

**INFORMATION BOOKLET
FOR PARENTS
FIOSRACHADH DO PHÀRANTAN**



**PORTREE PRIMARY SCHOOL
BUN SGOIL PHORT RIGH
BLAVEN ROAD
PORTREE
ISLE OF SKYE
IV51 9PH**

www.portree-pri.highland.sch.uk



Achievement for all, though quality learning, co-operation and respect for our culture.

Soirbheas dhan a h-uile duine tro ionnsachadh buadhach, co-obrachadh agus speis do ar cultur.

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This school brochure contains information about most aspects of school life and I hope it will give you and your child, the chance to become familiar with what happens at Portree Primary School, before you both join our large school family.

Although this booklet will, hopefully, answer most of the questions you will have, there may be certain areas of school life, that you might wish to know more about.

If you feel you would like further information about any other areas, please arrange to meet with myself, a class teacher or, indeed, any other member of staff who might be able to offer help.

An extremely important aspect of school life at Portree Primary School, is the good relationship that exists between the school and the parent body.

The input we receive from parents, both formally, through the Parent Council and informally, through talking to parents, is greatly valued.

The school family is made up of pupils, staff, parents and the local community and I am very happy to welcome you into this family.

*John Finlayson
Head Teacher*

INFORMATION BOOKLET FOR PARENTS

INTRODUCTION RO-RÀDH



The following information is at the time of writing, up to date. School life, however, is not static and changes do occur throughout the year. Any changes that do occur will be transmitted to you through the School Newsletters which are sent out regularly during the school year.

Parents wishing an appointment with the Head Teacher or a member of staff, are asked, if possible, to telephone in advance. Meetings with class teachers are best arranged for a time after 3.30pm, as all teachers have a full teaching timetable, and an appointments system helps minimise any unnecessary class disruption.

Tha am fiosrachadh ceart an-dràsta ach faodaidh rudan atharrachadh tron bhliadhna. Gheibhear fios mu atharrachadh sam bith ann an Cuairtlitir na Sgoile a bhios a' nochdadh gu cunbhalach tron bhliadhna.

Ma tha pàrantan airson coinneachadh ris a' Cheannard, no neach-obrach eile, bu chòir fònadh an toiseach ma ghabhas idir. Tha e nas fheàrr coinneachadh ri luchd-teagaisg an dèidh 3.30pm oir tha iad a' teagasg fad an latha. Ma bhios uair air a chur air dòigh, cha tèid maill sam bith air a' chlas.

KEY NAMES AND ADDRESSES

Portree Primary School
Blaven Road
PORTREE
Isle of Skye IV51 9PH
Tel: 01478 613130
Fax: 01478 613357

AINMEAN IS SEÒLAIDHEAN

Mrs Rosemary Bridge
Area Education Officer
Elgin Hostel
PORTREE
Skye Tel. Portree 613697

Parent Council

Comhairle nam Pàrant

Chairperson	Helen Gilpin
Vice Chairperson	Steve McCabe
Treasurer	Barbara MacKinnon
Secretary	Moreen Pringle
Clerk	Maggie Cowie

Members:

John Finlayson, Head Teacher
Katie Murray
Debbie MacDonald
Sandra Dickson
Sabine McKiggan
Joan Corrigan
Mairi MacLeod
Kay MacKinnon

Flora MacDougall, DHT
Sara Matheson
Graham Smith
Andrew Shaw
Maggi Charteris
Graham Smith
Moiria Tait
Kay MacDonald

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PORTREE PRIMARY SCHOOL STAFF

LUCHD-OBACH



Teaching Staff

Head Teacher
Depute Head Teacher
Principal Teacher

Luchd-teagaisg

Mr John Finlayson
Mrs Flora MacDougall
Mrs Shona Nicolson

English Medium Staff

Mrs Marilyn Chambers
Dr Cathrine Maclean
Mrs Shona Nicolson
Ms Neilian MacKenzie
Mrs Mairidh Anne MacKinnon - (Maternity cover – Mrs J Templeman)
Miss Katie Murray
Miss Kirstin MacDougall

Beurla

Learning Support Teachers

Mrs Anne Stormont
Mrs Brenda Howieson (Gaelic)

Taic Oideachaidh

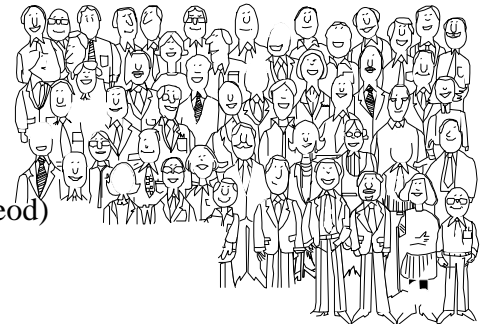
S.E.N. Teacher Mrs Kay Alston

Feumalachdan Sònraichte

Gaelic Medium Staff

Mrs Kenna MacDonald
Mrs Flora MacDougall
Miss Lynsey MacDonald
Miss Ann MacLeod
Mrs Shona MacDonald – (Maternity cover Miss M Macleod)
Mrs Brenda Howieson – Management Cover
Mrs Catherine Munro – CCR Cover

Gàidhlig



Visiting Teachers

P.E.
Music
Art
Swimming
Strings Instructor
Piping Instructor
Gaelic Singing Instructor

Tidsearan Siubhail

Mrs Irene Deplano
Mrs Sara Matheson
Mrs Alice MacVicar
Pool Staff
Mrs Marion Beeston
Mr I R Finlayson
Mrs Kirsteen Graham

Non-teaching Staff

Janitor & Playground Supervisor
Clerical Assistant

Luchd-obrach Eile

Mr Hugh MacIntyre
Mrs Morag MacKay + Mrs Maggie Cowie

GM Nursery Assistant
GM Nursery Auxiliaries

Mrs Catriona Daughtery
Mrs Donna MacDonald
Mrs Mary MacDougall

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Classroom Assistants

Gaelic -

Mrs May Stewart
Mrs Marie MacDonald
Mrs Catriona Beaton
Mrs Elizabeth MacDonald
Mrs Janet MacVicar

English -

Mrs Ann MacAuley Mrs Maria Fox
Mrs Marion MacPherson

Learning Support

Auxiliaries

Mrs Chrissie MacLeod
Mrs Maggie Cowie
Miss Lorraine Gillies

Crossing Patroller

Mrs Janet MacVicar

Playground Supervisor

Mrs Helen Wilson

School Nurse

Mrs Helen Gilpin

Cook-in-charge

Mrs Alice Martin

ETHOS

ÀRAINN

All members of staff have a part to play in upholding the positive ethos of the school. As role-models, adults set the example for pupils of courtesy, consideration for others and punctuality.

ENROLMENT PROCEDURES

CLÀRADH

During the early part of February, the Education Authority places, in two local papers, a notice of the procedures for the enrolment of pupils into Primary 1. Children who will have reached their fifth birthday by the following February are eligible to start school in August.



Parents are invited to make appointments during the week designated as enrolment week, and this is usually in February, to meet the Head Teacher and enrol their children. At this time there will be an opportunity for discussion and parents will be given any advice or help required. There will be meetings and visits to school for both parents and children before they actually start in August.

Primary 1 pupils will be expected to attend school for the full day from the first day of session.

INFORMATION BOOKLET FOR PARENTS

SCHOOL DELINEATED AREA AND SCHOOL TRANSPORT SGÌRE AGUS CÒMHDHAIL



Portree Primary School was built in 1991. In 1996 an extension was built to hold an ever increasing roll.

In November 2006 Sgoil Araich, the Gaelic Medium Nursery also moved to the school campus from its former site at the Elgin Hostel.

The current school roll stands at 274. Of these 149 are in the English Medium department 96 are in the Gaelic Medium department and 29 are in Sgoil Araich, the Gaelic Nursery.

The Primary 1 intake last session was – English Medium 19 and Gaelic Medium 17.

Delineated Area

The map on the following page shows the delineated area of their school. Pupils living within this area attend Portree Primary School. Parents living out with this area who wish their children to attend Portree Primary School require to make a placing request to the Area Education Officer.

School Transport

Pupils living within the delineated area of Portree Primary School are eligible for free school transport if the following conditions apply -

- 1) They live at least 2 miles from the school and are under 8 years of age.
- 2) They live at least 3 miles from the school.

Parents can obtain an application form and any other information they may require from the school office. Pupils living in the Sluggans area are able to travel on a service bus for which the appropriate fare must be paid.

There is a crossing patroller at the junction of Home Farm Road and Blaven Road who is on duty in the morning, at lunch time and at the end of the school day. Pupils should only cross Home Farm Road at the designated crossing point.

SCHOOL OPENING TIMES UAIREANAN FOSGAILTE

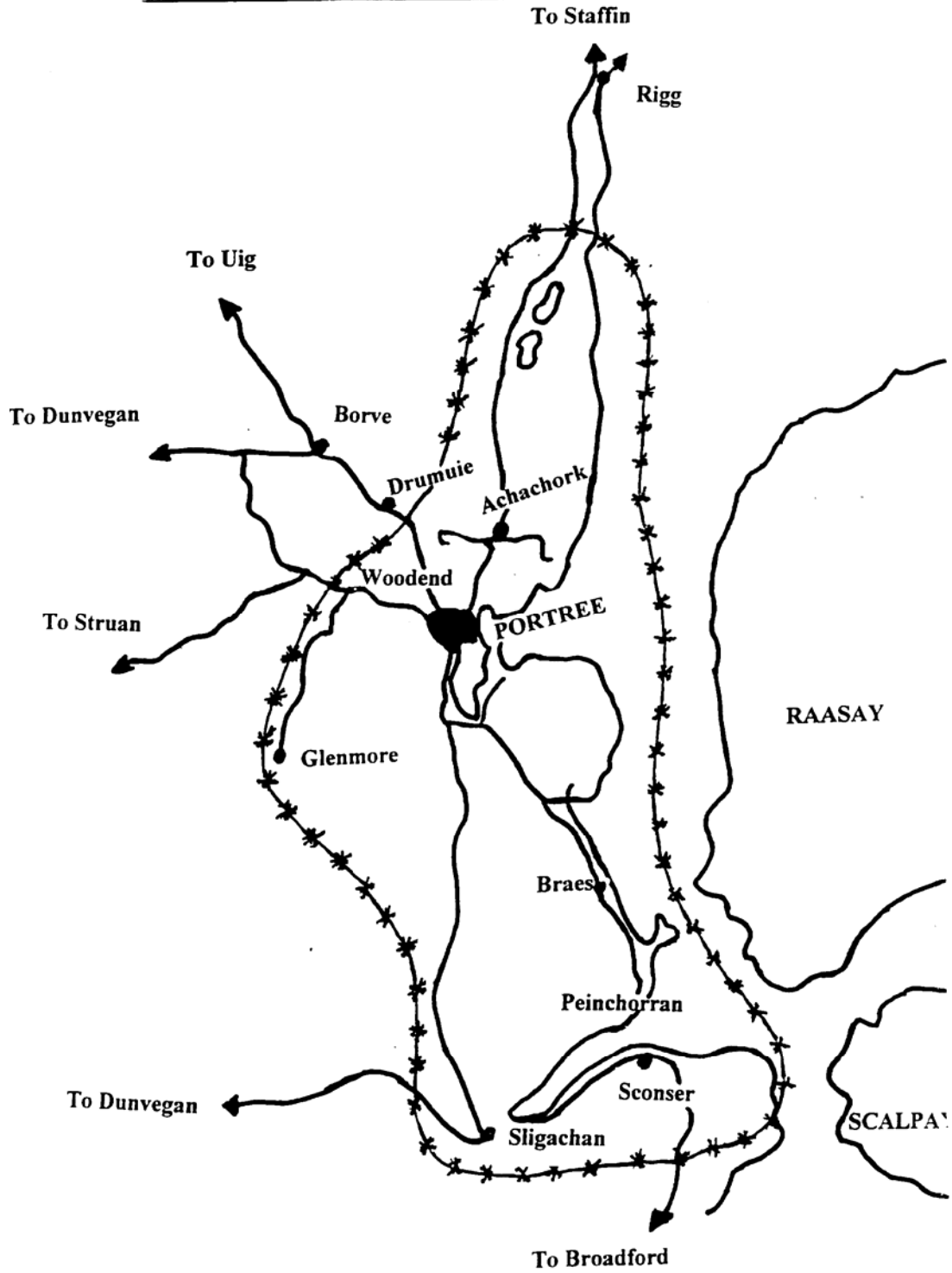
Start of Day- 9.15
P1-P3 Break- 10.40 - 10.55
P4-P7 Break- 11.00 - 11.15
P1 + P2 Lunch- 12.15 - 1.30
P3-P7 Lunch- 12.45 - 1.30
End of School Day - 3.15

NURSERY / SGOIL ARAICH

4 year olds - 9.30- 12.00
3 year olds - 12.45- 3.00



Delineated Area of Portree Primary Lies Within the Line Marked ***



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EARLY CLOSURES-ADVERSE WEATHER

A'DUNADH TRATH- DROCH AIMSIR

There are occasions, fortunately very seldom, when the school could be forced to close early without notice to the parents. This can happen, for example, in the case of a sudden, severe snow storm.

In such situations all parents are asked to make sure they can be contacted and the following procedures will apply:

- The school telephone messaging service will be updated.
- In the case of village children it will be assumed, unless parents indicate otherwise that pupils in P4-P7 can walk home after the messaging service has been updated.
- The parents of P1-P3 children without older siblings and children who travel from out with the school catchment area will be contacted to ascertain their plans for collection of pupils.

Should the conditions be so severe that the school is unable to open, the Head Teacher will arrange for this to be broadcast by Radio Highland and Cuillin FM by 8.00 am and will also telephone transport operators. Information will also be made available through the school's **telephone messaging service- 08700546999- school pin-042810** and the Highland Council's winter weather website - **www.winter.highlandschools.org.uk**.

PARENTAL CONCERNS

UALLACH

When a concern or complaint is brought to the attention of the Head Teacher, the Head Teacher has a duty to investigate.

When the complaint involves a member of staff the teacher involved is informed and invited to discuss the situation with the Head Teacher who will then have further discussion with the parent.

It may be appropriate to meet with parent and teacher together to resolve any differences.

VISITORS

LUCHD-TADHAIL

Parents are always welcome to visit but in the interests of security and to ensure that the relevant staff are available are asked to make an appointment with the school and call at the office before proceeding to classrooms.

SUPPORT FOR LEARNING SPECIALIST

TAIC OIDEACHAIDH

Support for Learning is the responsibility of all class teachers. The SFL teacher works mainly in the classroom situation supporting groups, advising and providing resources as required. Those children who experience severe difficulties, particularly in number and language work may be extracted from their normal classes for a short time on several days of the week and given one-to-one or small group tuition, by the Support for Learning teacher.

SPECIAL EDUCATIONAL NEEDS FEUMALACHDAN SÒNRAICHTE

There is an S.E.N. unit housed in the school called the Sunshine Room. The pupils who have significant special needs are integrated into mainstream as is appropriate and mainstream pupils may also enjoy the support of the S.E.N. staff.

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The base is staffed by a teacher and by learning support auxiliaries who support pupils in both the Sunshine Room and in the school generally.

EDUCATION PSYCHOLOGIST INNINN-EÒLAICHE FOGHLAIM

The Educational Psychologist for this area is Mr Bob Leadbetter, who is based in the Education Office, Elgin Hostel, Portree.

Where the school finds that a child has a learning or behaviour difficulty which does not respond to normal classroom practice, the child may be referred to the educational psychologist who is a specialist in diagnosing and identifying the problems mentioned above. With such referrals the approval and co-operation of the parents is always sought beforehand. We have found that joint support from the home and the school, is often instrumental in the psychologist making a successful diagnosis of the problem.

SCHOOL MISSION STATEMENT:

Achievement for all through quality learning, co-operation and respect for our culture.

Soirbheas dhan a h-uile duine tro ionnsachadh buadhach, co-obrachadh agus speis do ar cultar.

AIMS OF PORTREE PRIMARY SCHOOL AMASAN NA SGOILE

- 1) To have a school that:
 - Provides good learning and teaching
 - Celebrates pupils' successes
 - Includes everyone
 - Involves parents and the community
- 2) To encourage pupils to be confident individuals, successful learners, responsible citizens and effective contributors
- 3) To encourage pupils to do their best and behave well.
- 4) To carry out assessment and report and give feedback to pupils and parents.
- 5) To have a school that pupils, staff, parents and the community are proud of.
- 6) To have a safe, stimulating school where pupils learn relevant things.
- 7) To have good relationships with other schools and the local community.
- 8) To make transfer from nursery into P1 and P7 into High School easy.
- 9) To let teachers and other staff take part in training courses
- 9) To talk about what happens in the school and make changes if things can be improved.
- 10) Have a school that provides learning which is relevant to Portree and also an ever changing society



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AMASAN NA SGOLIE



1. Sgoil a bhith againn a nì na leanas:
 - A' tabhann deagh ionnsachadh is teagasg
 - A' comharrachadh soirbheachaidhean sgoilearan
 - A' gabhail a-steach nan uile
 - A' cur pàrantan is na coimhearsnachd an sàs
2. A' brosnachadh sgoilearan gu bhith nan daoine misneachail, nan luchd-ionnsachaidh soirbheachail, nan saoranaich cùramach agus nan tabhartaichean èifeachdach.
3. A' brosnachadh sgoilearan gus dèanamh cho math 's as urrainn dhaibh agus gus an giùlain fhèin gu modhail.
4. A' gabhail measadh os làimh agus a' toirt fios air ais dha sgoilearan is dha pàrantan.
5. Sgoil a bhith againn às am bi sgoilearan, pàrantan is a' choimhearsnach moiteil.
6. Sgoil a bhith againn a tha sàbhailte, brosnachail is far an ionnsaich sgoilearan nithean freagarrach.
7. Deagh dhàimhean a bhith againn ri sgoiltean eile agus ris a' choimhearsnachd ionadail.
8. An gluasad bho sgoil-àraich gu BS1 agus bho BS7 gun Àrd Sgoil a dhèanamh furasta.
9. Cothrom a thoirt dha tidsearan is luchd-obrach eile pàirt a ghabhail ann an cùrsaichean trèanaidh.
10. A bhith a' bruidhinn mu na tha a' tachairt sa sgoil agus atharrachaidhean a dhèanamh ma ghabhas nithean a leasachadh.
11. Sgoil a bhith againn a tha a' tabhann ionnsachadh a tha freagarrach dha Port Rìgh agus cuideachd dha saoghal a tha a' sìor atharrachadh.

(Reviewed in consultation with parents, staff and pupils June 2008)

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THE CURRICULUM AN CLÀR OIDEACHAIDH



At present, and in line with all Scottish Primary Schools, Portree Primary teaches a curriculum that is based on the Scottish 5-14 curriculum and a new curriculum that is being phased in– A Curriculum for Excellence. A Curriculum for Excellence (3-18) is very much an outcome based curriculum and is designed to help pupils become – Confident Individuals; Responsible Citizens; Successful Learners and Effective Contributors. At present pupils will be involved in learning that seeks to promote the best of both the 5-14 Curriculum, A Curriculum for Excellence and also strategies, methodologies and approaches seen as important by the school and school staff.

This flexible curriculum enables pupils to encounter a range of areas of learning through which they will meet different kinds of knowledge and experience different ways of thinking. It is designed to provide a structure which encourages them to grow in depth of knowledge, understanding and skills. In providing for all this, a well-designed curriculum will also encourage the pupil to develop socially and personally and will lay a firm foundation for further learning.

Principles governing the 5-14 curriculum

Prionnsabail clàr 5 - 14

The 5-14 curriculum is based on a set of principles applicable to all pupils:

Breadth, Balance, Coherence, Continuity and Progression.

- **Breadth** provides appropriate experiences to ensure the coverage of a sufficiently comprehensive range of areas of learning.
- **Balance** ensures that appropriate time is allocated to each area of curricular activity and that provision is made for a variety of learning experiences.
- **Coherence** requires the establishment of links across the various areas of learning so that pupils begin to make connections between one area of knowledge and skills and another.
- **Continuity** ensures that learning builds on pupils' previous experience and attainment.
- **Progression** provides pupils with a series of challenging but attainable goals.





ACE

A Curriculum for Excellence

To enable all young people to become -

<p>Successful Learners With:</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p>and able to:</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations 	<p>Confident Individuals With:</p> <ul style="list-style-type: none"> • self respect • a sense of physical, mental and emotional wellbeing • secure values and beliefs • ambition <p>and able to:</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and take informed decisions • achieve success in different areas of activity
<p>Responsible Citizens With:</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>and able to</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues 	<p>Effective Contributors With:</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p>and able to</p> <ul style="list-style-type: none"> • communicate in different ways and in different settings • work in partnership and teams • take the initiative and lead • apply critical thinking in new contexts • create and develop • solve problems

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THE AREAS OF THE CURRICULUM RAOINTEAN A' CHLÀIR-OIDEACHAIDH



As a means of ensuring sufficient breadth, five main areas have been identified as the framework for planning the primary, early secondary and special schools. The areas are **Language, Mathematics, Environmental Studies, Expressive Arts and Religious and Moral Education.**

Language

Cànan

Language is at the heart of children's learning: it is through language that they acquire much of their knowledge and many of their skills. The curriculum, therefore, gives high priority to developing pupils' ability to use language accurately and appropriately, to communicate with others for a variety of purposes and to examine their own and others' experiences, feelings and ideas. It should also equip them with knowledge about language. Through planned and progressive use of a wide variety of spoken and written texts, including stories, plays, poems, films and non-fiction and reference materials, pupils are introduced to the range, power and variety of language and taught how to respond to its different forms and purposes with discrimination and growing critical awareness. All pupils will develop competence in language through the medium of English. Those in Gaelic Medium education will also develop their competence in language through the study of Gaelic.

Reading, Writing, Listening and Talking are the fundamental strands of language. The use of planned and structured resources give children experience in these.

Reading

Leughadh

Children should learn to read accurately for a number of purposes. They should read for information, being able to act upon and use this in discussion and research. They should read for enjoyment, fiction, non-fiction and poetry from a variety of texts available from the school and other sources.

Children will be helped to learn the basic skills through the structured and progressive reading schemes. These will incorporate the development of initial sight vocabulary, the development of other skills which will help pupils gain confidence in their own reading ability.



Writing

Sgrìobhadh

Writing encompasses a number of aspects and has a variety of purposes. These, broadly speaking, are functional writing such as letter writing, report writing, personal writing in which children express their own experiences and ideas and the imaginative writing of stories. To enable children to carry out these they require to be able to communicate using legible and fluent handwriting, to be able to spell, use punctuation and structure their written work.



Listening Èisteachd

Pupils will have experience of listening individually and in groups and to respond in various ways. They listen for information and directions using audio and visual aids, reporting, note taking, identifying particular information or gaining more general impressions of what they have heard. They will also listen regularly to good stories, and to good speakers.

Talking Labhairt

Talking is the most widely used form of communication. It is the main means of social contact and also of more formal situations such as debate and the passing on of information and instructions. Pupils will have opportunities to talk and to be listened to by other members of their groups and by their teacher and other adults. They will be encouraged through the use of role-play, drama and discussion to develop their confidence and to become articulate.

Modern Languages Nuadh Chànain

The pupils of P6/7 will also be given weekly lessons in French. The structure of the French curriculum will be decided on through reference to national guidelines and through liaison with the Modern Languages department at Portree High School. By doing this, it is hoped that when pupils begin S1 they will have some relevant knowledge of the French language, which will make teaching it in the early years of Secondary School more relevant.

Matamataig

Mathematics also plays an important role in learning. It provides pupils with knowledge and procedures for working with patterns and relationships in number and shape: with powerful, concise and unambiguous way of handling and communicating information; and with a means by which aspects of the world can be explained and predicted. The curriculum presents mathematics as a problem solving activity, supported by a body of knowledge, involving pupils in discovering, discussing, ordering, classifying, generalising, drawing and measuring. Through working in these ways, pupils will learn the concepts, facts and techniques required to use and apply mathematics in different contexts.



Eòlas Àrainneachd

Environmental Studies serve to bring together the main ways in which pupils learn about the world. They involve learning about the social and physical conditions which influence, or have influenced, the lives of individuals and communities and which shape, or have been shaped by the actions, artefacts and institutions of successive generations. The environmental studies curriculum provides a rich context for developing the knowledge, understanding and skills necessary to interpret experience. It provides for the structured development of pupils' knowledge and understanding of scientific and technological principles, ideas and application. It also provides for the study of society at different times and in different places. It encourages pupils to adopt informed values and attitudes towards the environment and towards their own health and well-being.

Na h-Ealain

The Expressive Arts- P.E. Art, Music and Drama play an important part in pupils' development. They encourage the exploration of values and foster imagination and creativity. They develop practical and perceptual skills and promote intellectual and aesthetic development. The expressive arts curriculum encourages pupils to shape, make sense of and express personal

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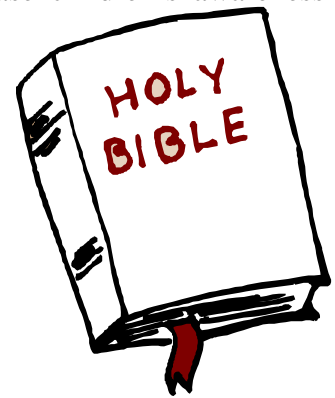
experience to develop aesthetic awareness and communication skills and promotes understanding of the importance of physical, mental and emotional well-being. Many group activities such as preparing and presenting exhibitions, shows, plays and concerts and taking part in team games and competitions, have an important role to play in developing qualities of co-operation, responsibility for self and others, loyalty, leadership and enterprise. The expressive arts curriculum also provides pupils with insights into their heritage and understanding of their own and others' cultures.

Eòlas Creideimh agus Foghlam Moraltachd

Religious and Moral Education

Religious and Moral Education encompasses a significant area of human experience. All pupils should develop some understanding of this area as one of the main motivating factors behind human behaviour. For the majority of pupils, this will be achieved through a curriculum for RME which is taught through a range of mini-topics designed to increase children's awareness of themselves and also all other major world religions.

The topics studied will be activity based and will promote discussion about the similarities and differences between people's cultures and beliefs. The study of Christianity will be a central part of the RME curriculum but all pupils will also be encouraged to develop understanding of and respect for other faiths and people who adopt a non-religion stance in their lives.



The curriculum will also help pupils to explore the more personal aspects of religion by addressing questions about meaning, value and purpose in life. Religious Observance complements religious education. It makes an important contribution to pupils' spiritual development, increases their understanding of religious practices, promotes the ethos of the school and provides opportunities for individual reflection about spiritual and moral issues.

Ongoing Moral Education as part of the RME curriculum is developed both implicitly and explicitly. Opportunities for the development of moral values are present, and should be taken, in virtually every aspect of the curriculum. By the establishment of a caring atmosphere and by emphasis on good personal relationships, the ethos of the school is an important element in developing appropriate moral values and a sense of individual and collective responsibility. Activities in this area of the curriculum help pupils to appreciate values such as honesty, fairness and respect for others and also a personal code of behaviour.

Parents who do not wish their children to participate in school assemblies which involve religious observance, may ask for them not to attend.

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CROSS-CURRICULAR ASPECTS

CÙISEAN THAR A' CHLÀIR OIDEACHAIDH



It is important to recognise that the curriculum as provided by the teachers and experienced by pupils is more than the sum of a number of different areas. The 5-14 curriculum is intended to cater for the needs of all pupils in a society which is rapidly changing and developing. In the future, schools will find themselves planning so as to address, in more than one of the above curriculum areas, a number of important issues relevant to contemporary life. These cross-curricular considerations will include aspects such as Education, Information Technology, Media Education and the European and Global Dimensions. The curriculum will be enriched and pupils' learning will be enhanced both by learning about these aspects and through the contexts for learning which they provide.

THE WIDER CURRICULUM

CLÀR OIDEACHAIDH FARSAING

Simply identifying the curriculum with what is taught is not enough. The curriculum is complex, reflecting the values and priorities of the school which, to a considerable extent, determine the opportunities afforded to pupils. These values and priorities are expressed in written form as guidelines and school policy documents, or orally, in messages communicated explicitly or implicitly by members of staff. Also influential on the curriculum is the support shown to the school by both the parent body and the community at large.

PERSONAL AND SOCIAL DEVELOPMENT

LEASACHADH PEARSANTA IS SÒISEALTA

Thus the whole curriculum should contribute to the personal and social development of pupils. They will learn to identify, review and appraise the values which they and society hold and to recognise that these affect thoughts and actions. They will take increasing responsibility for their own lives, will develop a positive regard for others and their needs and will be able to participate effectively in society. The achievement of these aims requires pupils to increase their knowledge and understanding about themselves, others, their immediate environment and the wider world. They will also need to develop the skills which enable them to care for their personal needs; to assess their own capabilities; to work independently and with others; and to make decisions.

HOMEWORK

OBAIR DACHAIGH



Homework is given to pupils of all stages and will involve pupils in activities which will reinforce many of the skills being developed at school. In Primary 1, this might mean pupils and parents working on a reading task, while further up the school the pupils may also have to undertake some research of their own. The time set aside for homework will not exceed 40 minutes, although some children who have not fulfilled their school work obligations, during the day, may also have additional work if the class teacher feels this is appropriate.

Homework is a valuable means of feedback between the school and the home and the school would ask that parents not only encourage their children to complete homework but also try and take an active interest in what is being done.

**ASSESSMENT AND REPORTING****MEASADH IS AITHISGEAN**

To help children learn, teachers need to know how they are progressing with their school work. They do this by -

- watching children work and play
- by talking and listening to pupils
- by marking children's class work
- by encouraging peer evaluation and support
- by setting their own tests from time to time
- by encouraging pupils to evaluate their work

Teachers take notice of what they observe and they then use the information gathered to plan the next steps in learning and to tell children and their parents how they are getting on.

The assessment of pupils is a continuous process and it gives everyone involved with a child's education an idea of how he/she is progressing.

NATIONAL ASSESSMENTS**DEUCHAINNEAN NÀISEANTA**

The 5-14 programme in Scotland is a national programme to improve curriculum and assessment.

All teacher are expected to use the same national Guidelines to help them decide what to teach, how to assess and how to plan their work.

The government has introduced National Tests in Reading, Writing, and Mathematics to fit alongside other forms of assessment, in the hope that it will help teachers throughout Scotland to use the same standards in these three important aspects of the curriculum.

All pupils will take part in National Testing at some time in their Primary School careers. However, a pupil will only be tested in Reading, Writing or Mathematics at a particular level when the teacher decides that he or she is ready.

There are also attainment targets for these areas, which are different for English Medium pupils and Gaelic Medium pupils.

English Medium

Level A	should be attainable in the course of P1-P3 by almost all pupils
Level B	should be attainable by some pupils in P3 or even earlier, but certainly by most in P4
Level C	should be attainable in the course of P4-P6 by most pupils
Level D	should be attainable by some pupils in P5-P6 or even earlier, but certainly by most in P7
Level E	should be attainable by some pupils in P7-S1 but certainly by most in S2

INFORMATION BOOKLET FOR PARENTS

Gaelic Medium - Language



	<i>Gaelic Medium Education</i>	<i>English Medium Education</i>
	Most pupils achieve -	Most pupils achieve -
End of P3	Level A in Gaelic: Listening, Talking, Reading, Writing	Level A in Language: Listening, Talking and Reading
End of P4	Level B in Gaelic: Listening, Talking and Reading	Level B in Language: Listening, Talking, Reading, Writing
End of P5	Level A in Gaelic Writing Level B in Gaelic Writing	Level A in English Reading Level B in English Reading and Writing
End of P6	Level C in Gaelic and English: Listening, Talking, Reading, Writing	Level C in Language: Listening, Talking, Reading, Writing
End of P7	Level D in English and Gaelic; Listening, Talking, Reading, Writing	Level D in Language: Listening, Talking, Reading, Writing

Gaelic Medium pupils' attainment targets in Maths are the same as those for children being educated through the Medium of English.

REPORTING

AITHISGEAN

Attitude to work and the general progress made in all curricular areas, are commented on by teachers in the annual pupil progress reports sent out in November and the summer term. They are also commented on at the twice-yearly parents' evenings.

Pupils also complete self-evaluation schedules twice yearly which are also sent home to parents.

Of necessity these reports tend to be of a fairly formal nature so parents are encouraged to attend the organised parents' evenings to discuss their children's progress and any other relevant matters. Included in the summer progress report is a section for parents' comments and this section helps set a focus for discussion. It is important that these comment slips are returned before the summer, parent/teacher meetings.

PARENTS' MEETINGS

COINNEAMHAN PHÀRANTAN

Organised parents' nights take place in the Christmas term and the summer term. Appointment times are sent home so parents know exactly when they are due to meet with a particular teacher. Special Information Evenings are also organised at different times throughout the school year to discuss school priorities and to look at different aspects of the curriculum.

In addition, teachers may contact individual parents from time to time to discuss general progress or a particular problem with regard to their child. Parents should also feel free to contact the school any time if they wish to discuss any matter relating to the education or well being of their son/daughter. In these circumstances, such parents are asked to send a note to the class teacher or to telephone the school beforehand.

Parents also have opportunities to meet informally together at Sports Day, coffee mornings fund raising events and at Parents' Open Days.



The Gaelic Medium department is an integral part of the school. This department provides education through the medium of Gaelic for children whose parents wish them to be able to speak Gaelic and to read write in it. The classes are open to children from non Gaelic speaking homes and to children whose native language is Gaelic. Pupils are usually accepted only at Primary 1 or Nursery. Pupils from outwith the normal catchment area of the school will be accepted for Gaelic medium education; free travel is provided by the Council, if children live within a reasonable distance of the school.

Pupils in the Gaelic medium classes join their age group in the English-medium stream for certain activities, for example: sport, music, recreation and extra-curricular activities.

The first two years is an immersion period during which Gaelic is the only language used in the classroom. Non Gaelic speaking children in the Gaelic Medium department learn to understand and to speak Gaelic through being spoken to in Gaelic and through language activities such as singing, games, role-play and listening to stories. Thereafter, whilst Gaelic continues to be the language of teaching, English language and Reading is commenced. Gaelic Medium pupils follow the same curriculum of Maths, Language, Environmental Studies, Expressive Arts as described above.

Parents with queries about Gaelic Medium education are invited to approach the school (or the Council's Gaelic Adviser) for more information. A fuller summary of how Gaelic Medium Education works can be found later in this brochure.

ROINN GÀIDHLIG

Tha an roinn Gàidhlig na làn phàirt dhen sgoil. Tha clann san aon roinn a' faotainn foghlam tro mheadhan na Gàidhlig. Tha na clasaichean fosgailte do chloinn ged nach biodh Gàidhlig aca fhèin no san dachaigh cho math ri clann le Gàidhlig mar chiad chànan. Chan àbhaist gun gabhar clann ach aig ìre na Sgoil Àraich no ann am Prìomh 1. Gabhar clann ann am foghlam tro mheadhan na Gàidhlig a tha a' fuireach taobh a-muigh na sgìre àbhaistich às am bi clann a' tighinn. Tha a' Chomhairle a' pàigheadh nan cosgaisean siubhail fhad 's nach eil a' chlann a' fuireach ro fhada air falbh.

Bidh clann sna clasaichean Gàidhlig agus agus sna clasaichean Beurla a' tighinn còmhla airson cuid de rudan, mar eisimpleir: spòrs, ceòl, lasachadh agus cur-seachadan.

Tha a' chlann air am bogadh sa chànan sa chiad dà bhliadhna agus 's e Gàidhlig a-mhàin a thathar a' cleachdadh sa chlasrum. Tha a' chlann aig nach eil Gàidhlig ag ionnsachadh le daoine a bhith a' bruidhinn na Gàidhlig riutha agus tro bhith a' seinn, a' cluiche gheamannan, a' cur an ìre agus ag èidteachd ri sgeulachdan. An dèidh sin, tha a' Ghàidhlig a' leantainn mar mheadhan teagaisg ach obair cànan is leughadh ann am Beurla a' tòiseachadh. Tha an aon chlàr oideachaidh aig na sgoilearan ann am Foghlam tro Mheadhan na Gàidhlig le Matamtaig, Cànan, Eòlas Àrainneachd agus Ealain mar a chithear gu h-àrd. Ma tha ceist sam bith aig pàrantan mu Fhoghlam tro Mheadhan na Gàidhlig, bu chòir dhaibh bruidhinn ris an sgoil (no ri Comhairleach Gàidhlig na Comhairle) airson tuilleadh fiosrachaidh.

INFORMATION BOOKLET FOR PARENTS

NURSERY EDUCATION



Gaelic Nursery – For 3 and 4 year olds

Sgoil Àraich Ghàidhlig

The Gaelic Medium Nursery provides nursery education through the medium of Gaelic for those children who are to be enrolled into Gaelic Medium Education. The nursery is staffed by a fully qualified nursery assistant and 2 nursery auxiliaries. Pupils attend either mornings or afternoons only.

Tha an Sgoil Àraich Ghàidhlig a’ tabhann foghlam àraich tro mheadhan na Gàidhlig do chloinn a tha gu bhith a’ leantainn Foghlam tro Mheadhan na Gàidhlig. Tha teisteanas foghlam àraich aig an neach-teagaisg agus tha neach-cuideachaidh ag obair innte cuideachd. Bidh sgoilearan a’ frithealadh na sgoil àraich airson madainn no feasgar.

Sgoil Araich Phort Rìgh

Fiosrachadh Do Phàrantan

“The Gaelic language is a unique part of Scotland’s national heritage. Gaelic belongs to the people of Scotland and it is our responsibility as a nation to maintain its existence in a modern, multicultural and multilingual Scotland”

The National Plan for Gaelic - Bòrd na Gàidhlig 2007

“The Child is at the centre of what we do in the early years. This is a critically important stage in the development and learning of children. Children are naturally curious and eager to find out about the world around them. We must build on their curiosity and enthusiasm to learn when we develop their learning environments, working outwards from their individual interests and needs”

The Child at the Centre – HM Inspectorate of Education 2007

Fàilte

We would like to warmly welcome you to Sgoil Araich Phort Rìgh where we hope you and your child will begin to value their experiences of early education. In Sgoil Araich Phort Rìgh we provide a varied, balanced curriculum which focuses on the needs of your child and helps engage with the Gaelic language in an enjoyable and meaningful way. Children will develop their Gaelic language skills as they engage with the pre-school curriculum and these skills will be further built on as they progress through the Primary School and into Secondary School. Staff at the school can offer suggestions as to how best to support your child with Gaelic language or indeed on how to develop your own Gaelic language skills.

Sgoil Araich pupils regularly participate in activities within the wider school context and are an integral part of Portree Primary School. Here is some information which you may find useful.

Uaireanan Fosglaidh / Opening Times

3 year olds	Mon-Fri	12.45 – 3.00pm
4 year olds	Mon-Fri	9.30 – 12.00pm

It is important children are dropped off and collected at the correct time.

Parents are encouraged to come in to visit the Sgoil Araich room and look at children’s work and chat informally with staff when collecting pupils.

INFORMATION BOOKLET FOR PARENTS



Luchd-obrach / Staff

Ceannard	Head Teacher	Mgr I MacFhionlaigh / Mr J Finlayson
Iar- Cheannard	Deputy Head HT	A' Bh-ph F NicDhùghaill / Mrs Flora MacDougall
Tè-Còmhnaidh Sgoil Araich	Nursery Assistant	A' Bh-ph C Daughtrey / Mrs C Daughtrey
Tè-cuideachaidh Sgoil Araich	Nursery Auxiliary	A' Bh-ph D NicLeòid / Mrs D MacLeod
Tè-cuideachaidh Sgoil Araich	Nursery Auxiliary	A' Bh-ph M NicDhùghaill / Mrs M MacDougall

A' Fàgail agus a' Togail Clan a Sgoil Araich / Procedures for Dropping off and Picking up Pupils –

Parents and pupils will enter and leave by the main school entrance where the school offices are situated and will then cut through the soft play area and enter the nursery by the outside door. Parents will then hand over pupils to nursery staff. All pupils must be punctual and in the nursery for 9.30 and 12.45. When parents leave after dropping off pupils they will take a route round the back of the school leaving through the gate in the fenced area which is part of the boundary round the soft play area.

Càraichan / Parking

Parents of Sgoil Araich pupils will observe the same parking procedures as all other parents of the school. No parent's cars are permitted inside the school gate and all cars are to be parked in the bus lanes or on the road close to the school when dropping off or picking up pupils. Parents should not use the school grounds as a turning area as clearly defined procedures are already in place in terms of parking and dropping off pupils and they work very well.

Cleasan / P.E.

Children will take part in 20 minutes physical activity each day. Please ensure children bring or wear trainers on the days that physical activity takes place in the gym.

Pàrantan / Parent Session

There is a weekly parent session held on Fridays. Parents are invited to come into the Sgoil Araich room for the last 30 minutes of the Friday session. If you are unable to attend, speak to staff and they will accommodate you at another time.

Aodach / Clothing

Accidents and spillages do occur, and a change of clothing can be useful. Parents should therefore bring a complete change of clothing to the Sgoil Araich at the beginning of the session with their child's name clearly marked on each item.

GAELIC MEDIUM EDUCATION FOGHLAM TRO MHEADHAN NA GÀIDHLIG

Highland Council Policy on Gaelic Education

The Council in 1982 adopted the following statement of policy:

'Believing that the Gaelic heritage is worth preserving, the Regional Council will do everything within their power and available resources to foster and encourage the Gaelic language and culture through the Education and other services of the Council'.

INFORMATION BOOKLET FOR PARENTS



In January 1986, the Council's Education Committee adopted the report 'Towards Gaelic Education Policy'. The policy as outlined in the report is based on the following premise:

'Because of its crucial role in helping to regenerate, sustain and promote a language and culture which is in decline, Gaelic education cannot be compared with any other aspect of the school curriculum. It must hold a special position where the normal rules and criteria do not apply with the same force'.

One of the primary objectives set in 'Towards a Gaelic Education Policy' was:

'To provide Gaelic-medium education where there is the likelihood of at least four pupils at each stage for the foreseeable future, starting with the P1 stage, (and) where there is sufficient spare accommodation and staff available'.

Curricular Policy

The curriculum offered to pupils in the Gaelic Medium department is in line with 5-14 guidelines and is the same as the one offered to all other pupils in the Region. It should encompass Language, Mathematics, Environmental Studies, Expressive Arts and Religious Education, presented in an integrated way and should exemplify the characteristics of good primary education, namely integration, breadth, progression, balance, differentiation, learning in context, continuous assessment and an emphasis on pupil activity. Policy for planning and assessment is in accordance with Regional policy and that of the host school.

GAELIC MEDIUM EDUCATION – GUIDELINES 2006

THE BALANCE OF THE LANGUAGES

The balance of the languages: Spoken

The success of Gaelic medium education is due in large part to a situation being created in which Gaelic is the only language permitted to be spoken: this creates in pupils a powerful motivation to learn Gaelic so that they can participate in the life of the school.

The key principle in Gaelic Medium Education therefore is that –

- in dual language schools, Gaelic is the only language spoken in the Gaelic medium classroom at all stages and for all aspects of the curriculum (including English Language and if possible aspects of the curriculum taught by visiting specialists), and should be used as much as possible throughout the school.

The balance of the languages: Written

Pupils in P1/2 read and write only in Gaelic. From P3/4 on, pupils begin to read and write in English also. Usually, schools timetable formal language work in blocks based on language. The time allocated to reading and writing in English gradually increases between P3/4 and P7 but Gaelic remains the principal language throughout.

Gaelic and English reference books (and other resources) are used in Environmental Studies topic work, and writing is also done in both languages in that context. Maths and Science are taught in Gaelic, using Gaelic texts, at all stages: however, teachers should ensure that pupils learn the relevant terminology in both languages from P3/4 on.



Allocated time for language development

Given that most pupils in Gaelic medium education come from non Gaelic speaking homes, additional time is allocated at all stages to development of their competence in oral Gaelic.

At the Early Stages – i.e. pre-school and P1/2 – Gaelic Medium classes follow an amended version of the national curriculum, which allocates more time to language development and acknowledges the fact that pupils' language competence does not allow them to explore all topics fully.

The amended curriculum is based on a 'mini-topic' approach, which focuses on those aspects of the standard curriculum which relate best to pupils' language capability and needs. Those aspects which are omitted will be overtaken at an accelerated pace from around mid-P2 onwards. A curriculum outline for Gaelic Medium Early Stages, with associated programmes of study, is being developed which will appear as an Appendix to these guidelines. (See appendix 1, 'Gaelic Medium Early Years Amended Curriculum').

At the middle and upper stages, a discrete time slot of around 10/20 minutes each day is allocated from the flexibility element of the standard timetable to oral language development based on the Highland Council Language Development Schedule.

Reinforcing classroom Gaelic: school, home and community

It is important that the Gaelic atmosphere created in the Gaelic medium classroom is reinforced as much as possible in the rest of the school and in the home and community in order to extend pupils' active interaction with Gaelic and to enhance their perception of it.

Therefore, while integration between Gaelic and English medium classes is important, care should be taken that whole school activities are not always conducted in English only. In order to enable this to happen, English medium pupils and teachers are expected to learn some Gaelic and to use it in such situations. (See appendix 2, 'Issues of Status and Ethos').

It is also important that pupils encounter as much Gaelic as possible in contexts such as –

- school signage, notices, announcements, letters and reports
- contacts with ancillary school staff such as janitors and canteen and office staff

As far as the wider school community is concerned, the following should be encouraged –

- parents learning Gaelic and using it with their children
- out-of-school activities in Gaelic, such as Sradagan or after-school clubs
- pupils accessing Gaelic TV and radio programmes and reading Gaelic books at home
- contacts with other Gaelic speaking youngsters through exchanges and correspondence

Organisation

New Gaelic-medium primary departments will, usually start with P1 only. There should be at least four pupils in the first intake and a reasonable expectation of similar numbers for the foreseeable future. Pupils will not normally be accepted, in new or existing units, beyond the P1 stage. However, an exception may be made in certain circumstances, especially in the case of children who are Gaelic-speaking.

INFORMATION BOOKLET FOR PARENTS



Parents enrolling their children in Gaelic nursery units are under no obligation to enrol them in a Gaelic-medium school thereafter but, as one of the main purposes of the nurseries is to recruit and prepare children for the Gaelic schools, parents' intentions may be taken into account in the event of nurseries being over-subscribed.

Parents intending to enrol their children in a Gaelic-medium are asked to arrange for them to attend a Gaelic playground or nursery, if one is available locally.

Parents enrolling children in a Gaelic-medium department should be encouraged to regard this as an ongoing commitment. Only in rare circumstances will a transfer be permitted in the course of a session.

Because this form of education is being provided in response to parental demand, schools are encouraged to seek close contact with parents. This should include regular parents' meetings. Efforts should also be made to enlist the help of parents, both within and out with the school context.

Integration between the Gaelic departments and their host schools should be encouraged, consistent with the linguistic policy of the former. Visiting teachers of Art, PE or Music should teach Gaelic department pupils in Gaelic, if they happen to be Gaelic speaking. If they are not, this may be used as an occasion to bring both sets of pupils together. School assembly provides another opportunity for integration with, where appropriate, the Gaelic-speaking pupils performing in Gaelic. In general, host schools should try to ensure that integration is a two-way process with, where possible, pupils in the mainstream school having the opportunity to learn and use some Gaelic also.

Assessment

International experience - for example in Wales, Ireland and Canada - over many years has established that 'mother tongue' or immersion language teaching is a highly successful for of education, in terms of language learning and of general educational attainment.

The progress of children in Gaelic-medium units will be regularly monitored, in the conventional way, by promoted staff of the host school, Regional advisory staff and HMIe. The authority will also make provision, periodically, for additional informal evaluation of pupil attainment, both in linguistic and general educational terms.

Glè Mhath

INFORMATION BOOKLET FOR PARENTS

SCHOOL LUNCHES

BIADH NA SGOILE



(a) Meals

School lunch is provided in the canteen at a cost of £1.65. Dinner tickets are purchased for the week on a Monday morning and the pupils who take lunch regularly should bring their money on that morning.

Pupils who take meals occasionally will still be able to purchase individual tickets on any morning of the week. Each term school menus are made available to the school and pupils by the authority's catering service.



(b) Free School Meals

Where parents are in receipt of Income Support, their children are eligible for free school meals. An application form for free meals (Form FM1) is available on request from the school office. This should be completed by the parents and sent with proof of benefits to:

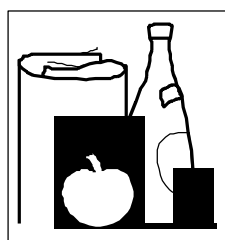
**Education, Culture & Sport
Catering Services
30 Harbour Road
Inverness
IV1 1UA
01463 251300**

(c) Packed Lunches

Pupils having packed lunches will be able to use the dining area where there will be supervision. Drinks should be in plastic containers with secure tops. Older pupils' packed lunches are eaten in the GP Room.

(d) Pupils who have school dinners or packed lunches must stay in the school grounds. They may leave only if there is a written request from the parents.

(e) Pupils who live within easy reach of the school and who go home for lunch should, if possible, return just before 1.30pm as this will help to minimise congestion in the cloakroom areas particularly during wet weather.



INFORMATION BOOKLET FOR PARENTS

HEALTH AND SAFETY

SLÀINTE IS SÀBHAILTEACHD



a) Medical Histories

The school should be informed if a child is suffering from anything that may necessitate special care being taken (e.g. hearing or sight impairment). This information is always treated in the strictest confidence.

b) Absence through illness

If your child is absent through illness, please send a note to the class teacher immediately the child returns to school. This note should give your home address, the reason for the absence and be dated and signed. If no satisfactory explanation is given, absences will be construed as non-authorised and recorded as such.

c) Absence for other reasons

If you wish your child to be off school for any other reason (e.g. to attend a wedding) you should notify the Head Teacher.

There are times when family holidays cannot be taken during school holiday periods if, for example, a holiday rota system applies at a parent's workplace and this cannot be changed. When this does happen the Head Teacher must be informed in advance. The school and authority however strongly urge parents not to take pupils off school for holidays during term time.



d) Pupils becoming ill at school

If a pupil becomes ill at school then his/her parents are contacted and asked to collect their child. If this is not possible, the school will then contact the person named as the emergency contact. Emergency contact names and telephone numbers should be kept up to date.

e) 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. At times this might involve information being passed to these agencies without immediate reference to a pupil's parents or guardians.

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)*

f) School Liaison Group - SLG

From time to time, the School Liaison Group meets to consider how best to support the needs of specific pupils.

INFORMATION BOOKLET FOR PARENTS



This Group includes School Staff (usually from Management, Guidance and Learning Support), Educational Psychology as well as staff from Child Health and Social Work Services. It is important that such staff are able to share information in order to co-ordinate planning and delivery of services - the aim being to provide optimum support to children and families.

Should there be any personal/family information that you would not want to be shared in such circumstances, please let the Head Teacher know at the earliest opportunity.

g) Medicals

The programme of medical checks for primary pupils is as follows:

All new entrants - each new entrant will receive a medical questionnaire. The school nurse will then decide whether the child should have a medical examination during Primary 1.

Primary 1	Height + Weight check
Primary 1-7	School Nurse will carry out any necessary checks.
All the children in Primary 7	Selective medical examination/health interview by School Nurse.

School Nurse Contact Details- Helen Gilpin- 01478614831

h) Community Dental Service

The Community Dental Officer comes into the school on a regular basis to screen all children. Children who attend their own family dentist are also screened, because it helps to obtain an overall picture of local dental health, for the purposes of public health planning.

i) Speech Therapist

The speech therapist visits on a regular basis to conduct a course of therapy with children requiring special attention. Should the teacher consider speech therapy to be required, this would be discussed with the parents before any referral is made.

j) Road Safety

Efforts are constantly made by the class teachers to have the children develop good habits in road safety. These efforts are reinforced by a number of visiting speakers and through the school's Health Programme. However parents have the most important role in educating their children about road safety.

k) Fire Drill/Emergency Procedures

Fire drills are carried out at least once per term and children are taught to respond quickly but calmly. In the event of a real emergency where, for example, pupils would not be able to re-enter the building, they will be escorted under the supervision of teachers to the Community Centre. Once there, the emergency Planning Officer and the Area Education Office would assume responsibility for giving out information, contacting parents and arranging transport, if necessary, to take pupils home etc.

INFORMATION BOOKLET FOR PARENTS

SCHOOL UNIFORM

AODACH SGOILE



There is an expectation that all pupils will wear the agreed school uniform. This consists mainly of the school sweatshirt and polo shirt and smart dark coloured trousers or skirts.

Sweatshirts can be purchased from **The Aros Centre** at any time.

The wearing of jeans is not encouraged and pupils are asked to try and look as smart as possible at all times. The wearing of football team strips is specifically banned.

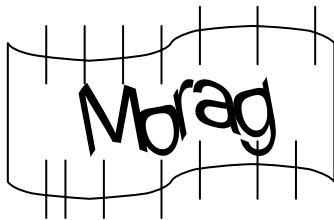
Parents are also asked to make sure that children wear appropriate clothing for different times of the year. Warm waterproof clothing in particular is needed during the winter months.

P.E. and ART

P.E. -	Shorts and gym shoes which should be slip-on where the child has difficulty in tying his laces.
Art -	An old smock or shirt, slightly large, thereby preventing paint, glue, etc. from spoiling their school uniform.

Wearing of Jewellery

Pupils are asked not to wear jewellery which could catch on clothing eg. earrings and particularly so on PE days. If pupils do wear such items they must be able to remove them without help.



Name Tabs

Similarity in the children's clothing creates confusion over ownership.

It cannot be stressed too strongly how helpful it would be if all pupils had name tabs on every item of their clothing.

Valuables

Children are encouraged not to carry to school money and valuables which they do not require.

Lost Property

Any articles or items of clothing without name tabs which are found in the school buildings or playground are kept by the janitor. These items are put on display from time to time and especially on parents' evenings. Items not claimed at the end of the session are sent to a charity shop.

Clothing Grants

Application forms are available from the school.

INFORMATION BOOKLET FOR PARENTS



DISCIPLINE

MODH

Discipline must be maintained at all times and it is essential to the smooth running of any school.

Children are encouraged to respect the property of others. The emphasis is placed on firm, fair rules supported by good staff-pupil relationships. Persistent misbehaviour, is referred to the Head Teacher. Should a problem arise which requires to be brought to the attention of parents, they will be invited to school to discuss the matter with the Head Teacher who will seek their support and co-operation in resolving the problem.

Should a parent have any anxiety or suspect that their child is unhappy at school because of bullying or any unkind behaviour by others please contact the Head Teacher immediately so that action can be taken to solve the problem.

SCHOOL RULES

RIAGHAILTEAN NA SGOILE

Any establishment that wishes to run efficiently and effectively, must have rules. A school is no exception and the rules which **all** pupils are expected to follow at Portreare:

- 1 We must follow the Golden Rules at all times.
- 2 We must respect - ourselves, our peers, all adults and all property.
- 3 We must keep the school and playground tidy and we must put litter in the bins.
- 4 We must be helpful, kind, polite and mannerly at all times.
- 5 We must not involve ourselves in any kind of Bullying.
- 6 We must try to consider other people's feelings.
- 7 We must not use foul or abusive language at any time.
- 8 We must walk quietly in the corridors, keeping to the left.
- 9 We must consider our own and others' safety at all times.
- 10 We must be considerate and well behaved in the classroom and in the playground and only play football in the designated areas.
- 11 We must try and be organised and take the relevant equipment and clothing to school each day.
- 12 We must do our best with school-work, homework and all other school activities.

***IF WE FOLLOW THE SCHOOL RULES - WE WILL BE HAPPY AND THE SCHOOL
WILL BE A HAPPY PLACE.***



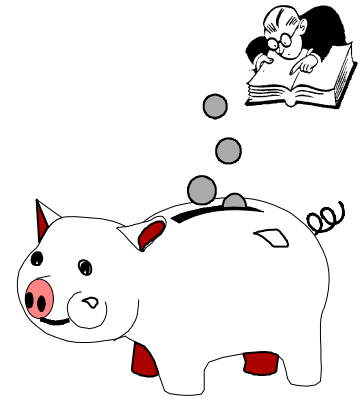
- 1 Feumaidh sinn Riaghailtean Matha a leantainn an còmhnaidh.
- 2 Feumaidh spèis a bhith againn – dhuinn fhèin, do sgoilearan eile, do dh'inbhich agus do chuid dhaoine eile. .
- 3 Feumaidh sinn an sgoil agus an raon-cluiche a chumail rèidh agus sgudal a chur dha na bionaichean.
- 4 Feumaidh sinn an còmhnaidh a bhith cuideachail, còir is modhail.
- 5 Chan fhaod sinn a bhith ri Burrraidheachd de sheòrsa sam bith.
- 6 Feumaidh sinn a bhith mothachail air faireachdainnean dhaoine eile.
- 7 Chan fhaod sinn a bhith ri droch chainnt no cainnt shalach uair sam bith.
- 8 Feumaidh sinn coiseachd gu socair san trannsa, a' cumail ris an làimh chli.
- 9 Feumaidh sinn an còmhnaidh a bhith mothachail air ar sàbhailteachd fhèin agus sàbhailteachd dhaoine eile.
- 10 Feumaidh sinn a bhith coibhneil agus modhail sa chlasrum agus san raon-chluiche agus ball-coise a chluiche dìreach sna h-àitichean air a shon.
- 11 Feumaidh sinn feuchainn ri cuimhneachadh air a h-uile càil a dh'fheumas sinn a thoirt dhan sgoil a h-uile latha.
- 12 Feumaidh sinn obair sgoile, obair dachaigh agus rud sam bith eile a dhèanamh gu dìcheallach.

***MA CHUMAS SINN RI RIAGHAILTEAN NA SGOILE – BIDH SINN SONA
AGUS 'S E ÀITE SONA A BHIOS SAN SGOIL.***

INFORMATION BOOKLET FOR PARENTS

SCHOOL FUND MAOIN NA SGOILE

The school fund is used to finance extra resources and extra curricular activities such as trips, visits by theatre groups etc. The money in the school fund is raised from a variety of events. The fund itself is audited by external auditors and also monitored by the authority.



PARENT COUNCIL COMHAIRLE NAM PÀRANT

Portree Primary School has a Parent Council which is made up of elected and co-opted members. The members of the Parent Council are elected annually and normally meet once a term to co-ordinate fund raising activities and discuss other issues.

Parents are encouraged to put forward items for the agendas of meetings and also attend meetings. A list of the current members can be found at the front of this brochure

The Parent Council of the school, while being somewhat independent, also tends to work in harmony with school staff.

The minutes of Parent Council meetings can be viewed at the school or on the school web-site.

PUPIL COUNCIL COMHAIRLE NA CLOINNE

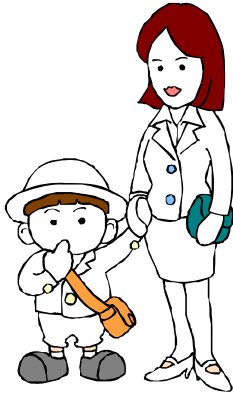
Portree Primary School has a Pupil Council which is democratically elected each session to represent the views of pupils and involve them in the general decision making process within the school.

The Pupil Council meets regularly each term to discuss any issues raised by pupils and to try and improve all aspects of school life.

TRANSFER TO HIGH SCHOOL A' DOL DHAN ÀRDSGOIL

On completing their primary school education, pupils normally transfer to Portree High School. Pupils are invited to spend time at the High School before the transfer is made and the High School prospectus is made available to the parents of primary school children.

The primary school and the secondary school maintain a good working relationship and there are opportunities for staff and pupils to liaise frequently, during the course of a school session.



HOW PARENTS MIGHT HELP AT THE EARLY STAGES PÀRANTAN A' CUIDEACHADH SNA BUN ÌREAN

There is much that parents can do before their child enters school to help in the early stages of learning. The main thing is to create interest and to make the child feel that school will be a 'nice' experience and one to look forward to. Some examples of ways to help your child to settle in a school are given below:

- 1 Encourage the child to dress himself/herself, i.e. fasten buttons, zips belts, laces.
- 2 Encourage discussion with the child about everyday things. Talk to him/her about the shops, the village, the boats etc. This will help develop his/her vocabulary.
- 3 Read along with your child, words which he/she comes across every day, e.g. names of shops, other buildings, cars, things in the house, things in the garden, animals.
- 4 Go over the initial sounds of words. Remember that at this stage only the phonic sound of letters should be introduced. For example, the letter A is not A but 'Aaah' and the letter C is 'Cu'.
- 5 Count orally with the child. This will help foster an interest in numbers. Children may even recognise number shapes.
- 6 Encourage the child to recognise basic colours.
- 7 Encourage your child to meet any of his/her future class mates as often as possible so that a good relationship can be fostered.

Most of these suggestions are common sense and there are many different things that parents can do along the same lines. It is important for the child that parents take an interest in what he/she is doing. Once the child enters school it is essential that parents consolidate any learning which has taken place at school. The listening to reading and learning of words is learnt to a great extent at home and, therefore, parents must devote a little time to this daily task. The infant teachers are only too pleased to discuss things with you at any time.

We want school to be a happy place for your child and we want your child to enjoy learning.



INFORMATION BOOKLET FOR PARENTS
INFORMATION FOR PARENTS 2008/2009
PRIMARY SCHOOLS



HIGHLAND

Budgeted Running Costs For Financial Year 2007-2008

School Roll at September 2007	
Total School Running Costs at April 2007 (£)	55,580,471
Cost per Pupil (£)	3,220

Highland Attendance And Absence For School Year 2007-2008

Stage	Total Number of Possible Attendances (Pupil Half Days)	Percentage Authorised Absences	Percentage Unauthorised Absences
P1	808,875	4.6	0.4
P2	841,238	4.2	0.5
P3	842,262	3.9	0.4
P4	959,931	3.8	0.5
P5	926,440	3.8	0.5
P6	895,082	3.9	0.5
P7	973,882	4.0	0.1
P1-P7	624,660	4.0	0.5

School: **PORTREE**

ld no: 270 - 5128722

Budgeted Running Costs For Financial Year 2007-2008

School Roll at September 2007	235
Total School Running Costs at April 2006	795,793
Cost per Pupil (£)	3,386

Attendance and Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-P7
Total Number of Possible Attendances (Pupil Half Days)	13,310	11,650	8,532	11,400	15,210	14,940	15,864	90,932
Percentage Authorised Absences	5.1	5	3.7	3.0	3.18	4.8	4.5	4.2
Percentage Unauthorised Absences	0.0	0.4	0.7	0.8	0.2	0.0	0.6	0.4

5-14 Attainments and Minimising Overall Absence – Portree Primary School- 2007/2008

June 2008 % P3/P4/P6 & P7 pupils attaining or exceeding 5-14 levels	Reading	Writing	Maths
	87%	82%	88%
Average number of half days absence per pupil – 17.4			

INFORMATION BOOKLET FOR PARENTS



HIGHLAND COUNCIL

SCHOOL CALENDAR SESSION 2009/2010 DEITICHEAN AIRSON 2009/2010

	CLOSE	OPEN
Sessions Begins		Tuesday 18 August 2009
October Holiday	Friday 9 October 2009	Monday 26 October 2009 Pupils – Thurs 29 Oct)
Christmas Holiday	Wed 23 December 2009	Monday 11 January 2010
Mid-Term	Friday 11 Feb 2010	Tuesday 16 Feb 2010 (Pupils – Thurs 18 Feb)
Easter Holiday	Friday 26 March 2010	Monday 13 April 2010
May Holiday	Monday 4 May 2010	
Session Ends	Friday 2 July 2010	

INSERVICE DAYS

Monday 17 August 2009

Monday, Tuesday and Wednesday 26, 27 & 28 October 2009

Tuesday and Wednesday 16 and 17 February 2010