



Miller Academy Primary School

Handbook



2009 - 2010



"At Miller Academy we want everyone to feel happy, safe, valued and confidently prepared for the future"

Welcome to Miller Academy Primary School

This prospectus contains information about the aims and general organisation of our school. It also contains information about the purpose, aims and day-to-day organisation of the nursery. It is not possible to include every piece of information in a booklet. Please contact the school after you have read this to find out more if you wish.

The years your children spend at Nursery/Primary School are of vital importance to their future. Young people are learning all the time and we take our responsibilities to them very seriously. We are committed to supporting their development as individuals. Each child in this school matters.

We aim to help each child realise their full potential by making this stage in their education both enjoyable and productive. They are encouraged to aim high and to achieve in a wide variety of ways, academically, in sports and the arts.

We are committed to fostering all-round development of the children and to this end there is a strong emphasis on pupil welfare and on promoting their personal and social development throughout these formative years.

We can only be successful in our work if we have your involvement, co-operation and support. I look forward to working with you and your child over the coming years.

Ms Ann Warren, Head Teacher

Effective communication is at the heart of successful education.

You can arrange to talk with the Head Teacher at any time simply by phoning school and making an appointment.

If you have any concerns at all, do please come and talk to us.

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Miller Academy Primary School values children. We work to create a happy and secure atmosphere in which we nurture confidence and self-esteem. We foster positive relationships and we encourage a life long love of learning.

1. AIMS

At Miller Academy Primary School the fundamental aim shared by all within the school community is to provide a learning environment within which all children realise their full potential – intellectually, socially, physically, morally and spiritually.

We aim to enable all children to develop their capabilities as:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

OUR EDUCATION VALUES

- a positive attitude to learning
- a secure and happy atmosphere
- respect for the needs and potential of the individual
- a sense of honesty, fairness and justice
- a partnership with parents/carers
- respect and tolerance for others in the school, community and the wider world

OUR EDUCATIONAL AIMS

Happiness / self-esteem

- To foster the happiness and self esteem of each individual in school.

Learning

- To provide a flexible, relevant and stimulating educational curriculum which motivates pupils and will raise attainment and result in achievement for all.
- We aim to raise attainment through continuous self-evaluation, benchmarking and tracking procedures.

Social and personal development

- To provide a planned approach to promoting personal and social development which will help each child to co-operate with others and to show tolerance, understanding and respect for the beliefs and practices of others.

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Partnership with parents/carers

- We aim to work in partnership with parents, sharing responsibility for children's happiness, learning development and behaviour.
- To make parents and carers feel welcome and comfortable in school and value their contribution.

Community

- To work for a sense of community and pride in belonging to the school, to the local community and to the wider world.
- To open the life of our school to the community.

Environment

- To raise awareness and encourage children to understand the need to care for their environment.

Effectiveness and teamwork

- To work as an effective and harmonious team, working in partnership and striving to make progress with all our aims and values.

Professionalism

- To participate in continuous professional development, building on the strengths we possess as a team.
- To provide effective deployment of all staff and organisation of resources within the establishment.
- To ensure the development of a 'quality culture' within which the importance of self-evaluation, strategic planning and the effectiveness of leadership are implicit in the Corporate life of the school.

Date of the last review of aims August 2008

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2. INTRODUCTION

Welcome to Miller Academy Primary School. We hope this booklet will introduce you to our school and provide information on our aims and values as well as the day to day organisation of the school. If you have any questions or comments please share them with us.

The original Miller Institution (now the Public Library) was opened in 1862. It was named after its founder, Alexander Miller, a native of Thurso, who had inherited a considerable fortune from his uncle and who used the money for various charitable purposes including the building of a school.

The laying of the foundation stone on 1st June 1860 was a memorable occasion with bands playing, flags flying, a public holiday in the town and an estimated crowd of 4000 present to see Sir George Sinclair perform the stone-laying ceremony. A report in a local paper of that time states that, 'inserted in a cavity of the foundation stone was a bottle containing copies of the 'John O'Groat Journal' and the 'Northern Ensign' of 31st May 1860, one of all the coins of Her Majesty's reign, a guinea of the year of Miller's birth and a parchment with the name of the donor. The stone was blessed with a libation of corn, wine and oil.'

The original building was extended in 1892 and in 1900 a second building, which is still part of the school, was erected. In 1937 the present main block was opened as a secondary department and in 1958, due to the rapid increase in population because of Dounreay, the demountable huts were built. In the same year Thurso High School was built and Miller Academy became solely a primary school.

In session 1996-97, Miller Academy received major renovation work. The building which houses the art room was completely renovated creating art, music and hall areas. An old-time classroom was also developed to reflect Miller Academy's long historical past.

Our school is bright and spacious and we have a policy of on-going improvements and maintenance. The school stands in its own grounds with grass and paved playing areas.

We aim to ensure that the present school is a happy and secure environment in which pupils and teachers can work in an atmosphere of mutual respect. Within this caring and enjoyable environment we aim to provide a broad and balanced curriculum meeting the needs of all children. Children are encouraged to have a positive attitude to their education attaining high standards in all areas of the curriculum and school life.

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Catchment Area

Miller Academy now serves Mount Vernon, the Ormlie Estate, John Kennedy Drive and every area from the river westwards to Dunbar Terrace, Howburn Road, St Magnus Road, Granville Street and Crescent except for a small area near the harbour bounded by Riverside Place, Grove Lane, High Street and Shore Street. Also included in the catchment area is Forss.

Although this is our official catchment area, under the Education Act (Scotland) 1981, parents from outwith this area may request that their children be placed in this school and, provided that places are available, such requests are normally granted.

School Address Miller Academy Primary School
Princes Street
THURSO
Caithness
KW14 7DH

Telephone Number 01847 892815

Fax Number 01847 894427

E-mail address milleracademy.primary@highland.gov.uk

School Information Line 0870 054 6999 **Pin code:** 042620

Nursery hours Morning 9.00am – 11.30am
Afternoon 12.45pm – 3.15pm

School hours P1-3 9.00am – 12.40pm
1.35pm – 2.45pm

P4-7 9.00am – 12.40pm
1.35pm – 3.15pm

Our morning break is from 10.40am until 11.00am. Playground supervisors are on duty throughout break should a child require assistance during break or at lunch. Under normal circumstances a member of the Management Team is also available to deal with any emergencies or incidents requiring attention.

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3. MILLER ACADEMY SCHOOL STAFF

Head Teacher	Ms Ann Warren
Depute Head Teacher	Ms Edith Mitchell
Principal Teachers	Mrs Val Morrison Mrs Una Fraser Mrs Jackie Phares
Class Teachers	Miss Jemma Lisle Miss Gayle Rennie Mrs Norma Mackie (job-share) Mrs Lynne Souter (job-share) Miss Deirdre Lyall Miss Sharon Thomson Mrs Margaret Sinclair Miss Dianne Allan Mrs Annette McElroy
Nursery Co-ordinator Teacher	Mrs Jennifer Gordon
Nursery Assistant	Mrs Cathy Rutherford
Nursery Pupil Support	Mrs Eva Falconer
Pupil Support	Mrs Susan Gerrard Mrs Janet Middleton Mrs Lorna Sinclair Mrs Ramona Morris Miss Lynn Ross Mrs Kay Sanders Mrs Liz Barker Mrs Audrey Campbell Mrs Angela MacGregor Mrs Annette MacKay Mrs Fiona Smith (Children's Support Worker) Ms Heather Carberry (Additional Support Needs Teacher) Mrs Alison Sangster (Educational Psychologist) Mrs Sandra Gray (Behaviour Support Teacher)
Janitor	Mr William Henderson
Road Crossing Patrollers	Mrs Cathy Wood Mr Pierre Bale Mrs Leanne MacLeod
Catering Staff	Mrs Rosenda Miller Mrs Jackie Oag Miss Jayne Wright Mrs Margaret Sinclair

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Cleaning Staff	Mrs Lorraine MacParland Mrs Isobel Ronald Mrs Chris McKinney	
Clerical and Admin	Ms Marilyn Campbell Mrs Roslyn Macleannan	
Visiting Specialist Teachers	Mrs Rachel Mennie Mrs Susan Rodgers	(Physical Education) (Music)
School Chaplain	Rev Kenneth Macleod	
Music Instructors	Mrs Della Hickey Mrs Karen Anderson Mr Kevin Gunn	String Woodwind Chanter

If you have any curricular or pastoral concerns for pupils your first point of contact is Mrs Mitchell, Depute Head Teacher who has responsibility for Nursery – Primary 3. Ms Warren, Head Teacher, has overall responsibility for the school and in particular Primary 4 – 7. Ms Warren is always available to discuss matters should you wish.

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4. USEFUL INFORMATION

ENROLMENT

Children are entitled to start their formal education at the beginning of the session in August if they are five on or before the last day of February of the same school session. Advertisements are placed in the local press at the beginning of each year giving enrolment dates. Parents are requested to contact the school during this period in order to complete admission forms. When enrolling a child the parent should bring the child's birth certificate and be prepared to give the name, address and telephone number of an emergency contact.

Induction - We recognise the importance of the transfer of children from pre-school to Primary 1 and strive to make the transfer as smooth and stress free as possible.

During the summer term every effort is made to provide opportunities for staff to visit the children in their nursery classes and to talk to nursery staff. This gives the children an opportunity to meet their new teacher in a setting in which they are at ease.

As part of our Buddying system our P6 pupils are paired with pre-school children. This buddying system ensures when they enter Primary 1 they have a pupils support network.

In June, as part of a whole school 'meet your new teacher' programme, the Head Teacher hosts a curriculum afternoon for the parents whose child will be entering Primary 1. At this time the children enjoy an afternoon session with their new teacher. This ensures that pupils will have the chance to meet and get to know their classmates and teacher for the coming session. These visits will coincide with the Primary 7 visits to Secondary School.

We have a comprehensive Induction Policy for children entering P1 to ensure that you and your child have a positive start at our school. If you would like further information on our induction procedures please ask for a copy of our policy at the school office.

NURSERY

Our nursery unit was established in 1996. There are two part time classes, each with an allocation for 20 pupils. Enrolment for nursery usually takes place in April and places are allocated according to Highland Council Policy. Our nursery encourages close, friendly partnerships between home and school. We have our own nursery information booklet, which you will be given on enrolment.

We are very proud of our nursery, which works hard to provide high quality education and friendly support to all our families. At the back of this brochure is a separate nursery section containing information about the purpose, aims and day-to-day organisation of the nursery.

Arrival Times

It is essential that pupils arrive at school as near to the bell time as possible and we request that pupils are not allowed to arrive at school too early.

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Attendance

Should a pupil be absent from school please phone to let us know why. Daily registration takes place at the start of both the morning and afternoon sessions. Teaching staff notify the office regarding absences from class and if we have no explanation we will contact you at home or at work for an explanation. This reassures us that nothing untoward has occurred. This procedure has been put in place to ensure the safety of all pupils.

Where a pupil has attended school in the morning, but is absent in the afternoon, parents/carers should be especially careful to inform the school.

If children need to be out of school during class time the request should be made in advance, in writing, to the Head Teacher. Children in P1-2 and pupils who are transported by Highland Council must always be collected from school when such release is requested. Children in P4-7 will be allowed to go home themselves when such release is requested **only if parents make this request in writing**. They should otherwise be collected from the school reception area.

When you are collecting your child from school during class time, please remember to sign your child out/in using the book provided at reception. We need to know which pupils are in school at all times.

Schools are required by law to maintain a record classifying absences as either authorised or unauthorised. This is part of the Government's policy to monitor truancy. Whilst attendance at medical appointments is classified as authorised absence, family holidays are deemed unauthorised and as such cannot be sanctioned by the Head Teacher. Should a holiday be organised during the school term, work is NOT issued by staff for this period. Repeated unauthorised absences have to be referred to the Area Education Manager, Social Work and in some instances the Police.

Family holidays will be counted as 'unauthorised' absence and it is the policy of the school and the Local Authority to actively discourage this practice.

SCHOOL UNIFORM

Although not compulsory, it has always been a tradition at Miller Academy that pupils wear school uniform. We ask for your co-operation in ensuring that this practice is continued. Not only is our school uniform as cheap as other clothing, but it promotes a sense of identity and belonging as well as pride in our school.

We discourage the wearing of 'designer' clothing at school.

Boys – Blue sweatshirt, grey/black trousers or shorts, yellow polo shirt. For PE a change of T-shirt or polo shirt, shorts and gym shoes.

Girls – Blue sweatshirt, grey/black trousers or shorts or skirt, yellow polo shirt. For PE a change of T-shirt or polo shirt, shorts and gym shoes.

There is also a blue school fleece and waterproof jacket available.

NOTE – heavy trainers and long Bermuda shorts are not suitable for PE as they restrict activity. Items of school uniform are available from the school office. Families on a low income can apply for a clothing grant. Forms can be obtained from the school office.

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Indoor footwear – We expect children to bring a change of footwear for indoor use. This ensures that their feet are dry throughout the day and helps protect our carpets and keeps our school clean.

Eco schools – If you have any school uniform that your child has outgrown and that is in good condition we would appreciate it if you could send it to school so we can recycle it.

Last, but not least, it is helpful if all items of clothing are clearly labelled with the pupil's name and that each child has an overall/shirt for art and craft activities.

Pupils are strongly discouraged from wearing make-up, nail varnish, jeans or articles of clothing carrying popular logos. The wearing of hoop or dangling earrings, necklaces, bracelets or rings is also strongly discouraged as in certain circumstances such as during physical activity, these can constitute a hazard, both to themselves and others.

COMMUNICATION WITH PARENTS/CARERS

We consider communication with parents to be very important. Parents/carers are very welcome to phone school for information or to talk to a member of staff. Information is also available on our [school information line: 0870 054 6999 Pin Code 042620](#). Parents/carers are also most welcome to come to school to discuss aspects of the running of the school with a member of the management team or aspects of their child's education with the appropriate member of staff. Appointments can be made by contacting the school office ([892815](#)), to ensure that the particular member of staff is available to see you when you come to school.

Parent's Evenings/Afternoons are held twice a year to allow you the opportunity to view your child's work and talk individually with the class teacher. Detailed arrangements concerning these evenings are issued prior to each meeting.

Curriculum Evenings are held throughout the year, which cover different aspects of the curriculum and aim to share the type of work your child will experience at school.

We also have information leaflets with aspects of the school such as Writing, Eco Schools, Anti-bullying, Formative Assessment etc. These are sent home with the children or can be picked up at the school office. We also make available our school policies for parents to read and comment on. When new policies are being developed we welcome parental input.

The school also provides regular newsletters to keep you up to date with what is happening in school. These are sent home via the eldest child in your family.

We have a parents' notice board in the foyer of the school where current information is displayed. If you would like to display anything please hand it in to the school office.

We have an active Parent Council which has a notice board displayed in the foyer of the school where recent information can be found. All parent/carers of Miller Academy pupils are members of the parent forum. If you are interested in getting involved please let us know. (2008-2009 Chairperson is Mr J McCafferty and the Secretary is Mrs H Urquhart)

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HOLIDAYS

The holiday dates for the School Year 2009 – 2010 are:

Term 1

Staff Development Day	Monday 17 August 2009
Pupils Return	Tuesday 18 August 2009
Term ends	Friday 9 October 2009
October holiday	Monday 12 to Wednesday 28 October 2009

Term 2

Term starts	Thursday 29 October 2009
Term ends	Wednesday 23 December 2009
Christmas holiday	Thursday 24 December to Friday 8 January 2010

Term 3

Term starts	Monday 11 January 2010
Staff Development Day	Tuesday 16 and Wednesday 17 February 2010
February weekend	Friday 12 February – Monday 15 February 2010
Term ends	Friday 26 March 2010
Easter holiday	Monday 29 March to Friday 9 April 2010 Good Friday 2 April 2010

Term 4

Term starts	Monday 12 April 2010
May Day holiday	Monday 3 May 2010
Term ends	Friday 2 July 2010

SCHOOL CATERING

Meals are provided by Schools Catering Service. Dinner tickets cost £1.65. Children should bring their dinner money to school where they can purchase and book their choice of lunch from the kitchen between 8.45am-9am. Payment may be made by cheque, payable to Highland Council. Any other queries regarding school meals should be addressed to the school cook, Mrs Miller (Tel: 892815)

At school meals the children are looked after by lunchtime supervisors and in normal circumstances a member of the management team is available. The children are expected to follow the lunchtime golden rules including putting their rubbish in the bin, showing good manners etc. Excellent behaviour is rewarded.

Children eating packed lunches do so under supervision in the dining hall. Uneaten food should be taken home so parents can see what their child has eaten for lunch. Children are not allowed out of the dining room while still eating. On warm days the children are allowed to take their packed lunches outside for a picnic. Again they are supervised by the playground supervisors and expected to keep the playground litter free.

Children who remain in school for lunch are not allowed to leave the school grounds in the interests of security and safety. P1 and P2 have fruit on Tuesday, Wednesday and Thursday.

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FREE SCHOOL MEALS

Families receiving Income Support and Job Seekers Allowance are entitled to free school meals. Forms for free school meals are available at the school office. Any parent who considers their child may be eligible, or who wishes confidential advice, should contact the Head Teacher.

TUCK SHOP

Toast, juice or milk and fruit are sold in the dining hall during the morning break. Due to large numbers this is only available for P1-P3 on Mondays and Wednesdays and for P4-P7 on Tuesdays and Thursdays. Costs are currently 15p for toast, 15p for milk or juice, 15p for a half piece of fruit and 30p for milkshake.

HEALTH AND SAFETY

At Miller Academy we aim to make the school a safe and healthy environment for all our pupils. We have a school security system, which includes a buzz system at the main door. All other doors will operate on a time monitor system whereby they will be open only at times necessary for entry/exit of pupils.

Entry for parents/visitors will be via the main entrance only.

Visitors must report to the school office, sign the visitor's book and collect a badge, which must be worn within the building. Those people who are not wearing an identity badge will be challenged by staff. This system will create a secure environment within which staff and pupils may work safely. If parents have to drop their child at the main school entrance we discourage parents from going down to the class area as this disturbs other children who are working. Our playground supervisors are available at the morning interval and at lunchtime. We have several members of staff who are qualified in First Aid and who can tend to any minor accidents and incidents.

To encourage an interest in personal well-being children cover aspects of health and safety as part of our Environmental studies and Health Education programmes.

ILLNESS AT SCHOOL

If a child is taken ill at school we will contact you to inform you of the situation. If you are not available we will contact the emergency contact given on your enrolment form. It is most important that this is kept updated so that we can contact someone so as not to cause unnecessary upset to a child in an emergency or illness.

RISK ASSESSMENT

Health and safety is the responsibility of all members of staff. Risk assessments are carried out throughout the year as a matter of course. A Comprehensive Health and Safety Inspection is carried out annually. Before booking field trips staff carry out risk assessments to identify any risks associated with the trip and to take steps to minimize any potential dangers.

FIRST AID

The school is well equipped with first aid boxes in all areas. Minor injuries and ailments are attended to at school by the appropriate teaching staff, playground supervisors and auxiliaries. Should a child have an accident during the school day, minor first aid will be provided. Education staff are only permitted to bathe injuries with water and/or apply a dry dressing. If further attention/treatment is deemed necessary, parents will be contacted. When a more serious injury occurs, medical help will be sought immediately and the parents informed as soon as possible. It is our policy to err on the side of caution and contact you if at all in doubt.

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This means you have information on which to base a decision on the appropriate course of action to take.

It is important that the school has an up-to-date emergency contact telephone number for each family to avoid unnecessary delays. This number should be of someone who can reach school quickly.

MEDICATION

We are no longer able to issue non-prescribed medicines in school. We do not stock any medication in school.

For safety reasons no tablets or medicines should be brought to school. Most common ailment medications for children can be administered three times a day – after breakfast, when the child gets home from school and at bedtime.

Medication for chronic conditions

The school should be aware if your child is receiving any medication, which could affect mood, behaviour or performance. The school is happy to assist in the management of **long term medication** prescribed by the child's doctor. Parents should discuss this with the Head Teacher or the Depute Head Teacher in the first instance and appropriate procedures will be put into place. For example, should you wish your child to receive an antibiotic or asthma medication you will receive a form, which you need to complete to authorise this. This form gives us clear instructions as to how and when your child needs medication. Medication should be brought to school clearly named and dated. Inhalers can be kept in the classroom in an accessible place. A spare can be stored in the office. Please remember the use of an inhaler will be your child's responsibility. If we are concerned about your child we will contact you at once and we will phone 999 and get professional help if necessary.

HEAD LICE

It is no longer the case that pupils are checked by the nurse for the presence of head lice. It is now the responsibility of parents to check their child's head and, if head lice or nits are found, to notify the school and to treat your child to eliminate them. Should the school discover head lice in a pupil's hair then we will notify the parent/carer.

MEDICAL AND OTHER PROFESSIONAL SERVICES

During the first year at primary school, children will be offered a screening test for hearing, vision, height and weight. This enables the school doctor to identify any conditions which have not been previously noted and which might have an effect on the child's ability to benefit fully from his/her education. Parents are invited to be present during examination and will have the opportunity to discuss their child's health. Where a school doctor feels that further investigation or treatment may be required, a note will be given for your family doctor.

If either a parent or the school feels that other services eg speech therapists may be helpful a meeting will be arranged to discuss possible action. Please contact the school if you have any concerns about your child's health.

Head injuries

Any head bump/injury is taken seriously and parents are informed as soon as possible by telephone. Children are given a head bump letter and asked to wear a sticker in class, so that teachers are alerted to the fact that they have bumped their head.

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Drug Misuse

In line with Highland Council Policy, the school will record and report all instances of drug misuse or suspected drug misuse on school premises.

CHILD PROTECTION

Given ongoing public concern on the subject of child abuse as well as changes in the Law, schools are required to report if we think that any child has come to harm as a consequence of possible abuse.

Each school has a Designated Officer appointed to be responsible for Child Protection matters and specially trained for this task. At Miller Academy this person is the Head Teacher. Should you wish to talk further about Child Protection and the Safety of Children, please contact the Head Teacher or Child Protection Development Officer, Mrs Susan MacLaren.

Where there is the possibility that a child could be at risk of abuse or neglect, the school is required to refer to Social Work, the Police or the Children's Reporter, and under these circumstances the parent would not normally be consulted first.

DATA PROTECTION

In order to conform to the Data Protection Act it is necessary for you to give your permission to allow us to photograph or video your child. We do take lots of photos to celebrate the many exciting events which occur in the day-to-day life of the school. Photos also help us to show you our day-to-day work and give you an idea of the ways your child is learning.

The press often photograph our children at our various events throughout the year. Without your agreement we will not allow your child to be photographed during fun days, nativity plays etc.

TRANSPORT

Free school transport is provided for any of our pupils aged under eight who live more than two miles from the school and for pupils aged over eight who live more than three miles from school, provided that Miller Academy is their designated school. Children may also be eligible for free transport on medical or safety grounds. Children qualifying for school transport either by reason of distance, safety or health will be picked up at the appropriate place. Application forms are available on request from the school office. Any parent enrolling a child in school other than the designated school for that area will be responsible for the transport of that child to the chosen school. In the interests of safety we expect children to wear seat belts and to behave sensibly on our buses or taxis. Unsafe behaviour may result in transport being withdrawn.

WET WEATHER ARRANGEMENTS

During inclement weather children remain inside school during breaks and lunchtimes. Supervision is carried out by the promoted staff, auxiliaries, classroom assistants, playground supervisors and Primary 7 pupils. It is helpful if children keep a wet-weather activity in class eg colouring book, board game etc.

STORM WARNING PROCEDURE/EMERGENCY SCHOOL CLOSURE

The decision concerning the closure of schools due to bad weather is taken by the Head Teacher and arises as a result of safety considerations for pupils and staff. The Head Teacher will attempt to keep parents informed of possible school closures and the duration, if possible. If bad weather threatens to disrupt the school or prevent it opening please phone our **School Information Line on 0870 054 6999 (Pin Code: 042620)** for an update on arrangements for that day.

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However, decisions often have to be taken at short notice. Decisions regarding closures will be broadcast on Moray Firth Radio as early as possible and parents are advised to tune in to this station if they feel there is a possibility that the school will be closed. Information about school closure is also on the Highland Virtual Library website also.

If the school is closed during the school day pupils will not be dismissed from school unless we are sure that a parent is at home, they are collected by an appointed adult or the emergency contact is available. If we are in any doubt, children will remain in school until we have made contact with a responsible adult.

It is essential that the school has an up-to-date record of each child’s address, home telephone number and at least one other emergency contact number of a relation or family friend living close by and prepared to serve as an emergency contact in the event of an accident or ill health. Please help us by ensuring that you inform us of any changes.

FIRE

Miller Academy has a fire policy, which is regularly reviewed and updated. We also have external fire audits to ensure appropriate procedures are in place. There are regular fire drills throughout the session so that staff and pupils are fully aware of what to do in the event of a fire. All fire drills are logged.

PUPIL ACCIDENT INSURANCE

Pupils are not insured against accidental injury or damage to personal property.

Highland Council, in common with most Scottish Education Authorities does not provide any general insurance cover for pupils. The Council does hold third party liability insurance for claims which are successfully proven in the courts for injury, illness, loss or damage arising from the negligence of the council or its employees. However, if there is no negligence, no claim will be accepted by the Council. The school takes out an annual policy from Zurich Municipal which covers both outings and residential trips. Parents are advised to consider the extent to which they wish to provide cover for their children.

MOBILE PHONES, VALUABLE ITEMS, MONEY AND JEWELLERY

While in school, pupils’ mobile phones must be switched off at all times. If any family emergency does occur during school time parents/carers should telephone the school office. As with all other valuable items the school cannot accept responsibility for any mobile phone that is lost. Parents/carers are requested to ensure that their child does not bring valuable items or large sums of money to school.

The school is unable to accept responsibility for the loss of any valuable item brought to school.

The wearing of jewellery is strongly discouraged on the grounds of safety and in PE pupils will be asked to remove jewellery for this reason.

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ROAD SAFETY

Parents are responsible for the safety of their children going to and coming from school. On the way to and from school, pupils should take great care on the roads. Crossing patrols are on duty at the junction of Castlegreen Road and Princes Street, Princes Street and Janet Street. Parents are asked to impress upon the children the importance of crossing these roads only at the supervised places but please be aware that there is not always a crossing patrol on duty. Please encourage your child to be courteous to our crossing patrols.

Similarly we would urge all parents to emphasise that children should not use the main vehicle entrance to the school car park nor should parents drop their children off in the school car park. Please stop at a safe distance from the school, this avoids dangerous congestion and makes the journey to school safe for all pupils.

5. PUPIL BEHAVIOUR

WE EXPECT HIGH STANDARDS FROM OUR PUPILS AND TO THIS END SCHOOL RULES ARE PRESENTED TO PUPILS IN A POSITIVE WAY

At Miller Academy we combine high expectations of behaviour with a sympathetic yet firm approach. Discipline is a joint responsibility for both home and school and we ask for your co-operation in maintaining high standards of discipline and behaviour in school.

Our emphasis is firmly on promoting and rewarding positive behaviour and an important element of the school's personal and social education programme is to help our pupils develop self-discipline and good manners in an atmosphere of mutual respect between staff and pupils. However, sometimes problems do occur and it is our policy to involve parents at an early stage. We hope that you, in turn, will not hesitate to communicate any concerns to us.

Any sudden changes or upsets at home can cause children to behave differently at school, just as worry over school work or falling out with friends can affect behaviour at home. Please inform the school if there are any major changes in home circumstances.

Our code of behaviour is simple and straightforward. It is designed to ensure safety and to maintain a secure and orderly environment in which staff and pupils can work to maximum effect. Pupils are made familiar with this code and are reminded of it as assemblies. We expect all pupils to adhere to our code of behaviour.

We do not have many rules. It is essential that the children understand the ones we have as most are concerned with the children's safety and that of others. They can be divided into General school rules, Playground rules and Classroom rules.

We have agreed rules, rewards and sanctions for the class, school, dining room and playground. These have been arrived at by discussion with pupils and teachers. They are shared with parents and are reviewed annually. At all times, children should be well mannered and courteous to grown ups and each other. We celebrate good behaviour at school and we hope that parents will support these rules by sharing in our celebrations of good behaviour and by talking with their child if they have broken the rules. In cases of rule breaking parents will be contacted and if persistent, meetings will be arranged so that we can work together in partnership to support your child to improve their behaviour.

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Our pupils understand that these rules exist to ensure the safety and happiness of the school community. They also help promote good citizenship at Miller Academy.

ANTI-BULLYING POLICY

Bullying whether psychological, verbal or physical and whether persistent or an isolated occurrence is never acceptable and must never be tolerated. At Miller Academy we have an agreed anti-bullying policy, which is put into practice effectively by all staff. We want our pupils to feel secure and happy at school. To this end the school creates an ethos in which everyone understands what bullying is and is encouraged to speak out about it. Children are helped to understand the definition of bullying and to increase their understanding of all the related issues through drama, role-play, assemblies and class discussions. We will always take action to deal with any incidents, which occur. Our anti-bullying policy is available to read as are our own anti-bullying school leaflets.

Parents help and involvement is vital in making our school a happy secure environment. Please contact the Head Teacher or your child's class teacher if you have any concerns.

PUPIL COUNCIL

We have a pupil council with elected representatives from each class from P1-P7. The council meets regularly to help children and teachers to run the school in a way which reflects the opinions of children and adults. It also gives our pupils the opportunity to develop mature and responsible attitudes. The council circulates an agenda to classes for discussion at the meetings. They also take part in pupil enterprise initiatives such as conducting surveys of children and parent views etc.

6. INCLUSION

We value all our pupils at Miller Academy and embrace inclusive practice which includes embracing a proactive approach to ensuring that all our pupils are valued and able to access an appropriate and relevant curriculum. This includes an appreciation of equal opportunities, multicultural and anti racist education (MCARE).

MULTICULTURAL AND ANTI-RACIST EDUCATION

Miller Academy supports and upholds the Council's policy to eliminate all racism whether direct, indirect, intentional or unintentional. Highland Council monitors racist incidents and all racist incidents must be reported to the Highland Council. At Miller Academy we embrace Multicultural education which permeates school life through curriculum, resources, language, ethos etc.

7. COMMUNITY LINKS

MILLER ACADEMY/THURSO HIGH SCHOOL LINKS

Thurso High School is the designated Secondary School for pupils in the Miller Academy catchment area. Links between Miller Academy and Thurso High are very close and both schools feel that these links are of vital importance to Primary 7 pupils as they help to make the transfer as smooth as possible.

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Links with Thurso High School at present include:

- P7 ASG Sports Day and P7 Induction Programme
- Joint ASG Language and Maths Development Programme

COMMUNITY LINKS

We are delighted to have the support of our local community, which enriches the experience of the pupils at Miller Academy School and makes us proud to be at the heart of the community. We often visit our neighbours and they come to help us and support our projects. We keep in touch with the Thurso Free and West Churches, Health Centre, local nursing homes, the library and local playgroups. We are always glad to see our neighbours at any school events.

PARENT COUNCIL

New Parental Involvement legislation meant that new parent bodies were introduced from summer 2007. There are proven benefits for children's education of their parents' direct support and involvement with their school. Encouraging and making this easier is the aim of the new legislation. The parent council is there for you as parents to make them work in whatever way you want, to help you make your views clear on decisions which are being taken, on matters which worry or concern you and so on. If you would like more information please pick up a leaflet at the school office.

Our Parent Council takes an active interest in the school and our community and enhances the partnership already existing between parents, staff, the Education Authority and the wider community. Parent Council elected parent members, co-opted members representing the community, staff members and a secretary who prepares the minutes of the meetings, draws up agendas and deals with correspondence as required. The Head Teacher is not a member of Parent Council but attends meetings in the capacity of Advisor to the Parent Council.

Parent Council meetings are held in school approximately every 6 weeks. The agenda and minutes are displayed on the Parent Council Notice Board where there is also a list of current members. Items for inclusion on the agenda must be sent to the secretary at least two weeks before the meeting. Non-member parents may attend council meetings but have no voting rights.

The Parent Council represents you and as such welcomes your comments and suggestions for school improvement.

Our Parent Council also works hard to strengthen links between home and school by involving parents in the life of the school and encouraging a two-way exchange of information and viewpoints. One of the aims of the Parent Council is to develop links between home and school, not only as a fundraising group but to give pupils, staff and parents the opportunity to meet socially. The Parent Council has hosted many successful educational, fundraising and fun events throughout the year. Funds from these events have been well spent on items like books, construction equipment, school outings, and upgrading playground equipment.

Involvement is not time consuming and we are always in need of parent volunteers. Give a little of your time and work with us for the good of our children and our school.

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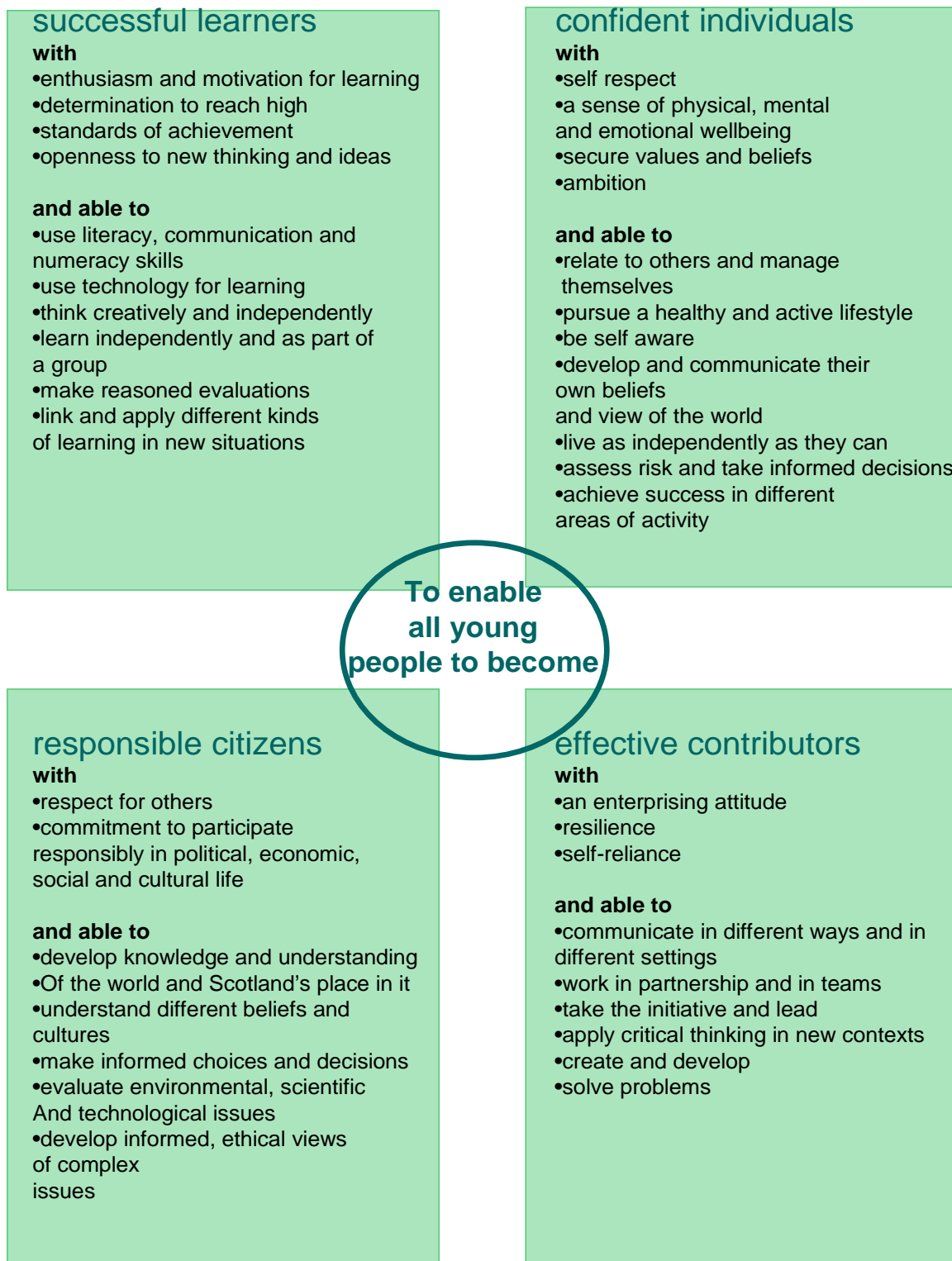
8. COMPLAINTS

If you have any queries or complaints please contact the Head Teacher in order to be able to discuss and hopefully resolve these issues. Often the reason lies in a break down in communication for whatever reason. Please be assured that we are always acting in the best interests of your child. If you feel that the situation is unable to be resolved and that you have a justifiable complaint then it is your right to take the matter further.

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9. A CURRICULUM FOR EXCELLENCE

Purposes of the curriculum 3-18



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The **Curriculum For Excellence** seeks to provide Scotland with a curriculum for the 21st Century. The implementation of a CFE will involve significant changes for all state schools.

Our school curriculum encompasses all the experiences provided for pupils and is regularly reviewed in line with both local and national priorities. The core curriculum delivers a broad and balanced experience in line with the 3-5 and 5-14 programme guidelines provided by the Scottish Executive. This focuses on the following key areas: English Language, Mathematics, Environmental Studies (sub-divided into Science, technology and social subjects), Expressive Arts (sub-divided into Drama, Art/Design, Physical Education and Music) and Religious and Moral Education.

Programmes of work increasingly take into account the National Priorities for Education. For example, work on Citizenship and Environmental Education (Eco-School initiative) is being systematically embedded with the curriculum. Work related to a *Healthy Promoting School* is successfully underway. Considerable emphasis is given to using ICT to deliver aspects of learning and teaching and pupils will regularly use computers, cameras and DVDs in the course of their learning. Pupils respond very positively to these kinds of experiences. Increasingly, as the Scottish Executive initiatives, *A Curriculum for Excellence* and the *Review of the Curriculum* become important features of education staff will review and evaluate current practice in the light of the four capacities contained in *A Curriculum for Excellence*.

High but realistic targets are set and success is rewarded. Progress is measured by achievement of the following levels. Teachers' assessments of pupils' progress in reading, writing and mathematics are confirmed by use of a bank of national assessment materials.

- 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

This work is done within the context of the National Priorities, which place emphasis on the following:

- 1 Achievement and Attainment
- 2 Framework for Learning
- 3 Inclusion and Equality
- 4 Values and Citizenship
- 5 Learning for Life

Many aspects of the curriculum overlap and are integrated with each other. Children are presented with a wide variety of planned experiences and activities to enable them to acquire knowledge and develop skills at their own particular level.

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To aid us in preparing pupils to become effective citizens in the 21st Century, we deliver a comprehensive programme of activities to develop pupils' awareness of themselves and others as contributing members of society. A number of links with the local community have been

established and these contribute to the overall success of this initiative. This is linked to a wide range of activities to promote personal and social development. They include outings linked with topics studied, opportunities to take part in sporting and arts related activities and a residential trip for P7 pupils.

An important focus for our work will be to deliver a programme of education for enterprise. This aims to help pupils find out about the world of work and business and provide opportunities for them to be directly involved in organising and running their own enterprise activities. Part of this will be aimed at work with the whole school community to achieve Eco School status.

Another very important aspect of our work is health education and promotion. A great deal of work has already been carried out successfully over previous years, particularly in the area of improving and increasing access to physical activity and to nutrition and healthy eating.

We provide a carefully thought-out set of curricular programmes. Success can only be achieved by carefully tailoring tasks and teaching approaches to individual pupils' needs. Staff work hard to make learning stimulating and rewarding. The emphasis at early stages is firmly on teaching the essential skills of listening, talking, reading, writing and mathematics. This is integrated within the context of challenging and motivating activities in other areas of the curriculum. As pupils progress through the school they are encouraged to take more responsibility for their own learning in preparation for moving on to secondary school and the next stage in their education. They become more aware of discreet subject areas and more used to following a timetable.

A high priority is given to practical, activity based learning experiences and the school aims to provide a rich and stimulating environment in which teaching and learning can take place. Pupils enjoy a variety of educational outings and we regularly welcome visitors to the school. Not all work is recorded in jotters. A wealth of work goes into class displays, class project books and oral presentations. These activities allow pupils to share their new knowledge and discoveries with their peers and build their confidence, independence and self-esteem.

We aim to communicate with parents about the curriculum through arranging meetings for parents at entry to nursery and to primaries 1, 4 and 7. You are welcome to contact the school at any time if you wish more information. Parents are given a formal written report on their child's progress once a year prior to the summer interview and a verbal report during interviews with class teachers on parents' evenings in autumn. Parents are welcome to make additional appointments to speak to the class teacher should they have any cause for concern. Should the teacher establish that a child is having problems, the parent will be informed at an early stage and will be invited into school to discuss the matter.

Throughout the year we host curriculum evenings to help you learn more about what your child experiences at school.

TEACHING APPROACHES

People learn in different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Teachers employ a broad range of approaches to

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teaching and learning, adapt to differing learning styles and make use of skills in the community. We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching television and responding to musical and tape recorded material
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in athletic or physical play

Pupils are encouraged to work across curricular areas. Staff also makes full use of modern technology (smart boards, digital projectors etc) to enhance learning experiences the pupils are receiving. We encourage children to take responsibility for their own learning. Teachers share the learning intentions with pupils by stating clearly at the start of each lesson what pupils are expected to learn.

LANGUAGE

An understanding of English Language is essential if children are to make satisfactory progress at school. Language enables children to communicate with others effectively for a variety of purposes, and to explore their own and other peoples experiences, feeling and ideas.

English Language embraces all aspects of language development and comprises four focus areas:

Listening
Talking
Reading
Writing

Structured and stimulating opportunities for pupils are provided to allow them to:

Develop their knowledge of language
Listen effectively
Talk with interest, understanding and for enjoyment
Write fluently and legibly for a variety of purposes with accurate spelling and punctuation

MATHEMATICS

The 5-14 programme guidelines followed at Miller Academy provide many opportunities for the children to develop an understanding of number and wider mathematical concepts. We aim to help pupils to learn the skills and knowledge of mathematics and then to be able to use these skills in everyday situations, as well as for discovery and for pleasure.

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Maths is planned with specific objectives in mind so that pupils gradually develop confidence and competence in a wide range of mathematical skills and concepts. The major outcomes as specified in 5-14 programme are:

- Information handling
- Number, Money and Measurement
- Shape, Position and Movement
- Problem solving and Enquiry skills

Work begins with practical experience using 'concrete' materials and then moves on to formal recording. All areas of Maths are integrated as fully as possible with the wider curriculum. Pupils also develop the appropriate language for Maths and are encouraged to assess their own work by estimating and checking. Information technology is an integral part of this learning.

SCIENCES

Science 3-15

The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of young people. Young children come to the early years setting with a natural sense of wonder and curiosity and as active and eager learners endeavouring to make sense of the world. They continue to develop ideas through investigation, first hand experience, discussion and structured or free play. As they grow older, children ask searching questions based on their everyday observations and experiences of living things, the environment and the materials, objects and devices they interact with in their play.

The values that guide scientific endeavour: respect for living things and the environment; respect for evidence and the opinions of others; honesty in collecting and presenting data; an openness to new ideas, are the basis of responsible citizenship.

Science taught at Miller Academy is grouped under three main lines of development.

Our living world including the diversity of living things, the uniqueness of being human and the importance of cells, both for the individual and society.

Our material world including the uses and properties of materials, sustainability, the chemistry of life processes and the applications of chemistry in society.

Our physical world including harnessing and using energy sources, motion and travel on land, sea, air and space and the development of communication systems to meet the needs of society.

Taken together this learning through science will help each child to develop as successful learners, confident individuals, responsible citizens and effective contributors.

ENVIRONMENTAL STUDIES

Topics studied in class are carefully planned and balanced programmes of learning which have five areas of focus:

- Science
- Social Subjects
- Technology
- Health Education
- Information Technology

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By the end of P7 children will have covered a variety of topics from each of the focus areas. The local environment is used as much as possible as the basis for investigations and explorations and other opportunities for direct experience eg visits to museums, farms, parks, exhibitions etc are an essential feature of our programmes.

At every level the aim is for children to be active learners, involved not only in a variety of practical activities suited to their abilities but also in the planning and evaluation of topics. Environmental Studies are a natural context for Maths, Language and Expressive Art activities and much of the children's work in these areas is linked to the topic being studied.

EXPRESSIVE ARTS

Our central aim is to foster our children's imagination through expression of ideas and feelings. The Expressive arts include Art and Design, Music, Drama and Physical Education and they are fundamental to a child's development. All children are given many opportunities for expressing themselves in these four areas as part of the on going work of the class. In addition we have support from specialists in these areas and all children benefit from their expertise.

Expressive arts link with language, maths, environmental studies and religious education. They help our children to be well balanced, confident, creative and imaginative.

Music

All pupils from Nursery-P7 have the opportunity to participate in music making with their own class teacher and with a music specialist. All pupils are encouraged to sing expressively, confidently and enthusiastically. Music notation and tuned and untuned percussion are introduced in the early stages and children develop musical skills through investigating, exploring, creating and inventing. Opportunities exist for musical productions and social gatherings. The children enjoy listening to a wide variety of music styles and are taught songs and dances.

Instrumental tuition

Currently we are able to offer tuition in violin, cello, woodwind and chanter. Following a standard test during Primary 4, pupils are offered a place according to interest, aptitude and availability of instructors.

Art and design

From the outset children constantly learn about the world around them. Painting, drawing and modelling are ways for children to convey how they see and feel about the world around them. Lessons follow a planned progression to give as wide a variety of experiences as possible, which include drawing and painting, printing, clay work and design based on problem solving activities. Children learn about mixing colours, making patterns, form and shape, line and texture. Reference is made to painters' and sculptors' own work.

Physical Education

Through our Physical Education programme we aim to instil in our pupils positive health and fitness habits which will stand them in good stead for the future by promoting active lifestyles in the long term. PE is viewed as an integral part of the curriculum and all children are expected to participate in the varied programme of planned activities. Our aim is for each class to have two hours PE per week.

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Over a school session the children will have the opportunity to take part in a range of physical activities such as team games, gymnastics, dance, health and fitness education, providing a balance and mix of enjoyable and stimulating experiences.

It is essential that children have the appropriate change of clothing and footwear for PE lessons.

Drama

Most children will come to school with extensive experience of imaginative play through which they will have begun to explore aspects of the work and characteristics of the people around them. In drama this powerful way of learning is exploited as pupils engage in activities where they are given opportunities to develop their knowledge and understanding of themselves and their relationships to others and real-life events.

Following a planned progression of skill development children learn to use imagination to express themselves confidently in words and in mime. They perform for small groups and sometimes for large audiences.

RELIGIOUS AND MORAL EDUCATION

Education is about the development of the whole child. Religious and Moral Education deals with the development of the child's awareness and relationships with others. It explores the variety of beliefs, values and practices, which go to make up a religious and moral outlook on life. As such it makes an important contribution to the personal and social development of our children. The three components of Religious and Moral Education are:

- Christianity
- Other World Religions
- Personal Search

Children are taught a planned progression at their own level. This is often linked to Environmental Studies themes, as well as to the need to share, tell the truth and show consideration for others. There are weekly assemblies for Nursery-P7 led by promoted staff, teachers, our school chaplain and the pupils themselves. We include representatives from a variety of religious and other bodies in our Assembly programme. On special occasions we have whole school assemblies in the West Church. Parents and the local community are often invited to these assemblies.

Assemblies have three purposes. They bring the school together encouraging a sense of community and shared values; they provide a forum for religious, moral and social issues and are also a vehicle for sharing of essential information. The school is inter-denominational but parents have the right to withdraw their child from assemblies if they so wish.

ASSESSMENT

Assessment is an integral part of learning and teaching. From nursery through to P7 our pupils are assessed continuously throughout the year in an informal way. Staff use formative assessment strategies sharing the learning intentions with pupils to ensure they understand clearly what they are trying to learn and the success criteria so that pupils know what they have to do to be successful in a particular task. Pupils are also given good quality feedback about their work and how to make improvements and what are their next steps in the learning process.

This ongoing process is supported by formal assessment using national assessments, which are administered as and when appropriate. The teachers keep evidence of children's progress at

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every stage. This allows teachers, parents and pupils to make judgements about the appropriate next steps in pupils' learning and forms the basis of the verbal and written reports given to parents.

Parental consultations are planned as part of our annual programme. These occasions are valued by staff as an opportunity to meet parents and share views in a personal manner. Parents should feel free to seek information on their child's progress at any time.

ADDITIONAL SUPPORT FOR LEARNING

Throughout education all pupils may at some time require additional support for learning for a number of reasons which might be that they are struggling with an aspect of the curriculum, they might have experienced a bereavement, they might be an able child who needs challenged etc. Help and support are provided for children with additional support needs in learning, behaviour or acquiring motor control and clear speech. This support is provided by staff in school in partnership with other agencies, as appropriate.

We have one full-time and one part-time Additional Support Needs teacher. Support for Learning is a service, which enables class teachers to meet the wide range of individual needs, which can be found in any class. Their role is to support learning and teaching in the school by providing support and helping to formulate individual learning programmes for children including those with specific learning difficulties.

The additional support needs teacher works closely with the class teacher to provide opportunities for learning at a suitable pace and with resources at an appropriate level. This can be for children struggling with an aspect of the curriculum or for more able pupils who need challenged.

Support can be provided by working in the classroom alongside the class teacher or with small groups and individuals. Sometimes pupils are withdrawn to a quieter area in the school to reach a greater level of concentration and focus.

Many children require support at some point in their education. A team approach by the class teacher, the additional support needs teacher, a member of the management team as well as the parents and child should help to overcome any difficulties.

Our Additional Support Needs teachers are available to discuss any concerns you might have about your child's progress.

HOMEWORK

At Miller Academy homework is seen as an integral part of a child's education, forming an important link between home and school. Homework is set regularly with the aim of encouraging good study habits and reinforcing classroom learning. Homework given to pupils may take many forms and may be for a variety of reasons. It is our policy to give homework, which will consolidate work done in class. Spelling, language work, mathematics, research work and collecting materials for Environmental Studies are all tasks which may be set. Whatever the task, the homework will be purposeful, geared to the level of the child and for the benefit of the child.

Parents can make an invaluable contribution by showing interest and supporting their child in the completion of set tasks. Homework should be enjoyable and not take too long to complete.

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If a parent has any query about the homework, which has been set, or the length of time it takes to complete, they should arrange to discuss the matter with the class teacher.

On occasion, unfinished schoolwork may be sent to be completed at home. If your child's homework is causing distress at home please contact the school immediately so we can determine the cause.

The school welcomes and expects the support of parents in ensuring that any homework set is completed satisfactorily.

School work is not usually set during absence from school due to ill health or family holiday, unless particular circumstances warrant it, in which case parents should contact the Head Teacher.

LOST PROPERTY

Lost property is kept in our Janitor's room and every effort is made to trace owners. Parents are asked to ensure that all items of clothing and personal property are clearly marked, particularly fleeces, jackets, sweatshirts, gym shoes and gym shorts.

EXTRA-CURRICULAR ACTIVITIES

Each session we aim to provide a range of extra-curricular activities. Each session, provision is made for substantial numbers of pupils to participate within and outwith school hours in activities such as football and netball. When outwith school hours pupils will be given advance notice, but normally activities will be over by 4.00pm.

As a staff we value the opportunities these activities offer to develop our relationships with the children in a friendly relaxed atmosphere.

If any parent feels they could contribute to any of the above or in another activity we would be delighted to have further assistance.

10. THREE BEARS NURSERY

The purpose of this section is to provide you with information about the aims and general organisation of our nursery. Your child is special and we aim to make his/her time at Three Bears Nursery a happy one. To this end I shall be happy to discuss any concerns you may have about your child.

Our nursery classes are part-time and can cater for 20 children in the morning session and 20 children in the afternoon session. This means that 40 pupils aged 3-4 years may be offered a part-time nursery place.

The staff

During session 2009/10 the nursery class teacher will be:

Mrs Jennifer Gordon

The nursery assistant will be:

Mrs Cathy Rutherford

The nursery auxiliary will be:

Mrs Eva Falconer

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You will also meet Ms Warren, Head Teacher and Mrs Mitchell, Depute Head Teacher.

Our nursery staff look forward to getting to know you and your child. We hope that your association with us will be a beneficial and happy time.

Admission

There are 40 places available for nursery age children – 20 morning places and 20 afternoon places. Children attend 5 days a week. Admission to the nursery follows Highland Council guidelines. A copy of these guidelines is available for inspection at the school office.

Induction

All children new to nursery will be phased into nursery in small groups over the first week. Your child's first week is seen as a settling in week.

The Nursery Curriculum

There are 5 main areas related to the nursery curriculum:

- Emotional, personal and social development
- Expressive and aesthetic movement
- Physical development and movement
- Communication and language
- Knowledge and understanding of the world

These areas will be covered through a variety of play experiences and through talking and listening. An assessment record will be built up for the purpose of reporting to parents and for Nursery/P1 transition.

Activities regularly on offer in the nursery include:

Jigsaws, construction toys, sand, water, making and baking, drawing and painting, opportunities for talking and listening, reciting and signing, listening to music, making music, playing games, looking, discovering, using the computer etc.

At the end of the nursery session, please talk to your child about what he/she has been doing and share in the fun and enthusiasm for early learning. Children can borrow toys/books to enjoy at home with their family. We also use 'home' which give activities for parents to explore aspects of the nursery curriculum with their child at home. We have introduced science sacks for those children moving to P1 after the summer break. These include a work card with an action to do at home. This is part of our induction programme from nursery to P1 and will be continued in August with the new P1 intake providing continuity in the transition process.

Please help us by dressing your children in clothes, which they can cope with independently. Overalls and shoe bags can be purchased from the nursery.

Children will require the following items:

- Soft shoes for wearing in the nursery and in the gym which must be named clearly
- A waterproof jacket as we go outdoors regularly
- A box of tissues – one box at a time is made available for general use

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Children should be suitably clothed for outdoor activities, which take place in all seasons and in all weather.

Money

Snack money is £1.50 per week. An option will be available to pay this at the start of each term.

We also have our own Nursery Fund and contributions are gratefully received. This money is used to provide many extras for the children. It is used to buy small equipment and extra resources such as bulbs, compost, baking materials etc. It also subsidises outings and treats for special occasions.

Snack

A small snack is provided daily, with milk or water to drink. The children help to prepare snack and this is seen as a valuable learning experience. Your child will be encouraged to taste new things but will never be forced to eat or drink anything they don't want to.

Please let us know of any special dietary needs arising from medical, moral or religious reasons.

Health

It is essential that you inform us of any health problems – hearing, sight, speech etc your child may have.

If your child is unwell, please inform the school office. Children suffering from infectious conditions eg conjunctivitis, chicken pox etc should not attend nursery until the end of the incubation period.

We have close contact with medical services, such as the school doctor, dentist, health visitor and school nurse.

Safety

At all times we are working to ensure that the nursery is a safe environment for children and adults and we need your co-operation in this:

- Children must be accompanied to and from nursery by a responsible adult.
- You must let staff know if you have arranged for someone else to collect your child.
This is particularly important if your child is to be collected by someone who is a stranger to our staff.
- Please ensure that your child stays by your side when approaching and leaving the nursery.

Adults in Nursery

Each nursery class is staffed with a nursery assistant and a nursery auxiliary. Nursery classes are used as training placements for students from a wide variety of professional backgrounds. Part of this training is to become a member of the nursery team and he/she will become familiar to you and your children.

We may have trainee nursery nurses, student teachers, health visitors or work experience pupils visiting at various times. Nursery staff endeavour to inform you when someone is in the nursery for this reason.

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Communication between home and nursery

Parents and carers are always welcome and through daily contact you will view your child's work and discuss this with staff. Throughout the year we aim to keep you informed of events in nursery. This is done in a variety of ways through informal daily contact, letters, meetings, daily slide show and the nursery notice board.

Please remember, if you are concerned about anything, however small, do not hesitate to bring it to the attention of the nursery staff. You may also make an appointment to see the Head Teacher by telephoning the school office.

We look forward to you and your child being a part of Miller Academy School and we hope that your time with us will be a happy one.

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11. APPENDICES

1. USEFUL ADDRESSES AND TELEPHONE NUMBERS

Mr Graham Nichols Education, Culture & Sport Manager Drummuie GOLSPIE, KW10 6TA	Telephone -	01955 602362
Mr Hugh Fraser Director of Education, Culture & Sport Highland Council HQ Glenurquhart Road INVERNESS	Telephone -	01463 702801
Dr F Grant Rector of Thurso High School Ormlie Road THURSO	Telephone -	01847 893822
Dr W McNeil School Medical Officer Old Medical Centre Bankhead Road WICK	Telephone -	01955 880406
Mrs A Sangster Area Psychologist Rhind House WICK	Telephone -	01955 602362
Mrs Y MacIntosh School Nurse Community Medical Centre Davidson's Lane THURSO	Telephone -	01847 893442
School Dentist Pennyland School Trostan Road THURSO	Telephone -	01847 894018

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2. STATISTICAL INFORMATION
INFORMATION FOR PARENTS 2008

Miller Academy Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	13,264	15,894	18,828	16,112	18,900	19,382	16,676	119,056
Percentage Authorised Absences	5.3	4.2	3.8	3.4	4.7	3.3	4.6	4.2
Percentage Unauthorised Absences	0.6	1.0	0.4	0.4	0.7	0.4	0.3	0.5

Highland Attendance And Absence For School Year 2007/2008

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

National Attendance And Absence For School Year 2007/2008

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

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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
Miller Academy Absence	16.4	17.9
Highland Absence	17.1	17.1
National Absence	18.0	18.6

ANNUAL INFORMATION REPORTS FOR PARENTS 2007

Miller Academy Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	315
Total School Running Costs at April 2008 (£)	932,664
Cost per Pupil (£)	2,961

Highland Budgeted Running Costs For Financial Year 2008-2009

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

National Budgeted Running Costs For Financial Year 2008-2009

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

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3. SCHOOL UNIFORM PRICE LIST

Sweatshirts and Polo shirts	5/6 - 11/12	£9.00
	small, med, large	£11.00
Fleeces	5/6 - 11/12	£13.00
	small, med, large	£17.00
Waterproof Jackets	5/6 - 11/12	£18.00
	small, med, large	£25.00

4. 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.

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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).

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 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, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

5. SCHOOL RULES

General

- all adults and children should be treated politely and with respect
- swearing, bullying or fighting are all considered serious breaches of discipline
- a written note explaining any absence from school is required

Arriving at or leaving school – Think about everyone's safety

- parents should park well away from the school gates, and definitely not on the yellow zig-zag lines, to allow the crossing patrols an unrestricted view
- pupils should always enter and leave the school grounds by the proper pedestrian entrances and not through the car park or over walls
- pupils are expected to arrive punctually for school
- pupils are not permitted to take bicycles to school unless they are undertaking cycle training
- only pupils who go home for lunch are allowed outside school grounds at lunch time
- pupils with a medical or dental appointment must be collected and returned to the school by a responsible adult

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Personal Property

- all articles of personal property brought to school must be clearly identifiable and clothing must clearly carry the pupil's name
- toys, games, etc brought to school by pupils are brought at the pupil's own risk

Classroom

- pupils should behave in a well ordered, quiet and mannerly fashion in classrooms
- homework should be completed on time
- notes seeking permission to be excused physical education, swimming and other sporting activities must be given to the class teacher
- pupils are expected to take good care of school fittings and resources

Corridors

- pupils should behave in a well ordered, quiet and mannerly fashion in the corridors and everyone must walk on the left hand side of the corridor inside the building

Playground

- all pupils must go outside the building at intervals
- proper use must be made of the toilets – they are not places for play!
- litter must be placed in the bins
- chewing/bubble gum must not be taken to school
- glass bottles are not permitted in school for safety reasons