

Year Group Induction – a case study

Hyndland Secondary School, Glasgow



► The first time we brought 150 new students to Loch Eil for a residential experience was an ambitious venture for the school. The result was an adventure that took students above and beyond their school environment, and that proved to be a highly effective way of integrating a diverse intake into one year group. ◀

Louise Edgerton, Deputy Head Teacher

Fact box

School	Hyndland Secondary School, Glasgow	Location	Glasgow
School size	1,000 Students	Student year group	S1
Course objectives	Develop relationship skills and make new friends Increase skills in working with others, communicating and planning Develop and improve personal awareness Improve understanding and respect for other people Develop organisational skills and a sense of responsibility Increase concern for, and awareness of, the natural environment Enjoy and experience new adventures		

School background

Hyndland Secondary School was founded in 1912 and has been a comprehensive since 1973. Its location in Glasgow gives the school a very diverse catchment area – the result is a broad mix of students from different backgrounds, races and religions.

The school takes pride in its highly supportive and nurturing ethos, its high expectations of the students and its positive approach to learning and student development. The school has built a strong reputation

and as a result there are many requests for places from outside of the four associated primaries. This wide intake creates the challenge of integrating a great many students, who have not met each other before, into one year group.

Reasons for selecting this Outward Bound® course

The Year Group Induction course was the ideal programme to help with the rapid and effective integration of the diverse intake at S1. When selecting a course this was the key issue the school wanted to address – the transition from primary to secondary.

As a development of this objective the course needed to focus on building communication skills, team working skills and to encourage the students to bond and build new friendships. It also needed to break down some of the barriers that can arise when individuals arrive from many diverse schools, allowing everyone to enter the year feeling included and part of one team.

The Outward Bound programme targets all of these objectives. In addition the students' time at Loch Eil can be mapped to many other areas of the curriculum, and linked in to the Curriculum for Excellence.

Key outcomes identified by the school

Real integration. The Year Group Induction course absolutely delivers on its promise. The students come together as a team, irrespective of their school of origin or social background, interacting in a positive and constructive way.

Building and improving friendships. The experiences and challenges of an Outward Bound course help to reinforce and improve existing friendships between students and allow new friendships to become established, that can grow when back at school.

Positive and memorable experiences. The range of activities, the chance to try new things, to work and play in a supportive environment and to develop every individual makes this experience something that students refer back to time and again as one of the highlights of their first year at school.

Success on many levels. Bringing 150 children to Loch Eil was an ambitious venture for the school, but one that has resulted in success for the students, generated strong parental approval and strengthened the school's profile as a forward thinking place that is prepared to invest in the development of its students.

A student's reflection on her week at Loch Eil:

Learning new things,
Out being active,
Creating a special bond,
Helping each other along the way,
Learning to trust each other,
Into the forest to co-operate,
Loving every single second at Loch Eil.

Amy, 11