Critical thinking in this manner is a valuable life skill and is transferable to and from many other areas of study.

**Creating Media Content:** The SQA considers Media as a practical subject and so should students. Alongside analysis and discussion, pupils also have the opportunity to apply this learning by creating Media content of their own, both individually and in a group. These assignments include planning, production and editing of film, audio, print, and web-based Media

Students studying this course may go forward for presentation at National 4 or 5 Media in fourth year and will have the opportunity to progress to study at Higher level in the 5th or 6th year. Media is very much a growth industry and study in this area can lead to careers across many fields including but not limited to marketing, broadcasting, events, and web design.

## **NUMERACY**

### **Mathematics**

In the Mathematics Department we aim to help pupils

- appreciate the importance of mathematics and understand its nature,
- acquire skills in mathematical thinking together with a supporting network of concepts, facts and techniques,
- develop confidence in working mathematically, and
- enjoy the intellectual challenges and aesthetic satisfaction of mathematics.

Mathematics is the one subject which features in our everyday lives – from Nursery Rhymes (e.g. One, Two, Buckle my Shoe), to telling the time, counting our money, working out how much paint we need to paint the living room– the list is endless. No matter what job you do, there will be an element of maths involved – counting change at the supermarket, measuring wood at the DIY store, organising the appointments at the hairdressers or the flight schedules at the airline company, or even just working out how long it will take to get to work.

Mathematics is at heart a problem-solving activity, and “doing mathematics” means using these facts and skills in an intelligent way to solve problems of a kind not necessarily encountered before.

In S3 pupils will still be experiencing the Broad General Education, working towards their CfE levels.

In S4 we will be offering National 3, National 4 and National 5 courses. Pupils will be set according to their test and homework scores and how well they work in class.

National 3 and National 4 will be internally assessed. National 5 will have an external examination. We will further develop problem solving skills and pupils will experience a variety of teaching methods.

## **EXPRESSIVE ARTS**

### **Art and Design**

Our Art & Design course allows many opportunities to be creative and to experience inspiration and enjoyment. Students explore a wide range of two and three dimensional media and technologies through practical outcomes in an Expressive way and by following the Design process, to create, express and communicate their ideas. Pupils will also look at the work of artists and designers to enhance their enjoyment and deepen their knowledge and understanding of Art & Design.

- Expressive- developing analytical and observational skills through practical application of drawing, painting, sculpture and printing, working towards a final outcome in still life or portraiture. Enhancing critical skills through researching artists and their work, forming informed opinions and gaining an appreciation for the visual world.
- Design- looking closely at the design process, working through a design brief, experimentation with materials, decision making, problem solving, making, constructing and evaluation. Developing critical awareness by looking at the work of designers and gaining an understanding of the world of design.

Our course offers the opportunity to develop, use and extend skills that are essential for life, work and learning, including confidence, independence, exploration and creativity.

### **Physical Education**

Increasingly Physical Education has an important part to play in the health and well-being of all pupils. The department focuses on the many benefits pupils gain through involvement in physical activity. Qualities such as; cooperation, respecting others and fair play are continually fostered and encouraged by all staff.

PE also offers social benefits such as working and competing alongside others with an emphasis on fun and enjoyment. The very nature of physical activity also provides opportunities to raise pupil's heart rate. This is done through activities such as; athletics, football, badminton, gymnastics, basketball, etc.

Pupils also undertake blocks of activities with the emphasis being on leadership. During these blocks pupils will have the opportunity to work on skills such as; communication, organisation, presentation confidence.

## Drama

### Why should I study Drama?

Drama develops skills and knowledge that are extremely useful in the wider contexts of both school life and beyond. It is difficult to imagine any job that does not involve communication with other people. Drama helps you to become confident and competent in speaking with others and in dealing with the public.

You will learn to work together, to cooperate, and to find the best way for all members of a group to contribute; to listen to and accept the viewpoints and contributions of others. No art form is more truly collaborative.



### What skills will I learn in Drama?

Drama provides learners with opportunities to be creative and imaginative and to develop performance skills.

Group work is an essential part of Drama and pupils will learn essential skills such as contributing collaboratively, co-operating and negotiating which will be invaluable whenever they have to communicate and work with others.

Learners will follow a broad general education in S3 expanding on their drama skills, production skills and underpinning knowledge and understanding of The Drama Process.

Drama teaches cooperation, empathy, develops decision making skills, builds confidence and self-esteem and refines presentation skill. As learners develop independence Drama encourages the acceptance of others opinions, pride in work, responsibility, problem solving and management and organisational skills.

### What careers are available in Drama?

The confidence and communication skills developed from drama and the performing arts can be useful in a wide range of occupational areas.

Careers as an Actor, Arts administrator, Barrister, Cinematographer, Costume designer, Newspaper journalist, Teacher, Set designer, Stage manager, Television presenter, Television/film producer, Theatrical producer, Writer, Youth and Community Worker are only some of the jobs where studying Drama can directly contribute.



*"The theatre is the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being"*

## **Music**

### **Why should I study Music?**

Everywhere we go in life we are surrounded by music - music for entertainment, on TV and film and in shops and restaurants. Music can lift your mood, whether playing or listening. Performing on your own or as part of a group can improve confidence and self-esteem, as well as introduce you to many new friends and like-minded people.

In the world of Psychology, Medicine and Therapy, music can unlock and reach people who have been unresponsive and aid their recovery.



Music is a Science, it's Mathematical, it is a universal Language, it's Physical Education and above all Music is an Art.

### **What skills will I learn in Music?**

Music provides learners with rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Playing any instrument develops fine motor skills, perseverance and determination.

Time management becomes an integral part of every day life as a musician and, with every performance, confidence grows.

You will learn to appreciate and identify concepts within pieces of music and develop the skills through musical literacy, to write your own composition.

### **What careers are available in Music?**

Music is a broad field and there are lots of career choices, with jobs in teaching, music therapy, production, promotion, management as well as performance.

Music can also contribute towards a richness of experience, which is highly valued by employers in areas beyond the music industry.

As a music student you achieve creative flair and imagination, confidence in expressing yourself, an openness to new ideas, a capacity for hard work and an ability to analyse data. You learn the value of working with others towards a shared, finished product and a whole range of flexible, professional skills.



*“Music is an education building block that can improve results in every other subject.”*

## **MODERN FOREIGN LANGUAGES**

### **French**

Learning an additional language has never been more important. Technological advances make being able to communicate with others across the globe a part of daily life.

Pupils who choose French in S3 will continue to develop the skills of speaking, listening, reading and writing in topic areas rich in diversity, relevance and interest. Our course places great emphasis on the importance of independent study; offering the freedom to explore areas of study in a project-based way and working through real-life scenarios as interactively as possible- to reflect language use in social and vocational environments. Learning this way reflects language use in social and work environments- making it more meaningful and engaging. Whether it is to chat on holiday, or apply for a job, the subject knowledge and skills gained during this course could come in handy! With the introduction of new media units, there will be a chance to look at French film as a product and art form, as well as the setting, storyline and language in the films themselves. We have embraced the changes brought about by Curriculum for Excellence and will continue to foster confidence and development in this vibrant language, country, culture and subject.

The study of a foreign language has always been worthwhile and Britain's membership of the European Community and of the Single European Market makes it even more important. Further, employers often seek a second language as 'desirable' in their job specification description. We have tailored our course with these facts in mind, as well as the firm belief that learning a language should be fun!

### **Spanish**

Learning an additional language has never been more important. Spanish is rapidly growing to become the most desirable additional language worldwide. Technological advances make being able to communicate with others across the globe a part of daily life.

Pupils who choose Spanish in S3 will continue to develop the skills of speaking, listening, reading and writing in topic areas rich in diversity, relevance and interest. Our course places great emphasis on the importance of independent study; offering the freedom to explore topics in a project-based way and working through real-life scenarios as interactively as possible. Learning this way reflects language use in social and work environments- making it more meaningful and engaging. Whether it is to chat on holiday, or apply for a job, the subject knowledge and skills gained during this course could come in handy! With the introduction of new media units, there will be a chance to look at Spanish film as a product and art form, as well as the setting, storyline and language in the films themselves. We have embraced the changes brought about by Curriculum for Excellence and will continue to foster confidence and development in this vibrant language, country, culture and subject.

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Pupils choosing this subject will continue on a pathway towards a National Qualification (N4 or N5) at the end of S4.

## **Modern Language for Life and Work Purposes**

As the title suggests, this course allows pupils to further develop skills in a Modern Language in ways that are practical and meaningful. The course is comprised of 3 internal units/areas of study:

Modern languages for Life (Spanish and/or French)

Modern Languages for Work Purposes (Spanish and/or French)

Building Own Employability Unit

This modular approach allows pupils to take time learning at SCQF Levels 3 or 4; as well as preparing them to be able to find suitable employment opportunities. Pupils will be practising the skills they need to be able to apply for any job. This course is ideal for pupils with an interest in language, but also for those who wish to increase their employability skills in general. Pupils have the option of continuing with this course in S4 so that they are accredited with the qualification if all of the units are successfully completed.

## **SCIENCE SUBJECTS**

### **Biology**

Biology affects everyone and aims to find solutions to many of the world's problems. Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Scotland's life science industry is rapidly expanding and is a world class player on the global stage, providing a variety of careers. Biology is the study of life, living things and their interactions with the environment. In Biology we study: cell biology and body systems, inheritance, ecology, micro-organisms/disease and photosynthesis and global food production.

In Garnock Community Campus, students choosing Biology in S3 will follow a course designed to develop skills for life, employability skills and the skills/content required for the senior phase. This course can lead to either a National 4 or a National 5 award at the end of S4. In later years students can continue their studies at Higher (Human) and Advanced Higher. The study of Biology complements the study of both Chemistry and Physics

### **Chemistry**

Chemistry is the study of matter and its interactions. It contributes essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the nature of matter and the properties of the world. Chemistry research and development is essential for the introduction of new products. The chemical industry is a major contributor to the economy of the country. In Chemistry we study: Chemical changes and structure, Nature's Chemistry and Chemistry in Society.

In Garnock Community Campus, students choosing Chemistry in S3 will follow a course designed to develop skills for life, employability skills and the skills/content required for the senior phase. This course can lead to either a National 4 or a National 5 award at the end of S4. In later years students can continue their studies at Higher and Advanced Higher. The study of Chemistry complements the study of both Biology and Physics.

### **Physics**

Physics is the key subject for understanding the world and the Universe around us, you could say that Physics means "How it works". In Physics we study everything from inside Atoms to Astronomy. If you have an enquiring mind, always asking why things happen, then Physics will help you find the answers. It forms the basis of most modern technologies and holds the future to global well-being. Learners will gain an insight into the underlying nature of our world and its place in the universe. From the sources of the energy we use, to the exploration of space.

In Garnock Community Campus students choosing Physics in S3 will follow a course designed to develop skills for life, employability skills and the skills/content required for the senior phase. This course can lead to either a National 4 or a National 5 award at the end of S4. In later years students can continue their studies at Higher and Advanced Higher. The study of Physics complements the study of both Chemistry and Biology.

### **Science**

Science is a key subject for understanding the world around us. Science helps us work with changes to the world around us.

In this Science course pupils will continue to develop the scientific and analytical skills started in first and second year through experimental work, research and investigation. Following this course will give pupils the opportunity to study National 3 Biology, Chemistry and Physics in S4 (depending on the makeup of the class).

## **SOCIAL SUBJECTS**

### **Geography**

Geography provides pupils with an understanding of the world around them by teaching pupils about the relationships between people and their environment. By doing this Geography acts as a unique bridge between the social sciences and the earth sciences. As such a Higher pass in Geography also counts as a science subject for many university courses.

Geography provides a view of global issues such as natural disasters caused by the Earth's forces. The topic investigates volcanic eruptions, earthquakes and tsunamis around the world and the impact they have on people. It encourages pupils to consider the wider world in which they live and gain an empathetic understanding of how much we are at the mercy of nature. Pupils will also develop an exceptional skill in map reading through the map skills topic. This provides them with an important skill for life as well as developing problem solving, literacy and numeracy skills.

### **History**

An enjoyable, stimulating and lively subject, all pupils will be encouraged to develop key skills in both written and oral form. These skills include decision making, debating, evaluating and discussion. A variety of teaching methods and styles will be made available to all pupils in order to motivate and stimulate. This includes resources such as ICT and film making.

The curricular areas covered are the Scottish Wars of Independence, Changing Britain 1760 to 1900 and the Rise of Nazi Germany. These topics have a variety of resources which will encourage pupils to debate the reliability of sources and to assess their usefulness to Historians while improving their knowledge and understanding of the past.

### **Modern Studies**

Modern Studies concerns itself with people and how they live in the contemporary world. Through the study of politics, economics and sociology pupils are encouraged to explore and to seek to understand such ideas as Democracy, Rights and Responsibilities, Needs, Power and Equality.

Topics cover democracy, trade unions, needs of the elderly, unemployed, racial issues in the USA, the Third World and the European Union.

The aim of all courses in Modern Studies is to present current issues and topics to all levels of pupils in order to increase their awareness of the world in which they live through data handling and examination of issues.

## **TECHNOLOGIES**

### **Design & Technology (2 subjects: Design & Manufacture, Graphic Communication)**

Design and Technology subjects are constantly evolving, our new subjects allow pupils to build desirable skills such as creativity and high order thinking. We encourage curiosity, open mindedness and the ability to problem solve. This enables our young people to thrive in the fast changing world of future study and employment.

Both subject Design and Manufacture and Graphic Communication are offered from National 4 through to Advanced Higher levels, allowing full progression for all our students into the senior phase. A large number of pupils chose to study Design & Technology related courses at university, after successfully gaining Highers from the department.

#### **i) Design & Manufacture**

This course provides a broad and practical experience in product design and manufacture, with opportunities for learners to build on their skills in design, communication and practical crafts in a workshop environment. Pupils have the opportunity to produce models using a range of materials and enhance their creativity and design skills through folio work and analysis of products and materials. Our units of work focus on the new technologies, including 3D Printing and CNC Machining and encourage personalisation, equipping our students with useful, transferrable skills for employment or future study.

#### **ii) Graphic Communication**

This course develops skills in graphic communication, including the use of drawing equipment, graphic design techniques and industry standard computer software. The units of work are focussed around different forms of visual communication; some examples include Architectural Drawings, Desktop Publishing, 3D Modelling and Animation. Computer work plays a major role in the delivery of this course; the skills learned are transferable into future study and employment.

The study of Graphic Communication complements the study of Design and Manufacture and vice versa. Both subject areas are assessed by portfolio and question paper and so enable pupils to gain a percentage of marks before sitting an examination.

## Computing Science

Computing Science in schools has changed quite dramatically since it was first taught in Scotland more than twenty years ago. User skills once taught as part of Computing are increasingly part of everyday life and Computing Science is now providing our young people with the skills they need for the changing industrial and commercial environment in which they will build their careers. Computing Science is now much more in keeping with the needs of pupils seeking places in college and university.



Digital technologies are changing very quickly and Computing Science meets the challenges and developments in this area. One major area of change is Web Development. This is now an integral part of our Computing Science course. Today's learners have a different experience of Computing: it is online, social and increasing mobile. Computing devices have become more tactile and personal. This part of the course seeks to tap into these developments and provide an experience of Computing Science which will engage with learners in a way that is more relevant to their digital lives. Ultimately the end product will be a website that includes some aspects of multimedia.

The aims of the course are to:

- *Understand the impact of Computing Science in our society and environment*
- *Create a practical opportunity to develop web pages*
- *Study key aspects of computational thinking which develops new approaches to solving problems*

Students studying this course may go forward for presentation at National 4 or 5 in fourth year and will have the opportunity to progress to study at Higher level in the 5th or 6th year. Computing is very much a growth industry and study in this area can lead to careers across many fields.

Pupils studying this course will have the opportunity to be presented for awards in Computing Science at National 3, National 4 or National 5 levels in S4.

## Music Technology

### **Why should I study Music Technology?**

Do you see yourself as the next Radio 1 DJ? Do you fancy being the Sound Animator for the next feature length Pixar movie? Do you want to be a Sound Engineer for the next Christmas Number 1?



Music Technology is a computer-based course in which you develop skills in the use of music technology hardware and software to capture and edit sounds for radio programmes, animations, gaming, film music etc.



### **What skills will I learn in Music Technology?**

We are becoming a very digital enhanced world, and Music is following suit. So many careers in the Music Industry now involve Music Technology in some way or another.

The practical and experimental nature of the course gives you opportunities to show imagination, creativity and technical problem solving skills as you develop, review and refine your musical ideas and use music technology for specific effect.

You will visit a local radio station and learn how to properly construct a radio show. You will learn how to correctly record using microphones and design your own short radio broadcast. You will gain the necessary skills to manipulate and edit your recordings to produce professional sounding broadcasts.

Learning about the idea behind foley, you will find sound FX and make your own to produce sound for a short animated cartoon clip. You might also decide to create a soundboard for an audio book or video game trailer, or record a song by a band in the school.

The possibilities are endless and the hands-on nature of the course makes this an exciting and progressive course.

### **What careers are available in Music Technology?**

There are new jobs in the technology side of the Music Industry emerging all the time. Working in Radio, TV, film, recording studios, in animation, gaming, advertising, concert venues, theatre... the list is endless.



*"The main benefit of using music technology in a classroom is the exposure to unlimited resources and possibilities to use as a platform for creativity".*

## **ALTERNATIVE CURRICULAR PROVISION**

### **Rural Skills- Horticulture**

#### **What is Rural Skills?**

Rural Skills allows pupils to begin to develop some of the basic practical skills necessary to work in most of the land-based disciplines – areas such as horticulture, landscaping and agricultural crops. The Course also provides the opportunity to explore the very diverse employment prospects that exist in land-based industries.

#### **Why pick Rural Skills?**

This Course will also equip young people with the skills they need for the world of work. It is different from other vocational provision because they focus on generic employability skills needed for success in the workplace. The course offers opportunities for



learners to acquire these critical generic employability skills through a variety of practical experiences that are linked to a particular vocational area.

In addition to the specific Horticultural Skills that will be developed the course is designed to help learners to develop:

- skills and attitudes which will enhance employability
- an understanding of the workplace
- positive attitudes to learning
- the Core Skills valued by employers – communication, numeracy, working with others, information technology and problem solving
- skills and knowledge in a particular vocational area



#### **What will I do in the subject?**

The course involves a lot of outdoor learning and practical activities. An interest in working with plants and outdoors is essential to any pupil considering this course as a lot of work takes place outside in the school garden regardless of weather. Waterproofs and Boots are provided for all pupils but pupils can provide their own if they wish.

#### **Where could it lead?**

Progression from this course would allow pupils to continue with Rural Skills in S4 and either follow the National 4 Skills for Work Rural Skills qualification or the NPA level 5 Rural Skills award, equivalent of National 5 level. Decision on which level to follow will be made following assessment and discussion during S3.

## **Sport & Recreation**

The Course covers the main practical activities involved in carrying out a support role in a sports and recreation environment - assisting with planning, setting up and delivering activity sessions; assisting with setting up, dismantling and checking equipment and resources; assisting with accident and emergency procedures; dealing effectively and courteously with customers/users, staff and others; helping to plan and review a personal training programme, establishing good practice in setting and reviewing personal goals. The Course content also covers Health and Safety legislation.

## **SUPPORTING PUPILS**

### **Pupils with Additional Support Needs**

The primary aim of Garnock Community Campus is that every pupil receives an appropriate education which is both challenging and attainable. In that respect, Pupil Support is integral to all learning and teaching and is the responsibility of all those involved namely, the local authority, all school staff, education support services, appropriate external agencies, parents and, of course, the pupil her/himself. At one time or another, every pupil will experience some additional support which is short-term and readily delivered within the context of everyday classroom management. However, for others, the difficulty may prove to be longer term and need additional input from staff in the Pupil Support Department.

Pupil Support Staff are actively involved in preparing pupils for examination, including practice with reader/scribe support where appropriate. Requests for Special Examination Arrangements are subject to approval by the school's educational psychologist and ultimately the Scottish Qualifications Authority (SQA).

Garnock Community Campus has the facility to cater for a wide range of educational needs, supporting effective teaching and learning across the curriculum. The Pupil Support Department will aim to meet those needs through a variety of strategies, for example: differentiation, consultancy, tutorial support, 1:1 counselling, flexible/alternative/enhanced curriculum, target setting, involvement of external agencies and working in partnership with parents.

### **Careers Advice**

Further information and support is available from our careers advisors Erin Edmunds and Philip Pickavance who are fully trained Careers Scotland advisors. Careers Scotland aims to help pupils make the transition from school to college, university, training and employment.

The Careers Adviser can offer information and advice on the relevance of subjects for future jobs/careers and essential or recommended subjects for particular careers.

Pupils can make appointments with the advisors throughout the school year. Their service includes information & advice on education/training/employment for entrants to the labour market.

Parents / Carers can also make appointments with the Careers Advisors at every Parents' Evening through the school electronic booking system.

### **Useful Web Sites/Links**

[www.planitplus.net/](http://www.planitplus.net/)

[www.careerssoft.co.uk](http://www.careerssoft.co.uk)

[www.worktrain.gov.uk](http://www.worktrain.gov.uk)

[www.sqa.org.uk/skillsforwork](http://www.sqa.org.uk/skillsforwork)