

KYLEAKIN PRIMARY SCHOOL



SCHOOL BROCHURE

2009-2010

AIMS

The school aims as stated in the School Development Plan are: -

- To provide a safe and stimulating environment in which each child feels happy and secure.
- To involve parents as partners in education to enhance the quality of pupil's learning and welfare.
- To use the Nursery Curriculum and 5-14 curriculum framework to ensure a coherent and progressive approach to teaching and learning in all areas of the curriculum, in the nursery and from P1 to P7.
- To create an ethos of achievement to encourage all pupils to raise their levels of attainment.
- To encourage and provide opportunities for all staff to continue personal and professional development.
- To ensure the school is well resourced in all areas of the curriculum to allow equal opportunities for all pupils.
- To ensure a whole school approach by involving the Nursery.
- To provide a school of which pupils, staff, parents and the community are proud.

1. THE SCHOOL

1a. Contacts.

Kyleakin Primary School
KYLEAKIN
Isle of Skye
IV41 8PH

Telephone: 01599 534150
Fax: 01599 534065
Email: kyleakin.primary@highland.gov.uk

Contact can also be made with the Area Education Office for details of the education system in the Highland Council.

Mr Laurence Young
Senior Education Manager
Skye & Lochalsh
Elgin Hostel
Dunvegan Road
PORTREE
IV51 9EE
Telephone 01478 613697

Mrs Rosemary Bridge
Education Officer
Camaghael Hostel
Fort William
PH33 7NE
01397 707350

1b. Staff.

Head Teacher.
Permanent / Full Time
Permanent / part time
Clerical Assistant
Classroom Assistant/Pupil welfare

Mrs Alison MacIennan
Mrs Elaine Finlayson
Mrs Gayle Morison
Mrs Christine Morrison
Ms Heather McFarlane

Visiting Staff.

Mrs Janice McGuire
Mrs. Alison Beaton
Mrs Anne MacLeod
Mr. Niall Stewart
Ms Heather MacFarlane
Mrs Mary Strachan
Mr Graeme Walker
Mrs Marion Beeston
Mrs Sandra Coghill

PE
Learning Support
Reduced Class Contact Teacher
Piping Instructor
Classroom Assistant (5.5 hrs per week)
Music
Art
Fiddle Instructor
Health & Wellbeing

Nursery Staff

Mrs Christine MacLeod
Mrs Heather MacKenzie
Mrs Mairi MacDonald

Nursery Assistant
Nursery Auxiliary
Nursery Co-ordinator Teacher

1c. Roll.

The school roll for session 2008/2009 is 18 with an anticipated roll of 20 for session 2009/2010. The school also has a nursery running 5 x 2.5 hour sessions weekly for 4 year olds and 3 year olds. The number of permanent, full-time staff allocated to the school is 1.5, with a staff of two in the nursery.

The structure of the school therefore is as follows:-

Primaries 1, 2, 3	Mrs Elaine Finlayson
Primaries 4, 5, 6, & 7	Mrs Gayle Morison (Mon, Wed and Thurs)

Composition of classes may change should numbers dictate.

All children have access to the visiting specialists with only P4 - P7 being given the opportunity of tuition by the piping instructor, Mr. Stewart, and fiddle by Mrs Marion Beeston.

1d. The Building.

Kyleakin Primary School is a bright, modern, single storey building opened in 1982. It consists of two teaching areas and one nursery area opening onto a large resource area suitable for art and craft activities, science activities etc. This area has facilities for cooking as well as two large sinks. The resource area is well used by all classes.

The school also has a large hall which is used in many ways, i.e. hall / gymnasium / canteen.

The playground has both grass and tarmac areas allowing for extensive and imaginative play.

The catchment area for Kyleakin Primary School is the village of Kyleakin, the village of Kyclerhea and the area between those villages. Transport is provided for children who live further than *2 / 3 miles from the school as long as they are within the catchment area.

*Further than 2 miles	-	Children under the age of 8
Further than 3 miles	-	Children over the age of 8

1e. The School Day.

9:00 am	10:35 am	
10:35 am	11:00 am	(interval)
11:00 am	12:30 pm	
12:30 pm	1:25 pm	(lunch)
1:25 pm	2:20 pm	P1-2(interval)
2.30 pm	3:15 pm	

Parent Council

All parents are automatically members of the school's Parent Forum. The Parent Council is the group of parents who have been chosen to represent the forum to the school and to the Education, Culture & Sport Service. The Parent Council is also involved in other activities such as social events, fundraising etc.

Parent members

Chairperson:	Mr Ewen Morrison.
Secretary:	Mrs Rosemary Finnie
Treasurer:	Mrs Annette MacRae
Co-opted members:	Mr Dave Mockett. Mr Harry Slater.
Teacher rep:	Mrs Gayle Morison

Mrs MacLennan also attends Parent council meetings.

2. PARENTS

Involvement from parents is vital to the successful running of the school, as children should see the school as an extension of the home with both working in partnership. These are opportunities for both formal and informal involvement.

2a. Formal.

Pupil progress reports are issued in November (Term 2) and June (end of Term 4). These are the formal reports, which form the main source of record keeping in each child's educational career.

Formal appointments for parents to discuss these reports are issued with each report. Discussion can be with Class Teacher and / or Head Teacher.

Appointments can be made with the Head Teacher at any other time.

Parents of new entrants meet with the class teacher before the October break to discuss any problems and deal with questions parents may have regarding their child's first year in school.

2b. Informal.

An informal "Star Folder" evening is held at the end of the third term. Each child presents a folder of assessment pieces to their parent/carers. Teachers are also available, if any parent wishes to discuss any issues.

From time to time, the Head Teacher will invite parents/carers to workshops or meetings to update you on National, local or school developments. Attendance at these is always appreciated.

2c. Parent Helpers.

Parents are a valuable resource for schools. Often there are hidden talents and skills just waiting to be 'tapped'. Any parent who has a specific skill they would like to share is most welcome to become involved in the school.

Parents are also encouraged to become involved in the simplest of ways, e.g. covering books, attending outings, preparing for concerts etc., thereby sharing the school with their child.

2d. School Security

In accordance with government guidelines, the school has a security system which attempts to provide the children greater safety in school.

This, however, means you may be met by a locked door. The visitor 'button' should be pressed and on identification the door will be released.

2e. Parents and Children.

Parents are not only encouraged to become involved in school but also at home. Children become more motivated when parents reinforce work covered in school, and also provide added inspiration. Reading with and to children is vitally important especially in the early years of education. As a child develops, involvement in project work can make the subject more relevant.

Simple discussion with the child about the school day can reassure and also bring to light any anxieties, which can then be discussed with school staff.

3. SCHOOL MEALS

3a. Contacts.

Client Officer
33 Harbour Road
INVERNESS
IV1 1UA
Tel: 01463 251316

Area Catering Manager
Highland Contract Services
Divisional Education Office
Castle Street
DINGWALL

3b. Arrangements for school meals.

Cook – in – Charge

Ms L. Glover

Ms Glover runs a spotless and efficient kitchen providing interesting, enjoyable and well – balanced meals, with healthy eating a priority. The majority of children remain in school for lunch.

Cost £1.65 per day = £8.25 per week

Collection Lunch money is collected by Ms. Glover each Monday.
Payment for the week **MUST** be made on **MONDAY**.
Money should be carried by children securely in purses or envelopes with the child's name clearly written on the outside.
Cheques should be made payable to
HIGHLAND COUNCIL.



Lunch is served for all children at 12:30pm.

3c. Free Meals.

Free meals are available to parents who are in receipt of Benefits as stated on FSML form. Form FSML is available from the Head Teacher and Service Points.

3d. Packed Lunches.

Facilities are available for the consumption of Packed Lunches in the Dining hall. Council policy does not allow drinks to be carried in glass bottles and lunches should be carried in leak-proof containers. Parents should be mindful of the Healthy Eating Policy, and only include healthy food and snacks.

School priorities for improvement

From our self-evaluation, we have identified the need to develop the following aspects to improve the learning experiences of all children and young people:

- The transition process from nursery to primary and primary to secondary through the Associated Schools Group and the new curriculum for excellence.
- Developing active and collaborative learning throughout the school through the new Curriculum for Excellence in Mathematics.
- Working towards Eco Schools Green flag status and reviewing Health Promoting Schools status.

Improvement project 1:

The transition process from nursery to primary through the new Curriculum for excellence in Literacy.

Learners:

- Will benefit from improved collaborative planning and information sharing.
- Will benefit from an improved shared understanding between nursery and primary staff with regards to approaches to teaching.
- Will benefit from a smoother transition process through a more consistent approach to building an effective Literacy folio which will be forwarded to the primary one class
- Will benefit from improved continuity, progression, pace and challenge in Literacy.
- Will benefit from improved sharing of Literacy transition information with learners/parents/carers.
- Will benefit from having an improved confidence in applying Literacy skills across the curriculum in both nursery and primary.

Improvement project 2:

Developing active and collaborative learning throughout the school through the new Curriculum for Excellence.

Pupils will benefit from:

- Improved teaching approaches
- Increased opportunities for collaborative and active working/learning.
- Quality learning experiences
- Taking responsibility for choosing how they would like to learn within a range of learning contexts

Improvement project 3:

Gaining Green Flag Eco-school status and review Health promoting school status.

The learners will

- Continue to be involved with the eco committee and eco code. Whole school, including nursery to be involved in audits.
- Continue with the implementation of the action plan.
- Continue to seek opportunities to raise awareness in pupils of waste reduction / recycling and care for the environment
- Explore the possibility of creating nature garden as a teaching resource.
- Record and monitor either energy or water use or both. Find ways to reduce use.
- Audit and review HPS status with staff member and draw up action plan.

Improvement project 4:

Transition Project in Writing (Portree High School Associated School Group)

Learners will benefit from:

- Improved continuity and progression from P7 to S1, over the period of the project and beyond.
- Improved quality of experiences in writing, in Gaelic and English (EM & GM) as appropriate and across the curriculum,
- Improved approaches to evaluation and evidence base as the progress through levels.

- Improved communication about learners' experiences across Primary, Secondary and the school community.
- Raise attainment in writing for identified pupils, as agreed by individual schools within the ASG.

4. Curriculum for Excellence

'A Curriculum for Excellence' provides explicit statements of the aims of education in Scotland, concepts which have long been implicit. In summary, the purposes of education are to enable all young people to become:

successful learners
confident individuals
responsible citizens
effective contributors.

The development of these capacities, attributes and capabilities lies at the heart of work on curriculum renewal.

'A Curriculum for Excellence' also established clear principles for curriculum design to provide a framework within which improvements can and should be made. The principles identified - challenges and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance - will have different emphases at different stages and as each young person learns and develops.

The purpose of the programme is to improve the learning, attainment and achievement of children and young people in Scotland.

Wisdom, justice, compassion and integrity are the words inscribed on the mace of the Scottish Parliament. The Curriculum Review Group says: 'One of the prime purposes of education is to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility. Young people therefore need to learn about and develop these values. The curriculum is an important means through which this personal development should be encouraged.'

All teachers will have responsibility for teaching numeracy, literacy and health and wellbeing. The following table shows the new attainment levels.

Curriculum levels for numeracy, literacy and health and wellbeing

Level	Stage:
Early	Pre-school and P1
First	To the end of P4, but earlier for some children
Second	To the end of P7, but earlier for some children
Third and Fourth	S1-S3, but earlier for some. The fourth level broadly equates to SCQF level 4.
Senior Phase	S4-S6

The curriculum areas are the organisers for setting out the experiences and outcomes. In drawing up the experiences and outcomes, learning in each curriculum area has been reviewed and updated to emphasise the contributions it can make to developing the four capacities.

The curriculum areas are:

- **Sciences**

- Languages
- Mathematics
- Expressive arts
- Social studies
- Technologies
- Health and wellbeing
- Religious and moral education

Curriculum areas are not structures for timetabling: establishments and partnerships have the freedom to think imaginatively about how the experiences and outcomes might be organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of their children and young people.

The above explanation has been quoted from 'The Learning and Teaching Curriculum for Excellence' website. Additional information can be found on that website.

The following statements regarding the curricular areas have been quoted from the Curriculum for Excellence Website.

4a. Numeracy

The draft numeracy experiences and outcomes emphasise the need for young people to be confident in using the skills of numeracy in different aspects of life and work and are designed to encourage imaginative ways of teaching and learning. Contexts include:

- managing money and financial planning
- understanding and managing earnings, benefits and credit
- managing a budget in household and work-related situations
- estimating and calculating
- reading timetables, calculating distances and journey times, reading maps
- interpreting information in a variety of graphs and tables.



Mathematics

The mathematics outcomes are designed to stimulate children's interest and promote creativity and innovation.

They will support teachers in meeting the needs of children and young people through using carefully planned, well-paced learning and teaching activities. Within a rich and supportive learning environment, best practice will draw upon a skilful mix of approaches, including:

- planned active learning with opportunities to observe, explore, investigate, experiment and play
- development of problem-solving capabilities
- development of mathematical thinking skills
- use of relevant contexts, familiar to young people's experiences
- appropriate, effective use of technology
- building on the principles of Assessment is for Learning

- collaborative and independent learning
- making links across the curriculum
- increased opportunities for discussion, communication and explanation of thinking.

4b. Literacy and English

Literacy skills learners need to develop

The draft literacy experiences and outcomes emphasise the skills which children and young people need. The overarching experiences for literacy and all language learning listed below are closely linked to the four capacities. They can be used in each curriculum area and will help practitioners to plan a wide range of learning activities. This will help to ensure that the development of literacy is part of everyday classroom practice. These overarching experiences are already an important feature of effective practice.

In developing my literacy skills:

- I communicate, collaborate and build relationships
- I learn to reflect on and explain my thinking
- I reflect on how well I am listening and talking, reading and writing. I respond to and act on feedback to help me improve and I provide sensitive and useful feedback to others
- I develop my understanding of how language works and what is special, vibrant and valuable about other languages and cultures and my own
- I engage with a rich range of texts in different media
- I explore the richness and diversity of language, how it can affect me and the wide range of ways in which I and others can be creative
- I appreciate the power of language to influence and bring about change
- I develop an understanding of relationships, motivations, ideas and actions
- I extend and enrich my vocabulary through listening, talking, watching and reading
- I take advantage of the opportunities offered by ICT.

4c. Social studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. As they mature, children and young people's experiences can be broadened using Scottish, British, European and wider contexts for learning, yet maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and how to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.

Children and young people participating in experiences and outcomes in social studies will:

- develop an understanding of how Scotland has developed as a nation, resulting in an appreciation of their local and national heritage within the global community

- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in entrepreneurial activities which stimulate an enterprising attitude
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

4d. Religious and Moral Education.

It is important that children and young people develop awareness that beliefs and values are a fundamental part of the fabric of society in communities, locally and globally. There is an intrinsic value in learning about religion as well as learning from religion, in developing an understanding of diversity in society as well as the child or young person's own role in it. The skills of reflection, critical thinking, development of empathy and respect for the beliefs and values of others are all crucial in assisting in this process and to identifying the role of beliefs and values in society.

Religious and moral education is therefore an essential part of every child or young person's educational experience.

Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- develop knowledge and understanding of Christianity and other world religions
- recognise and understand religious diversity and the importance of religion in society.
- explore and establish values such as wisdom, justice, compassion and integrity and establish their values in their moral development
- investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- develop the skills of reflection, discernment critical thinking and deciding how to act when making moral decisions
- develop skills for life
- develop respect for others and their beliefs, and an understanding of practices which are different from their own
- develop their beliefs, attitudes, moral values and practices through reflection, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for further learning and, for some, careers.

4e. Science

The new science curriculum within *Curriculum for Excellence* has to meet some very significant challenges. Each young person must develop a secure understanding of important scientific concepts. Their experience of science in school should kindle a lifelong interest in science. For many, this experience must

lay a firm foundation for advanced study and careers in science. It is with these challenges in mind that the writers have developed the draft experiences and outcomes.

The experiences and outcomes for Science have been written to allow children and young people to:

- investigate their environment by observing, exploring, investigating and recording
- demonstrate a secure understanding of the big ideas and concepts of science
- make sense of evidence collected and presented in scientific manner
- recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- express opinions and make decisions on social, moral ethical, economic and environmental issues informed by their knowledge and understanding of science
- establish the foundation where appropriate, for more advanced learning and future careers in the science and technologies.

4f Technologies

Learning in the technologies will enable children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop a considered understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- experience work-related learning, establish firm foundations for lifelong learning and, for some, specialised study and a diverse range of careers.

4g Health and Wellbeing

The main purpose of health and wellbeing within *Curriculum for Excellence* is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future. The rationale behind this is that learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves

- apply their mental, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children
- and, for some, perform at high levels in sport or prepare for careers within the health and leisure industries.

4h Expressive Arts

By engaging in and reflecting on experiences within the expressive arts, children and young people can recognise and represent their feelings and emotions and those of others.

The expressive arts play a central role in shaping our sense of personal, social and cultural identity. They also play an important role in acknowledging and valuing the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables children and young people to:

- ‘express themselves in different ways and be creative
- experience enjoyment (and contribute to other people’s enjoyment) through creative and expressive performance and presentation
- develop important skills specific to the expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values, identities and ideas
- and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.’

4i. Assessment

The assessment of the pupils is a continuous process. The teacher uses three main methods of assessment. These are observation, oral and written.

Observation By observing the child at his work, the teacher can see if he is coping well with the work.

Oral. By the teacher questioning the pupil, the teacher can assess how good his understanding of the work is.

Written Tests These allow the teacher to see if the child can recall the knowledge he has been taught and to see if he can use it correctly.

Assessment is for Learning (AifL)

Kyleakin Primary strives to be an “AifL” school. All staff use various methods to encourage children to reach their full potential and become successful learners, confident individuals, responsible citizens and effective contributors.

Classroom assessment involves high quality interactions based on thoughtful questions, careful listening and reflective responses. Pupils and staff are fully involved in deciding next steps for learning and are given feedback about the quality of their work and how to make it better. Staff

use a range of evidence from day to day activities to check on pupils' progress, and assessment information to monitor the school's progress, and to plan for improvement.

Support for Learning is available to all children and may be in the form of individual or group activities and may be either short or long term. Parents are always informed when support is suggested and support teachers are available for consultation and/or discussion
Support allows each child's individual needs to be met effectively.

4j. Behaviour.

Kyleakin Primary School demands high standards of behaviour at all time. High standards are necessary to enable the school to function efficiently and provide the best education and social training for its pupils. Behaviour relates to attitudes towards work, teachers, rules, property and peers. Should there be a problem with behaviour, parents will be contacted and the matter discussed.

The school has an anti-bullying policy which aims to ensure every child feels safe & secure and therefore in a comfortable environment for learning.

A helpful booklet for parents, titled **Promoting Positive Behaviour**, is available at the school. This sets out school expectations and gives suggestions for the pattern to be continued at home.

4k. Uniform.

A school uniform helps children to identify themselves with the school and encourages a sense of belonging.

No official uniform exists but the wearing of school sweatshirts and polo shirts is encouraged. An order form can be obtained from the school.

All children should be smartly dressed. Jeans are **not** acceptable wear for either boys or girls. Girls may wear trousers during the winter months but these are discouraged during summer. Tracksuit bottoms with large printed slogans, or football shirts should not be worn.

When on school trip, or away from school at any time, pupils are encouraged to wear school sweatshirts, as this eases the identification problems in crowded areas.

4l. Assistance with School Clothing.

This is available to parents in receipt of certain Benefits. Forms are available from the Head Teacher.

4m. Homework.

Homework provides a link with school and home creating opportunities for liaison.

The school is grateful for help given at home with reading practice in the formative stages. The regular habit of daily reading at home is of great value at all stages of a child's development.



We expect each child to work to full capacity during school day and so homework is in place to consolidate and expand. Parents are asked to encourage pupils to be conscientious about homework, and to ensure that a quiet time without distraction is set aside for this.

5. LANGUAGES.

5a. Gaelic.

Gaelic is the native language in the Skye & Lochalsh area as is evident in place names etc. We also endeavour to ensure the children understand the relevance of Gaelic in the modern world. Emphasis on traditions and culture is evident through drama, dance and music. We do encourage an understanding of the traditions and culture, which form the basis of the language. The older class also enjoy blocks of gaelic singing through the Youth Music Initiative.

5b. French (Modern European Languages).

French has recently been introduced into the curriculum for the upper primary. The aim is to allow the children to build up a basic working vocabulary and an understanding of the culture of a European country. The emphasis is on oral language rather than written at this stage.

MISCELLANEOUS.

6a. Pupil Care.

The safety and welfare of the children is of the utmost importance. Regular fire drills/training takes place ensuring safe and speedy evacuation of the building.

- Basic first aid is offered by staff to deal with minor cuts etc.
- Should more serious injury occur, parents are immediately informed (see emergency contact form) as is the doctor/hospital.
- Staff may also become aware of eyesight, hearing problems etc. in the classroom. Should this occur, parents will be informed and the situation discussed.
- Should a child become ill during the school day, parents will be contacted and the child withdrawn. (See emergency contact form).
- Parents are encouraged to confide in staff regarding any problems, emotional or health, their child may have.

6b. Child Protection

From time to time incidents can occur within the school setting which cause concern and could indicate that a child 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, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN*
Telephone 01463 703483 – Fax 01463 713237

Getting it right for every child (GIRFEC)

Getting it right for every child is the programme that aims to improve outcomes for all children and young people by promoting a shared approach that builds solutions with and around children and families. It enables children to get the help they need when they need it; supports a positive shift in culture, systems and practice; involves working together to make things better.

OUTCOMES FOR CHILDREN

All children in Scotland should be:

- **Confident Individuals**
- **Effective Contributors**
- **Successful Learners**
- **Responsible Citizens**

To achieve this, every child and young person needs to be:

SAFE: protected from abuse, neglect or harm at home, at school and in the community.

HEALTHY: having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy and safe choices.

ACHIEVING: being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

NURTURED: having a nurturing place to live in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.

ACTIVE: having opportunities to take part in activities, such as play, recreation and sport which contribute to healthy growth and development at home and in the community.

RESPECTED AND RESPONSIBLE: should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their schools and communities.

INCLUDED: having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

We remember this as **S.H.A.N.A.R.I.**

The above has been quoted from Highland Virtual Learning Community (<http://hvlc.org.uk/gir/>)
Additional information can be found on that website.

The *Getting it right for every child* Project Team includes representatives from the following agencies:

The Highland Council
Education
Social Work
Integrated Children's Services
NHS Highland
Northern Constabulary
Scottish Children's Reporter
Administration
Voluntary Organisations
Adult Services

Postal address:

Getting it right for every child
The Highland Council Headquarters
Glenurquhart Rd., Inverness IV3 5NX
Tel. No. 01463 702807
E-mail address:
GIRFEC@highland.gov.uk

More information on *getting it right for every child* can be found at the For Highland's Children Website:
<http://www.forhighlandschildren.org/htm/girfec/girfec.ph>

Adverse Weather



To enquire about school closures in times of adverse weather please phone – Highland Council Number – 08700546999 and enter the school’s pin number when prompted – 04 2450 or visit the web site www.winter.highlandschools.org.uk. It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Pupils using school transport are not expected to wait longer than 20 minutes past the normal pick-up time.

6c. Pupil Absence.

Should a pupil require to be absent from school due to illness, parents are asked to contact the school before 9.30am on the first day of illness.

On return to school, parents are asked to produce a note of absence.

Parents are requested not to extract children from school during term time if at all possible. Holidays taken outwith official dates can affect the learning process.

6d Medical Inspections.

Routine medical inspections of **new entrants** take place during the first term in school and also **Primary Seven** pupils during their last term in primary school.

These inspections assist in identifying any problems at an early stage.

The Health Visitor will call at the school from time to time.

6e. Extra - Curricular Activities.

With the help of staff and parents, the following activities are available outwith school hours:-

Games Club	Tuesday (Oct – March)	3:15 - 4:30	Mrs McGuire
Shinty	Thursday	5.30 – 6.00 6.00 – 7.30	Mr.K MacKenzie Mr. J MacLeod.
Badminton	Monday	3.15 – 4.15	Mrs J MacKenzie/ Mrs C Morrison

6f. School and Community.

Kyleakin School plays a vital role in the community and as a result, becomes involved in a variety of ways, e.g. community fund-raising, entertainment, village projects etc.

Term Dates 2008-2009

Open	Close
Monday 18 August 2008 (Staff Only)	
Tuesday 19 August 2008	Friday 10 October 2008
Monday 27 October 2008	Friday 19 December 2008
Monday 5 January 2009	Friday 27 March 2009
Tuesday 14 April 2009	Thursday 2 July 2009

1. Holidays are Good Friday (10 April 2009), Easter Monday (13 April 2009) and May Day Monday (4 May 2009).
2. 2 Days - Casual Holiday - to be allocated by Highland Council. NOTE: It is strongly recommended that this takes the form of an extended weekend break on Friday 13 and Monday 16 February 2009.

Term Dates 2009-2010

Open	Close
Monday 17 August 2009 (Staff Only)	
Tuesday 18 August 2009	Friday 9 October 2009
Monday 26 October 2009 (staff only)	
Thursday 29 October 2009	Wednesday 23 December 2009
Monday 11 January 2010	Friday 26 March 2010
Monday 12 April 2010	Friday 2 July 2010

1. Holidays are Good Friday (2 April 2010), Easter Monday (5 April 2010) and May Day Monday (3 May 2010).
2. 2 Days - Casual Holiday - to be allocated Highland Council. NOTE: It is strongly recommended that this takes the form of an extended weekend break on Friday 12 and Monday 15 February 2010.

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

School: Kyleakin Primary School	Id No.: 270 - 5127025
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Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	24
Total School Running Costs at April 2008 (£)	121,295
Cost per Pupil (£)	5,054

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	**	1,900	**	**	**	**	2,660	8,640
Percentage Authorised Absences	**	1.7	**	**	**	**	5.8	4.9
Percentage Unauthorised Absences	**	0.1	**	**	**	**	0.2	0.2

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	18.5	19.3

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

Education Authority: Highland

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	17,029
Total School Running Costs at April 2008 (£)	60,594,613
Cost per Pupil (£)	3,558

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	823,218	879,569	901,186	901,018	1,019,376	986,524	958,200	6,469,091
Percentage Authorised Absences	4.6	4.2	3.9	3.8	3.8	3.9	4.1	4.0
Percentage Unauthorised Absences	0.4	0.5	0.4	0.5	0.5	0.4	0.5	0.5

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	17.1	17.1

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	372,265
Total School Running Costs at April 2008 (£)	1,352,956,701
Cost per Pupil (£)	3,634

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	18,444,479	19,145,177	19,526,465	19,941,323	20,669,987	21,017,565	21,092,362	139,837,358
Percentage Authorised Absences	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
Percentage Unauthorised Absences	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	18.0	18.6

EMERGENCY CONTACT

SURNAME -----

CHILDREN IN SCHOOL -----

ADDRESS -----

POSTCODE -----

TELEPHONE -----

EMERGENCY CONTACT

NAME -----

ADDRESS -----

TELEPHONE -----

IT IS IMPORTANT THAT YOU CAN BE CONTACTED BY TELEPHONE DURING THE SCHOOL DAY AND SO PLEASE INCLUDE A TELEPHONE NUMBER WHERE YOU CAN BE REACHED.

THANKYOU