

# Bun Sgoil Dhun Bheagain<sup>1</sup>



## Dunvegan Primary School

Brochure December 2009-2010

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Bun-sgoil Dhùn Bheagain  
Dun Bheagan  
An t-Eilean Sgitheanach

Dunvegan Primary School  
Dunvegan  
Isle-of-Skye

IV55 8GU  
Tel: 01470 521 307

## **Foreword / Ro-ràdh**

Dear Parent / A Phàrant Chòir,

The purpose of this handbook is to provide you with as much information as possible about the school. For example: facilities available, organisation of the school day, school aims, curriculum, work and assessment.

If you have any queries regarding any aspect of the school or you wish to visit, please phone to arrange an appointment.

We benefit greatly from working in partnership with parents and we look forward to meeting you.

Yours sincerely,



Dolly McInnes (Mrs)  
Head Teacher / Ceannard

***Dunvegan Primary School is a non-denominational school, which caters for children from Primary 1 to Primary 7 age inclusive. We have two Gaelic classes and three English classes. Parents can choose for their child to be educated through the medium of Gaelic or English when enrolling them for Primary 1.***

*Tha Bun-sgoil Dhùn Bheagain a' gabhail sgoilearan de chreideamh sam bith eadar Clas 1 agus Clas 7. Tha dà chlas Ghàidhlig againn agus a trì Bheurla. Tha roghainn aig pàrantan a' chlànn aca a bhith air an oideachadh ann an Gàidhlig no Beurla nuair a bhios iad gan clàradh airson Clas 1.*

Bun Sgoil Dhun Bheagain

Dunvegan Primary School

Aims

We seek to provide a school of which pupils, teachers, parents and the community as a whole can be proud which will encourage and motivate our children to develop skills, positive self-image and confidence to participate fully in the wider community beyond home and school.

**We aim to:**

**1. Provide a broad and varied curriculum in line with the 3-18 Council and National Guidelines and A Curriculum for Excellence through**

- broad and balanced programmes of work based on the guidelines.
- provision of a curriculum related to the needs and interests of the children to enable them to become successful learners, confident individuals, responsible citizens and effective contributors.
- timetables which give appropriate time and emphasis to each curricular area.

**2. Raise pupils' attainment and maintain high standards in attendance and behaviour through**

- creating an ethos of achievement with high expectations of all.
- regular monitoring of progress and achievement.
- appropriate use of praise to motivate and give recognition.

**3. Ensure a coherent and progressive approach to learning and teaching through**

- good planning, organisation and use of resources within the school and its surrounding area.
- the matching of teaching processes to pupils' learning needs.
- the provision of a variety of learning and teaching methods.
- regular assessment and reporting of children's progress.

**4. Ensure inclusive practice throughout the school through**

- the promotion of good health, personal morality, resilience, self awareness and esteem.
- the development of friendships and relationships.
- the development of positive attitudes and beliefs.
- the development of leisure and recreational interests, creativity, ambition and enterprise.
- valuing all children and responding to the many diverse abilities, backgrounds, interests and needs.

**5. To provide a pleasant, friendly and secure environment in which learning can take place through**

- encouraging pupils to have a sense of pride and identity in the school and community.
- promoting good relationships between staff and pupils.
- effective partnerships between the school, School Board and the wider community.
- promoting strong home-school links, working in close partnership with parents, for the benefit of each child.
- creating equal opportunities for all pupils.

**6. To make the best possible use of staff, accommodation and resources to benefit the children through**

- encouraging professionalism of staff through team work and Continuing Professional Development and Review.
- effective display, organisation and accessibility of resources.
- encouraging the use of school facilities by pupils and community groups.

**7. To provide effective management and leadership through**

- efficient planning.
- continuous monitoring and self-evaluation.
- professional competence and commitment.

**8. To promote and develop the Gaelic language and foster an awareness of the Gaelic culture through**

- promoting links with the wider community.
- offering opportunities for all pupils to learn Gaelic.
- promoting participation in Gaelic related activities.

**Aims last reviewed in February 2007.**

**Staff / Luchd-obrach**

Head Teacher	Mrs. D. McInnes
Teacher E6/7	Mrs K. Grant
Teacher E4/5	Mrs. P. Nicolson
Teacher G4-7	Ms E. Nicolson
Teacher G1/2/3	Mrs. F. Morrison
Teacher E1/2/3	Mrs. C. Allan
Class Contact Reduction Teacher	Mrs. M. Sinclair
Support for Learning Visiting Teacher	Mrs. M. Moir
Support for Learning Visiting Teacher (Gaelic)	Mrs. M. Sinclair
Visiting Art Teacher	Mr. G. Walker
Visiting P.E. Teacher	Mrs. J. McGuire
Visiting Music Teacher	Mrs. M. Strachan
Classroom Assistant & Learning Support Auxiliary	Mrs. C. MacAskill
Learning Support Auxiliary	Ms E. Dey
Nursery English	Mrs. C. Hastings
	Ms N. Martin
Nursery Gaelic	Mrs. F. Heath
	Mrs N. MacPhee
Nursery Co-ordinator Teacher	Mrs. E.A. MacLeod
Playground Supervisor	Mrs. C. MacAskill
Piping Instructor	Mr. I.R. Finlayson
Gaelic Song Instructor	Mrs. K. Graham
Clerical Assistant	Mrs. E. Swanson
Cook	Mrs. A. Bessant
Dining Supervisor	Mrs. A. MacIntosh
Cleaning Operative	Mrs. N. MacPhee

**School Hours / Uairean na Sgoile**

Pupils' Day	Morning / Madainn	Afternoon / Feasgar
	9.25am - 11.00 am	1.45 pm – 3.30pm
	11.20am - 12.30 pm (P.1/2/3)	
	11.20am - 1.00 pm (P.4/5/6/7)	

Primary 1 pupils will attend school from 9.25am – 3.30pm from the start of the school session.

### **Office Hours / Uairean Oifis**

During term time the Head Teacher will be in school from 8.00am – 5.30pm Monday – Friday and can be contacted at Dunvegan Primary, 521307 / Edinbane Primary 582229 or Mobile 07768032663.

### **Facilities and Accommodation / Goireasan agus Togalach**

Our school premises consists of:

- the main building which has a ramp at one main door, three classrooms, a gym, a resource room, girls' and boys' toilets, an office, a staffroom and staff toilets;
- a demountable unit which has two classrooms, a cloakroom and two large walk-in cupboards;
- a demountable unit which has one main room for the nursery;
- the canteen where meals are cooked and served;
- the playground which is tarmac immediately round the school leading into grassed areas.

### **Lets / Mài**

The school premises are available for let outwith school hours to any organisation, group or individual. Application forms and details of charges for lets can be obtained from the Head Teacher on request.

This year the following groups use the school:

- Anchor Boys; Rainbows; Recorder; Brownies; Dunvegan Show; Community Education Classes; Glendale Fellowship; Martial Arts; Art Club.

### **Staff, School Roll and Organisation of Classes/ Luchd-obrach, Àireamhan is Clasaichean**

Dunvegan Primary is a five teacher school with visiting teachers of Music, Art, P.E. and Support for Learning.

The present roll is 61	<u>44 English</u>	<u>17 Gaelic.</u>
	16 (P.1/2/3)	8 (P.1/2/3)
	13 (P.4/5)	9 (P.4-7)
	15 (P.6/7)	

The school day is divided into three main periods, two in the morning and one in the afternoon.

Whole class, group and individual teaching methods are used to allow all aspects of the curriculum to be covered.

## **Pre-School Education / Foghlam fo Aois Sgoile**

We have an on-site nursery with separate Gaelic and English sessions. English sessions run on Monday, Tuesday, Wednesday mornings and Thursday, Friday afternoons. Gaelic sessions run on Monday, Tuesday, Wednesday afternoons and Thursday, Friday mornings. We have a separate Nursery Brochure.

Morning 9.15 – 11.45.

Afternoon 12.45 - 3.15.

## **Enrolment / Clàradh**

Children who have reached their fifth birthday by the following February are eligible to start school in August. Parents are invited to enrol their children for Primary 1 during enrolment week which is usually in February. The Headteacher will need to see the child's birth certificate at enrolment.

Early in the Summer term we have a meeting with parents to familiarise them with the infant timetable and some of the resources which will be used. We give a brief outline of the targets and activities pupils will be involved in.

Dates are set at this meeting for nursery induction visits to the school. Infant staff will visit the nursery in the summer term.

Primary 1 pupils attend school for the full day from day one.

## **Transfer to Secondary / A' dol dhan Àrdsgoil**

Pupils transfer to Portree High School after completing their P.7 year.

In the spring term prior to transfer, profiles are completed by the school and sent on to the High School.

During the summer term members of staff from Portree High School visit the school and meet with P.7 pupils. The P.7 pupils also spend two days at the High School during the course of the term and parents are invited to attend an open evening at the High School.

Pupils' records are transferred to the High School at the end of the Summer term.

Any queries related to the High School can be made to:

Ms Catherine MacDonald,

Head Teacher,

Portree High School,

Portree,

Isle of Skye, IV51 9ET

### **Liaison with Parents / Conaltradh ri Pàrantan**

Regular newsletters are provided to keep parents informed of school activities. Open parents' meetings are held to discuss current issues affecting the school. Parents are welcome to make appointments to see class teachers at any time during the school year.

### **Visitors / Luchd- Tadhail**

Parents are always welcome to visit but in the interests of security you are asked to call at the office before proceeding to classrooms.

### **Parent Council / Comhairl na Parant**

A Parent Council has been established which supports the school on many matters. The Council is presently composed of one staff member and parent members.

Staff member	- To be decided
Parent members	- Mr Bill Hall (Chairperson)
	- Mrs Sonia Brennan ( Vice Chairperson)
	- Mrs. Marion MacAskill (Treasurer)
	- Ms Gill Smith
	- Mrs Blair Hunter
	- Mrs Jillian Hillhouse
	- Mrs Rachel Leitch
	- Mrs Marion Sladek
	- Mrs Maria Pelletti
	- Mrs Aileen MacKay
	- Mr Gordon MacKay
Secretary	- Mrs Janet Shotton

The Head Teacher is a non-voting member of the Council.

The minutes of the Council meetings are posted in the window near the front door and in the Post Office.

### **Parental Support / Taic do Phàrantan**

We welcome support from parents in helping at school based events and in providing transport for outings.

We request all parents who are willing to transport pupils to school related events to check with their insurance company that they are covered for this.

We have to request that any parent or volunteer who has access to children through coaching/training or transporting them to swimming or other school related events

completes a 'Disclosure' form. This will be processed by the Scottish Criminal Records Office.

### **Homework / Obair Dachaigh**

We welcome parental involvement with homework. It keeps you informed of what your child is working on in school and it ensures that homework is completed satisfactorily. Each pupil has a homework diary for your reference as well as their own and can be used as a communication link between home and school. Our policy is to give regular homework to reinforce classroom learning and older pupils will also be expected to undertake some research work of their own from time to time.

### **Assessment / Measadh**

We assess pupils' progress continuously through: observation; discussion; sampling children's work; check-ups and regularly setting short tests. This informs us of the next steps in each pupil's learning and gives pupils and parents an idea of how they are progressing.

We use Highland Council's forward planning formats which incorporate a column for assessment where teachers record their assessment methods and write up evaluations about pupils' progress .

We use diagnostic tests to determine a pupil's strengths and weaknesses. This enables us to adjust learning programmes accordingly.

National Assessments are used to establish attainment against 5-14 levels in Reading, Writing and Mathematics. The completed test papers will be kept in the pupil's personal file which is held in the Head Teacher's office. The attainment targets are detailed below.

#### **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
Level F	should be attainable in part by some pupils, and completed by a few pupils, in the course of P7-S2

#### **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:	Level A in Language:
	Listening, Talking, Reading, Writing	Listening, Talking and Reading
End of P4	Level B in Gaelic:	Level B in Language:
	Listening, Talking and Reading	Listening, Talking, Reading, Writing
End of P5	Level A in Gaelic Writing	Level A in English Reading
	Level B in Gaelic Writing	Level B in English Reading and Writing
End of P6	Level C in Gaelic and English:	Level C in Language:
	Listening, Talking, Reading, Writing	Listening, Talking, Reading, Writing
End of P7	Level D in English and Gaelic;	Level D in Language:
	Listening, Talking, Reading, Writing	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 Parents' Meetings/ Coinneamhan Pharantan**

Twice a year, usually in November and May, parents are invited to meet with their child's teacher to discuss progress.

In November, teachers complete a written interim report on each pupil which enables us to track progress. Pupils write a self evaluation report and this is sent home along with the teachers' reports.

A fuller report is issued to parents in June and copies of both reports will be kept in the pupil's file. The June report gives information related to Curriculum for Excellence and the Four Capacities – Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. Included in the June report is a section for pupil's comments and one for parent's comments and it is helpful if this is returned before the parent/teacher meeting as it helps to set a focus for discussion. If you have any concerns about your child you are welcome to contact the school at any time.

### **School Policies / Poileasaidhean na Sgoile**

School policies have been drawn up on the main curricular areas and issues such as anti-bullying, administration of medicines, race equality and child protection. These are kept on file and are available for any parent who requests a copy.

## **Curriculum for Excellence / Curraicealam airson sar-mhathais**

Curriculum for Excellence aims to:

- focus classroom practice upon the child and around the **four capacities** of education - successful learners ; responsible citizens; effective contributors; confident individuals
- simplify and prioritise the current curriculum
- encourage more learning through experiences
- create a single framework for the curriculum and assessment 3-18.

We will be moving towards implementing revised curriculum areas which are broken down into 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 principles which the curriculum is based on are – challenge and enjoyment; breadth, progression, depth, personalisation and choice, coherence and relevance.

The revised curriculum areas are: Sciences; Languages; Mathematics; Expressive Arts; Social Subjects; Technologies; Health and Wellbeing; Religious and Moral Education.

The curriculum levels will be revised and these are indicated below 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

We will continue to work from our current 5-14 guidelines as Curriculum for Excellence is being implemented.

## **5-14 Guidelines / Stiùireadh 5-14**

These curriculum guidelines set out the main features of each curricular area as a number of broad attainment outcomes. Within each outcome is listed a number of strands or aspects of learning which pupils will experience.

The 5-14 curriculum is based on a set of principles applicable to all pupils: breadth, balance, coherence, continuity and progression.

### **Curriculum / Clàr-oideachaidh**

#### **Gaelic Education / Foghlam Gàidhlig**

Tha na clasaichean Gàidhlig agus Beurla a' leantainn an aon chlàr-oideachaidh. Sa chiad dà bhliadhna, tha a' chlann aig ìre bogaidh agus agus 's e a' Ghàidhlig an aon chànan a thathar a' cleachdadh sa chlasrum.

Tha a' chlann ag ionnsachadh na Gàidhlig tro sheinn, geamannan, dràma agus sgeulachdan. Nuair a bhios a' chlann air na h-uiread de chomas fhaotainn ann an èisteachd is labhairt, bidh leughadh agus sgrìobhadh air ionnsachadh dhaibh an uair sin ann an Gàidhlig.

Nuair a bhios a' chlann air greimeachadh air na sgilean ann an Gàidhlig, tòisichidh iad a' leughadh agus a' sgrìobhadh ann am Beurla. Bidh a' Ghàidhlig air a cleachdadh airson teagaisg anns gach suidheachadh. Bidh sgoilearan Gàidhlig agus Beurla a' tighinn còmhla airson cuid de rudan m.e. Foghlam Corparra.

The curriculum in the Gaelic classes will be the same as that in the English classes. The first two years is an immersion period during which Gaelic is the only language used in the classroom.

Pupils learn to speak Gaelic through language activities such as singing, games, role-play and listening to stories. When children have acquired a degree of oral/aural competence then reading and writing will be taught through Gaelic.

When skills have been firmly established in Gaelic then reading and writing will be introduced in English.

Gaelic will be the language used in any teaching situation.

Gaelic and English pupils will team up for some curricular activities e.g. PE.

## **Language / Cànan**

Listening, Talking, Reading and Writing are identified as the four main outcomes in the 5-14 guidelines.

**Listening:** Pupils will have experience of listening individually and in groups and to respond in different ways. We aim to - increase a pupil's concentration span; their aural discrimination; their ability to follow instructions and directions and their enjoyment of listening to stories and to other speakers.

**Talking:** Pupils will have opportunities to talk to and be listened to by other members of their group, by their teacher and by other adults. They will be encouraged through role-play, drama and discussion to develop fluency and clarity of expression and to express ideas and opinions confidently.

**Reading:** Pupils will learn the basic skills of reading through the use of a structured and progressive scheme. They will be introduced to reading through a whole story approach and will build up an initial sight vocabulary through a variety of methods. They will be introduced to initial sounds to develop their phonic skills. As pupils gain confidence in their ability they will be encouraged to read for enjoyment from the class library. We aim to - develop comprehension and understanding; develop reference skills and the ability to locate information; equip them with the ability to interpret and evaluate what they read and to help them to enjoy reading.

We are involved in the Highland Literacy Project which is based on practice proven to be successful in equipping pupils, of all abilities, with the skills and motivation necessary to become improved and more enthusiastic readers. This will complement and follow on from the good practice already established in our school.

**Writing:** The various types of writing fall into three headings-

Functional writing e.g. letters and reports

Personal writing e.g. own experiences and ideas

Imaginative writing e.g. creating stories and poems.

To enable pupils to carry out the writing tasks they will be taught the technical skills involved ie. punctuation, grammar and spelling and will be encouraged to develop a fluent and legible handwriting style.

Language resources currently in use:

Reading Schemes: Oxford Reading Tree, Heinemann Storyworlds, Oxford Treetops

Language Schemes: Collins- Primary English; Writing; Comprehension; Word Work; Punctuation & Grammar.

Spelling Made Easy, Letterland Phonics scheme.

## **Mathematics / Matamataig**

The 5-14 Mathematics guidelines identify two main areas –

- a) Problem Solving and Enquiry
- b) Concepts, Facts and Techniques.

There are four main attainment outcomes-

- a) Problem Solving and Enquiry
- b) Information Handling
- c) Number, Money and Measurement
- d) Shape, Position and Movement

We aim-

- To offer a balanced maths programme
- To develop pupils' mathematical skills to their full extent
- To offer pupils' opportunities to learn to use and apply these concepts in a variety of contexts
- To equip pupils with problem solving and investigative skills.

Pupils will be involved in a range of experiences - discussion, practical work, consolidation and practice, problem solving and investigations. They will be grouped according to ability and will work cooperatively and independently when appropriate.

Maths resources currently in use:

Heinemann; New Scottish Heinemann; Heinemann Mental Maths; Anita Straker Mental Maths.

## **Information and Communications Technology / Teicneòlas Fiosrachaidh is Conaltradh**

We have 12 PCs placed in classrooms throughout the school and all have access to the Internet. We have six laptops which are available to supplement class computers. There is a SMARTBOARD in P1-3, G4-7 and E6-7 classrooms.

## **Environmental Studies / Eòlas Àrainneachd**

The Environmental Studies guidelines cover three main components: Science; Technology; Social Subjects consisting of People in Society, People and Place, People in the Past.

Aspects of these components can be taught through individual lessons but are mostly covered through topic studies. Topics are chosen to ensure a balance across these areas and they bring together the main ways in which pupils learn about the world.

We aim to provide stimulating experiences from which children can learn: through first-hand experiences, co-operation with others, visits, visitors, radio, television, computers and books.

The Environmental Studies curriculum provides a rich context for developing the knowledge, understanding and skills to interpret experience.

## **Expressive Arts / Na h-Ealain**

There are four main areas in Expressive arts- Music; Art; Drama and Physical Education. We aim to encourage and stimulate each child's imagination to explore, interpret and enjoy their environment whilst developing their creative potential. We offer each child the opportunity to acquire the confidence and skills to give expression and form to their feelings and to appreciate the feelings expressed by others.

Visiting staff timetable- Mrs. Strachan (Music) one morning a fortnight.

Mr. Finlayson (Chanter) one afternoon a week. These lessons cost £30 per term. If you are in receipt of Income Support then there is no charge.

Mrs. Graham (Gaelic Song) one afternoon a fortnight.

Mr. Walker (Art) one day a fortnight August - April.

Mrs. McGuire (PE) one morning a week, approximately.

There is no Visiting Teacher of Drama specialist and class teachers plan and deliver this area of the curriculum independently. We benefit from the visits of Kati

Kozikowska, a drama outreach worker and Debbie MacKay, a Gaelic drama outreach worker.

## **Health / Slàinte**

Our school health programme includes studies of personal relationships and their effects on health and well-being; the nature and effects of personal growth and development; the influences of behaviour and lifestyles on health and well being and local and global environmental factors which can influence health and the well-being of individuals and communities.

We aim to provide pupils with health related knowledge which they can use to make informed decisions about lifestyles.

## **Personal and Social Education / Foghlam Pearsanta is Sòisealta**

Personal and social development is a fundamental aspect of the education of the whole child. It is essentially concerned with the development of life skills. All aspects of a child's experience at home, in school and outwith school contribute to personal and social development.

Our pupils are taught to recognise that they are part of the school community and ultimately part of the wider community and that they have responsibilities within that community. They are expected to show respect for others and to be kind and considerate to others. As they mature they are encouraged to take a more active role in promoting good behaviour.

We have regular whole school gatherings when we promote school values and discuss subjects such as road safety; litter; good citizenship and raising multi cultural awareness.

We have set up a 'pupil council' which gives pupils an opportunity to have their views on general school issues considered.

## **Discipline / Modh**

Most incidents of misbehaviour are minor ones and can be dealt with in the school context. Should a problem arise which needs to be brought to the attention of parents they will be invited to the school to discuss the matter. The support and co-operation of parents will be sought in resolving any problems.

Should a parent be concerned that their child is unhappy at school please contact the Head Teacher immediately so that we can act together to address the matter.

## **Religious and Moral Education / Fohghlam Creideimh is Moraltachd**

We aim to help pupils appreciate moral values such as honesty, justice, fairness, concern and respect for others and to understand and develop their own beliefs within the framework of recognising Christianity as the major religious tradition of this country.

Pupils will be provided with opportunities to develop an understanding of, and respect for, people of other faiths e.g. Buddhists, Moslems, Hindus, Jews and people who adopt a non-religious stance for living.

We are visited regularly by Reverend Sladek and Geoff McKee who deliver Religious Observance which 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 on spiritual and moral concerns.

Parents have the right to withdraw their child from religious activities if they wish.

### **Gaelic / Gàidhlig**

Mrs Sinclair, our class contact reduction teacher, is a fluent Gaelic speaker and delivers Gaelic to all of our English pupils.

We aim to teach children the vocabulary for the following themes: colours, numbers, parts of the body, family, school, home and clothes. This is done through interactive activities, song and drama.

### **French / Frangais**

P6/7 are all introduced to basic French. They will be taught to recognise and respond correctly to simple forms of personal language.

They will be taught through interactive activities the vocabulary of numbers, colours, days, body parts, weather, home and classroom objects. They will be taught to recognise and respond to simple greetings and answer simple questions about themselves.

### **Support for Learning / Taic Oideachaidh**

Support for Learning Teachers, Mrs. Moir and Mrs. Sinclair, visit school regularly. They work mainly in classrooms with individuals or groups of pupils.

All pupils can experience difficulties in learning at some time or may require extension work to achieve their potential. Our Support for Learning teachers offer class teachers support in meeting each child's needs either by providing resources or by working directly with pupils.

Parents are encouraged to take an active role in all aspects of their child's education and we will follow 'the staged approach' in consulting parents if there are concerns about their child's progress.

The Class Teacher and Support for Learning Teacher will plan programmes of work and continuously monitor progress.

If a programme of work differs greatly to that being offered to others in the group or class, an Individualised Educational Programme will be devised in consultation with all concerned.

### **Educational Psychologist / Inntinn-eòlaiche an Fhoghlaim**

Mr. Bob Leadbetter is a Senior Educational Psychologist and he is based in the Education Office, Portree.

If the school, in consultation with the parent, considers that a child's significant and continuing difficulties in learning require advice, a referral to the psychological service will be made. The Educational Psychologist will then meet with parents and assess the child in the school. A course of action and advice will be recommended.

### **School Liaison Groups / Buidhnean Ceangail na Sgoile**

School Liaison Groups have been set up to facilitate the best possible support for children and families. This involves Education, Social Work and Health Services working closely together. Meetings will be arranged to discuss how the needs of individual pupils can be met and the parents/carers and child (if appropriate) will be invited to these discussions.

### **Child Protection / Dìon Chloinne**

From time to time incidents 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.

The Head Teacher is the designated person for dealing with Child Protection issues in Dunvegan Primary.

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 in Highland can be obtained from:

The Child Protection Committee,  
Kinmylies Building,  
Leachkin Road,  
Inverness,  
IV3 8NN

Tel: 01463 703483

Fax: 01463 713237

### **Attendance/Absence / A' frithealadh na sgoile/Ma bhios tu far na Sgoile**

If your child is absent through illness, please phone the school in the first instance and send a note in immediately your child returns to school. This note should detail your address, the reason for absence and be dated and signed.

If you wish your child to be off school for any reason e.g. for a dental appointment you should notify the Head Teacher in advance.

If your child is absent and no explanation is given the absence will be marked as unauthorised. The authority does not authorise holidays taken during term time.

## **Health Care / Slàinte**

**Medicals:** All new entrants will receive a medical questionnaire. The school doctor will then decide whether the child should have a medical examination during primary one. Parents are invited to be present at this examination. The same procedure applies to primary seven pupils.

**Nurse:** The school nurse visits the school from time to time. Should you wish to contact her please phone the school.

**Dentist:** The school dentist visits the school periodically. All children are examined and parents are notified if their child requires treatment. Parents can choose to have this treatment carried out by the school dentist or by their own family dentist.

**Speech Therapist:** The speech therapist will visit the school to work with children who have been referred to her. Parents will be consulted if their child requires speech therapy.

**Injuries:** When a child is injured at school they will be administered to by any member of staff who is on the scene. If it is felt that the injury is serious then the parents will be informed and arrangements made to take the child to the Medical Centre or a Doctor will be called. All staff have received training in First Aid.

**Medical Requirements:** If your child has any medical requirements please inform the school. If medication has to be administered by the school please could you inform us in writing detailing what has to be done and giving us permission to do so.

To prevent problems for children who may have a peanut allergy we ask that you don't send in nuts or products containing nuts.

**Road Safety:** Every effort is made by staff to develop good habits in road safety with all of our children. Primary 7 pupils have cycling proficiency training during the course of the school year.

**Fire Drill:** Fire drills are carried out once a term and children are taught to respond quickly and calmly. In the event of a real emergency where the school building has to be evacuated, children will be escorted to Dunvegan Village Hall. Once there, the Emergency Planning Officer and the Area Education Office would take responsibility for giving out information, contacting parents and arranging transport.



Children may bring packed lunches if they wish. All pupils have their packed lunches in the canteen. All children are supervised.

Please do not send anything in a glass container.

Milk Bar: During the morning interval healthy snacks of fruit, fruit drinks and yoghurts are on sale in the school canteen.

Free Fruit: Primary 1/2/3 receive a free portion of fruit or fruit drink three times a week. This initiative is part of the 'Healthy Living Campaign' launched by the Scottish Executive.

### **School Transport / Còmhdhail**

Children under the age of 8 years who live more than two miles from the school are entitled to free transport.

Children who are 8 years and over are entitled to free transport if they live more than 3 miles from the school.

Application forms for school transport may be obtained from the school or the Area Education Office.

### **School Uniform / Èideadh na Sgoile**

We encourage pupils to wear a blue school fleece with the Dunvegan Primary badge printed on it, a white blouse/polo shirt/shirt and dark trousers/skirts. We will arrange for the fleeces to be ordered during the summer term so that pupils will have them for the start of the new school year. Fleece prices start at **£12**.

Pupils are asked to look as smart as possible at all times.

Clothing assistance - if you are in receipt of Income Support; Income-Based Job Seekers Allowance; Child Tax Credit, but not in receipt of Working Tax Credit, and income of less than £15,575; Support under Part VI of the Immigration and Asylum Act 1999 you are entitled to footwear and clothing assistance for your child.

Application forms are available from the school.

P.E. - Pupils are requested to have shorts, t-shirt and a change of trainers or gym shoes. Please could your child's articles of clothing be identified by a name tab or their name written in permanent ink on the clothing's own labels this helps us return 'lost' property.

### **Dismissal Procedures / Deireadh an Latha**

At the end of the school day pupils are escorted to the buses, taxis and to parent transport.

When pupils are settled on the taxis these will depart followed by the buses. When the buses have left, then parent car drivers may leave.

Cyclists are allowed to depart next, followed by the walkers.

Thank-you for following this procedure which ensures that everyone departs from school safely.

### **Emergency Arrangements / Èiginn**

In the case of an emergency it is helpful for the school to have an up to date contact number and a second contact for each pupil. At the beginning of each school year we will send out a form which you can fill in with the relevant information. If you change your mobile number please can you update us as soon as possible.

In the event of an early closure due to bad weather or power cuts, every effort will be made to contact parents. If parents can not be contacted then the second contact name will be informed. We now have a telephone messaging service and in the event of severe weather or circumstances preventing the school from opening the Head Teacher will update this service by 8am. Telephone **0870 0546999** and key in the school's pin number **041950**.

### **School Fund / Maoin na Sgoile**

Money is raised for the school fund in various ways e.g. Christmas Concert. We thank local businesses who give us donations through the year and commission is earned from the sale of photographs and books.

The Parent Council helps to raise funds in a variety of ways for supporting the school.

The school fund is used to finance trips, Christmas parties, visiting drama groups and the purchase of extra items of equipment.

The accounts are audited annually and a statement submitted to the Highland Council.

### **Extra-Curricular Activities / Cur-seachadan**

We are very fortunate to have a volunteer who runs an after school recorder club. An after school art club is run by parent volunteers.

### **Photographs**

At the beginning of each school year we will ask you to complete permission slips for allowing your child's photo to be used in school displays, newspapers and on the Internet. If a parent does not want their child videoed e.g. during a school concert they must advise us of this.

**Area Education Officer / Oifigear Foghlaim na Sgìre**

Mrs Rosemary Bridge,  
 Area Education Office,  
 Elgin Hostel,  
 Dunvegan Road,  
 Portree,  
 Isle of Skye  
 IV51 9EE  
 Tel: 01478 613697

Lochaber Office  
 01397 707350

**Area Education Manager / Oifigear Foghlaim na Sgìre**

Mr John Ritchie  
 Area Education Office  
 Castle Street,  
 Dingwall  
 Tel: 01349 868242

**DATES FOR YOUR DIARY 2009/2010**

Monday	5 <sup>th</sup> January, 2009	School Opens
Wednesday	11 <sup>th</sup> February	School Closes
Wednesday	18 <sup>th</sup> February	School Opens
Friday	27 <sup>th</sup> March	School Closes
Tuesday	14 <sup>th</sup> April	School Opens
Monday	4 <sup>th</sup> May	Day Off
Thursday	2 <sup>nd</sup> July	School Closes
Tuesday	18 <sup>th</sup> August	School Opens
Friday	9 <sup>th</sup> October	School Closes
Thursday	29 <sup>th</sup> October	School Opens
Wednesday	23 <sup>rd</sup> December	School Closes
Monday	11 <sup>th</sup> January, 2010	School Opens
Thursday	11 <sup>th</sup> February	School Closes
Thursday	18 <sup>th</sup> February	School Opens
Friday	26 <sup>th</sup> march	School Closes
Monday	12 <sup>th</sup> April	School Opens
Monday	3 <sup>rd</sup> May	Day Off
Friday	2 <sup>nd</sup> July	School Closes
Tuesday	17 <sup>th</sup> August	School Opens

## Transferring Educational Data About Pupils

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

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

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

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

Your data protection rights

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

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

Concerns

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

Want more information?

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

## INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

<b>School:</b> Dunvegan Primary School	<b>Id No.:</b> 270 - 5127920
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### *Budgeted Running Costs For Financial Year 2008-2009*

<b>School Roll at September 2007</b>	68
<b>Total School Running Costs at April 2008 (£)</b>	329,554
<b>Cost per Pupil (£)</b>	4,846

### *Attendance And Absence For School Year 2007/2008*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	3,971	3,078	3,710	2,938	3,440	4,590	3,482	25,209
<b>Percentage Authorised Absences</b>	4.7	3.8	4.6	4.6	5.1	4.0	5.4	4.6
<b>Percentage Unauthorised Absences</b>	1.0	2.1	1.6	1.4	0.9	2.1	1.6	1.5

### *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
<b>Absence</b>	19.4	23.8

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
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### *Budgeted Running Costs For Financial Year 2008-2009*

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

### *Attendance And Absence For School Year 2007/2008*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	823,218	879,569	901,186	901,018	1,019,376	986,524	958,200	6,469,091
<b>Percentage Authorised Absences</b>	4.6	4.2	3.9	3.8	3.8	3.9	4.1	4.0
<b>Percentage Unauthorised Absences</b>	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
<b>Absence</b>	17.1	17.1

## INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

<b>National Data</b>
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### *Budgeted Running Costs For Financial Year 2008-2009*

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

### *Attendance And Absence For School Year 2007/2008*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	18,444,479	19,145,177	19,526,465	19,941,323	20,669,987	21,017,565	21,092,362	139,837,358
<b>Percentage Authorised Absences</b>	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
<b>Percentage Unauthorised Absences</b>	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
<b>Absence</b>	18.0	18.6