



# SOUTH SCHOOL HANDBOOK



**South School encourages children to achieve their full potential within a climate of equality and fairness. Children are supported in developing a knowledge of right from wrong. The school promotes an environment where everyone's views are listened to. Respect is shown for staff, pupils, property and the wider environment.**

*8<sup>th</sup> November 2005*

*Reviewed 16<sup>th</sup> February 2010*

Dear Parent/Guardian

## WELCOME TO SOUTH SCHOOL

As your child is about to join us, no doubt you'll have many questions. This handbook sets out to give you the information you'll need to help your child settle in quickly. If after reading this booklet you have any further questions or concerns please do not hesitate to get in touch.

We are very aware of the importance of parental involvement in children's education and we look forward to working with you so ensuring that your children reach their full potential.

Pat Bowers

Headteacher

January 2010



**Kakatsitsi drumming group September 2009**

*Drawing on front cover by Kerri McAllan, P7 2001-2002*

## **SOUTH SCHOOL**

South School was built in 1977. Nursery pupils are catered for in a purpose built unit, they have their own separate entrance and a secure outside play area and cloakroom area. On one side of the central dining room/hall/gym are three large infant classrooms.

The junior/senior classes also have easy access to a general purpose area which provides space for children to work. This area is also used for displaying children's work and our home reader libraries are situated here.

The Head Teacher's room, school office, Staffroom and Janitor's room are situated around the main entrance of the school.

There is a Pupil Support Base housed in three separate areas, offering work-space alongside a supported teaching area and facilities for multi-agency work.

The school has a tarmac area at the back and sides of the school as well as grassy areas. We also have a large field which is used in the summer for football and other games.

Please note: The tarmac area at the front of the school is a staff and visitor car park and should not be used by cars dropping off or picking up pupils.



SOUTH SCHOOL STAFF LIST – as at March 2010

Headteacher

Ms Pat Bowers

TEACHING STAFF

Mrs Lauren Mackay  
Mrs Ceridwen Hourston  
Mrs Wendy Wilson  
Mrs Shona Sutherland  
Ms Laura Gulloch/Ms Pat Bowers  
Mrs Bettine Mackay  
Mrs Jennifer Ferguson

PRESENTLY TEACHING

Nursery Co-ordinator Teacher  
P1/2  
P3  
P4/5  
P6/7  
Support for Learning Teacher  
Music

NON TEACHING STAFF

Learning Support Assistants

Mrs Irene Smith  
Miss Kelly Miller (pm in Nursery)  
Miss Andrea McGregor  
Miss Kirsty Farmer

Classroom Assistants

Mrs Audrey Anderson  
Mrs Maureen Bremner  
Mrs Denise Macleod

Nursery Assistant  
Nursery Auxiliary

Mrs Marianne Tait  
Mrs Lynn Duncan

Clerical Assistant  
Janitor

Mrs Ann Sargent  
Mr Gary Whitelegge

Cook in Charge  
Cook Assistant

Mrs Jan Mackay  
Mrs Lynne Mackenzie

Childrens' Services Worker

Mrs Jasmine Miller

School Nurses

Nurses Helen Skea and Sandra MacLeod



## SOUTH SCHOOL AIMS

- To promote health and well being for all pupils and staff
- To teach all areas of the curriculum ensuring that all children become engaged in activities which promote effective learning, showing achievement and raising levels of attainment
- To ensure that all children become confident individuals, successful learners, effective contributors and responsible citizens
- To welcome the children and their parents into a caring environment where everyone is respected, valued and treated equally
- To encourage children to develop confidence, self-esteem, self discipline, tolerance and respect for others through the Golden Rules
- To work closely with parents for the benefit of pupils and foster good relationships with other schools and the wider community
- To develop professionalism through staff development opportunities, planning and team work among staff

*June 2005*

*Reviewed 16<sup>th</sup> February 2010*

## LIAISON WITH PARENTS

A formal Parents' Evenings is held once a year - in November to give parents the opportunity to discuss their child's progress. An Open Afternoon is held in April followed by a written report sent home in June. However, parents are welcome in the school at any time. Please do not wait until the Parents' evening if there is something you would like to discuss. It is helpful if an appointment is made but we will make every effort to see someone without an appointment.

As a parent you will, of course, want to support your child in school. You can do this by being interested in what he/she is doing and by encouraging and praising his/her efforts. Take time to listen to your child. Work with him/her. Remember that every child is different and do not expect every child to develop at the same rate. If you are at all worried come and see us.

To keep parents up to date with school information a monthly newsletter is issued.

## PARENT COUNCIL

We have a Parent Council which meets regularly. All parents are members of the Parent Forum and the smaller group are the committee.

The objectives of the Parent Council are:

- To work in partnership with the school to create a welcoming school which is inclusive for all parents
- To promote partnership between the school, its pupils and all its parents
- To develop and engage in activities which support the education and welfare of the pupils
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils
- To raise funds, apply for and receive grants, and accept gifts for the benefit of the school.

## CLOTHING GRANTS

Forms for the above are available at school or the Education Office.

## SCHOOL MEALS

Excellent healthy school lunches are available and cost £1.65 per day at present. Anyone who thinks they may be entitled to free school meals should contact the school for an application form which can be returned to the school or sent to the Catering Officer, Education Office, Inverness. Packed lunches are taken in the dining hall at the same time as school lunches.

## SCHOOL UNIFORM

Uniform is encouraged and it consists of dark trousers/skirt, a wide range of tops i.e. polo shirts/ hooded and crew neck sweatshirts/fleeces; waterproof jacket; woolly hat/baseball cap. The school colours are navy and sky blue. These can be ordered through the school and are excellent value and quality. All pupils require T-shirts, shorts and gym shoes for PE. No denim to be worn.

**Children must wear indoor shoes in school.** This keeps their feet dry and comfortable and saves bringing mud etc. into the corridors and classrooms.

It is most helpful if all clothing is clearly marked with your child's name. This is essential as all children wear school uniform.

## HEALTH CARE

Minor health problems are dealt with within school. If a child becomes unwell in school the Head Teacher is informed, the parent or emergency contact is notified, and arrangements are made to have the child taken home. In the event of a minor injury we give basic first aid. If it is felt that professional medical help is needed the parents or emergency contact are advised immediately, and if possible, taken along with the child to hospital. A file of emergency contacts is kept in school so that contact can be quickly made with the parents or emergency contact. Please make sure that the school is notified of any changes in addresses, phone numbers (home and mobile), contact names and medical details.

Children are seen regularly by a variety of health workers. The school nurse visits regularly and is available for consultation. She checks pupils for eyesight and hearing, gives all P1 pupils a health interview which parents are encouraged to attend. P7 pupils are screened towards the end of the year. It is now Health Board policy that nurses do not check hair for head lice. Therefore the onus is on parents to ensure that their children are free from infection.

The school dentist is available on request to check children's teeth and parents are informed if treatment is needed. Parents decide whether to take the child to their own dentist or have the child treated by the school dentist. To improve dental health a Dental Hygienist visits each class every term.

A speech and language therapist sees children who need help. If they have not been referred at the pre-school stage the class teacher will refer them if necessary. Parents are, of course, kept fully informed and can discuss matters with the appropriate person, in confidence, at school or by telephoning their office.

School Nurse	606328
School Dentist	609940
Speech Therapist	605050



**Tree planting scheme December 2009**

## CURRICULUM

It is the aim of the Headteacher and staff to work together to provide a curriculum which is well balanced and pays attention to the needs of the child. National 5-14 Guidelines and Highland Council Guidelines are followed and the development of a programme of work which is stimulating, interesting, and which provides continuity and progression is an ongoing process.

Language, Mathematics, Environmental Studies (Science, Social Subjects and Technology), Religious and Moral Education, Music, Art and Design, Physical Education, Personal and Social Education, and Information Communication Technology provide the core of the curriculum and, along with other informal activities, we aim to provide the pupils with a broad and fulfilling educational experience.

**Scottish Education is changing towards “A Curriculum for Excellence” and at present, the teaching staff are familiarising themselves with the proposed outcomes. This should be in place by August 2010.**

Children are encouraged to take a pride in their work. The teacher may work with the whole class - tailoring the follow-up work to suit the different groups in the class. At times he/she may work with a group or an individual. In all classes pupils learn at a pace appropriate to their ability and progress through 5-14 levels.

A good learning environment is provided in every classroom with best use being made of all resources available. We have at least two computers in each classroom with access to the Internet. The Nursery has one computer. Every class has access to a TV/video, cassette recorders, CD player, DVD player, and listening centres.

## LANGUAGE

Talking, listening, reading and writing are all part of language. All aspects of language are contained in the planning at all stages. The Reading and Language schemes in use fulfil all the criteria of the 5-14 programme.

### TALKING AND LISTENING

From the beginning children are encouraged to express their ideas, to ask questions, to explain how they did something etc. They are expected to listen to others and to take turns in speaking. When listening to stories they are encouraged to be active listeners thinking about what they hear.

### READING

We aim to teach each child to read with fluency, accuracy and understanding and to provide reading materials appropriate to the age, ability and interests of the pupils. Since 2005 we have initiated the Highland Reading Project focussing on the teaching of reading in a structured programme throughout the school. Children in the early stages use the Oxford Reading Tree programme supplemented with Kingscourt books – this provides a balance of reading material from fiction, non-fiction, poems and playscripts. In P4-P7 the

Kingscourt programme is the centre of reading providing a clear structure and a wide variety of books. Non-fiction skills and interpreting the writer's craft is also taught. There remains a clear focus of reading for enjoyment through class activities and Home Readers.

## WRITING

Written language is given careful attention at all stages and the children are encouraged to write personally, functionally and imaginatively. Written work is also related to Environmental Studies work. Attention is paid to spelling, handwriting, sentence construction and grammar so enabling children to express themselves well in writing. Nelson English, Spelling, Grammar and Handwriting Programmes are used throughout the school ensuring continuity and progression.

## MATHEMATICS

The main areas taught are number, money and measure, shape, position and movement, information handling and problem solving. In line with current educational thinking we are putting greater emphasis on mental calculations. We ensure that each child has a good working knowledge of basic number facts, and is able to see and use maths in the environment. TeeJay Maths is used throughout the school and provides a variety of course work. We also use additional schemes and resources including teacher-made materials tailored to suit the needs of individual pupils.



**Quality Meat Scotland presentation October 2009**

## ENVIRONMENTAL STUDIES

Environmental Studies include a wide range of subject areas. Much of the work is done through projects - starting with topics familiar to the children and progressing to the unfamiliar. Local studies are important at all stages and outings may be organised to consolidate classwork. Through these topics we aim to help pupil to understand the world around them, to develop the skills and attitudes necessary for life, and to develop informed attitudes towards the environment.

A great deal of thought goes into the planning of these topics and the children gain a lot of knowledge and understanding from their own research. Skills in all areas of the curriculum are developed through Environmental Studies.

## EXPRESSIVE ARTS - MUSIC, ART, P.E.

**MUSIC** - A specialist teacher visits one day a week this session. Music making and singing is part of the programme and some children are involved in the choir.

**ART**- Much art work is done in the class as part of Environmental Studies work and a variety of skills and techniques are taught using differing materials e.g. paint, ink, clay etc.

**PHYSICAL EDUCATION** – Various skills are taught and practised within a range of activities . All children have swimming lessons for part of the year. In summer, netball, football, and mini-rugby are played with both girls and boys having equal opportunities in all areas of the curriculum.

## HEALTH EDUCATION

A balanced programme is undertaken from P1 onwards. The school nurse is involved with P6 and P7 discussing health issues, drugs awareness and sex education. A police officer comes to give P7 pupils a series of talks on drugs.

## RELIGIOUS AND MORAL EDUCATION

Every child receives religious and moral education unless, of course, a parent wishes to withdraw their child. To withdraw your child please see the Head Teacher who will make alternative arrangements for your child to be supervised during the class RME lesson.

We have a weekly Assembly where Moral Education is tackled as well as in the classroom.

## INFORMATION COMMUNICATION TECHNOLOGY

Children are taught ICT by their class teacher, building up a progression of skills, including use of the Internet. We have a variety of computer programmes which children use to support work in other areas of the curriculum. We also have a 'Smartboard' which is used for interactive lessons in many subject areas.

Internet safety is also covered with input from the Community Police Officer.

## PERSONAL AND SOCIAL DEVELOPMENT

Every child is taught by their class teacher in this aspect of the curriculum. This covers values, social issues, confidence building, self-esteem alongside their own personal development. This is supported by our Golden Rules throughout the school and playground.

## ADDITIONAL SUPPORT NEEDS

The Additional Support teacher and assistants play a vital role in the school - working with children of all abilities in their classes. If any child is not making the expected progress the A.S. teacher provides advice and guidance. The A.S. teacher is closely involved in discussing, planning for and resourcing the needs of children who are having difficulties but may not always work intensively with these children as sometimes the class teacher is the best person to work with a particular child.

At all points the parents are consulted and advised on the steps the school plans to take. With every child parental involvement is encouraged.

Children with additional support needs are catered for as far as possible in mainstream classes. Needs are assessed internally and also with advice from external experts. Appropriate assistance is then arranged so that children remain in mainstream classes as long as their needs may best be met in the class situation.

## HOMEWORK

Homework is given as a reinforcement. In P1 to P3 children have a reading book which they should be able to read and which is brought to school every day.

From P3-P7 spelling and some maths are usually given. Maths homework is usually worksheets from the maths scheme which are designed to reinforce work covered in class. If your child has not been working in class they may be asked to finish work at home. If your child is experiencing any problem with their homework you should see the class teacher. All classes have Home Readers on a fortnightly basis, in P1 and P2 this is in the form of an activity pack. The emphasis should be on enjoyment!

## ASSESSMENT

Children are assessed as part of their normal day to day work. These ongoing assessments help the teacher to plan the next part of the work. Any difficulties are noted and steps taken to remedy them. Class tests are given to check that the work covered has been understood. National Assessments are used to confirm the teacher's assessment. Children sit the National Assessment when the teacher feels that they are ready. The annual written report details these results.

Sometimes diagnostic tests may be given to an individual so that we can pinpoint the area of difficulty and plan a learning programme accordingly. If we wish to involve the Educational Psychologist we would, of course, speak to you first and obtain your consent. At all times the parents are informed, consulted, and encouraged to help.

All information is passed on to the next teacher to ensure continuity.

## EXTRA CURRICULAR ACTIVITIES

After school activities include netball and football. We do appreciate the help given by parents with these activities. We take part in Wick School League for football and netball, in the Swimming Gala, Triathlon Event, Rugby and other occasional events. There is also a lunchtime Chess Club for P4, P5, P6 and P7 pupils.

## EXCURSIONS

Opportunities are provided for pupils to take part in excursions usually connected with a topic being studied. Most classes will have a day's outing in the summer term and pupils may also have the opportunity of an extended trip. The Parent Council will continue to pay for P4 and P5 to attend a local show or pantomime at Christmas. In 2009, they paid for the whole school to attend the Wick Players Pantomime.

## SCHOOL TRANSPORT

Free transport to school is available for children living within the delineated area of the school if they are under eight years of age and over two miles walking distance from the school or are eight years of age and over and three miles walking distance from the school. However, they may be expected to walk part of the distance to and from a convenient pick up point for the school transport. Transport application forms are available from the school. Any further information on details of the school transport system may be obtained from the Area Manager, Rhind House, Wick.

## SCHOOL FUND

The main source of income for the school fund is derived from fundraising events. It is used to subsidise outings, buy additional equipment, pay for visiting theatre shows etc.

## HEALTHY TUCK SHOP

A tuck shop is operated from the school kitchen and children can buy hot toast with low fat spread, milk and fresh fruit at break time every day. Costs are kept minimal from 15p per item.

## SECONDARY EDUCATION

Pupils transfer to Wick High School when they have completed their primary education.

Further information on secondary provision may be obtained from the Rector, Wick High School, West Banks Avenue, Wick KW1 5LY Tel. No 603333.

## M.A.A.S.K.

We have a morning and after school club which operates in this school (M.A.A.S.K.), a charitable organisation which is part of Pulteneytown Peoples Project. This provides a safe, permanent place which benefits children and carers who live in the area. The club is open 8.30am to 9.00am and from 3.10pm to 5.00pm during term times and from 9.00am to 5.00pm for some weeks during the school holidays. If you would like more details, please contact Pulteneytown Peoples Project on 01955 606950.



**Healthy choices for lunch**

## PLAYGROUND SUPERVISION

Playground supervision is provided by the janitor, support assistants and classroom assistants. Children are expected to play in the playground in the morning and lunch times unless the weather is very severe. If they require to stay inside for any other reason they should bring a note to the class teacher so that we can ensure that they do stay inside. In normal circumstances children benefit from the time they spend playing in the fresh air and we do not encourage them to stay inside.

A range of playground equipment is available to take out on dry days.

If a child is so unwell that he/she is unable to go out then it is unlikely that he/she is well enough to be in school. If there is a problem do not hesitate to contact the Head Teacher - arrangements are flexible and can be altered to suit particular circumstances.

In winter weather it is not a good idea to send your child to school too early. As school starts at 9.10 am, ideally children should not arrive before 9.00 am.

## ABSENCE

Parents must inform the school of the reason for the absence of their children. This MUST be done by informing the school on the first day of absence and then confirmed by letter on the child's return to school. In cases of a longer absence a telephone call during the absence would be appreciated.

## CHILD PROTECTION

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

More information about Child Protection Procedures within Highland can be obtained from the *Child Protection Development Officer, Ms Pene Rowe, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - Telephone (01463) 703483 or Fax (01463) 713237 or visit [www.protectinghighlandchildren.org](http://www.protectinghighlandchildren.org)*

## DATA PROTECTION

Any information you have supplied/any information gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedures following from this.

This data will be maintained in accordance with the Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.

The information in this brochure, while correct at the time of printing, may be subject to alteration to take account of changing circumstances.

JANUARY 2010



**Whole school December 2009**

## GOLDEN RULES AND SAFETY RULES

Rules are best kept to a minimum and are for the safety and welfare of the pupils.

Our policy is to encourage good behaviour through praise and encouragement. We reward good behaviour. We expect a high standard of socially acceptable behaviour from all pupils in the school and when taking part in school related activities.

Misdemeanours of a minor nature are dealt with by the Class Teacher by a verbal reprimand and loss of Golden Time. In more serious cases a detention will be issued and the parents informed of this by a letter home which will require their signature. A copy of the Golden Rules and Discipline information is included in this brochure. In the case of continued behaviour problems parents will be invited to the school to discuss the situation. In this matter, too, parents and the school need to work together.

We aim to teach children that any kind of bullying is unacceptable. A variety of strategies including stories, discussions, TV programmes and role play are used. Children are encouraged to tell their teacher if they are being bullied at school. If you believe that your child is a victim or indeed a bully, please let us know. Unless we know about it we cannot do anything to stop it. We are aware that the bully needs help too to alter his/her behaviour.

Anti-bullying and anti-racist incidents are dealt with according to Highland Council policy guidelines.



**Relaxing day at Dunbeath – whole school trip Summer 2009**

## [Transferring Educational Data About Pupils](#)

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

### **Data policy**

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith Scottish Government.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at [Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

### **Want more information?**

Further details about ScotXed are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net), which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

2010 – 2011

2010 - 2011