

*Bun-sgoil Ghàidhlig Inbhir Nis  
An Slag Buidhe  
Inbhir Nis  
IV2 6BA*



*Bun-sgoil Ghàidhlig Inbhir Nis  
Slackbuie  
Inverness  
IV2 6BA*

A Phàrant Chòir

Fàilte oirbh gu Bun-sgoil Ghàidhlig Inbhir Nis! We welcome your child to Highland Council's first dedicated, purpose-built Gaelic school and hope that he/she will be happy and enjoy his/her time with us here in this brand new facility.

In Gaelic medium education we aim to give your child access to a rich and thriving culture and also to develop your child's cognitive abilities and provide another window on the world through second language learning. One of the prime purposes of education is to make our young people aware of the values on which Scottish society is based. Young people therefore need to learn about and develop these values. The curriculum is an important means through which this personal development should be encouraged. Each pupil has a different personality, some are naturally outgoing, some shy, some are leaders, others followers and different children progress at different rates. Therefore, we aim to see children as individuals and strive towards providing a range of activities at which they can succeed. This is done through focusing classroom practice on the child and around the four capacities of A Curriculum for Excellence, so that we aim to develop successful learners, confident individuals, responsible citizens and effective contributors.

As we are still in the early stages of development at Bun-sgoil Ghàidhlig Inbhir Nis, the following pages only give a brief outline of what we seek to achieve. However, we encourage you to contact us at the earliest, through the school office (Telephone: 01463 725 980), if you wish to visit the school, receive any further details or to discuss any concerns which you may have about your child's education. Alternatively, you can visit our website at [www.bsgi.highland.sch.uk](http://www.bsgi.highland.sch.uk) where our school information is updated on a regular basis.

We aim to work in partnership with you, so that your child may reach his/her fullest potential at Bun-sgoil Ghàidhlig Inbhir Nis.

Le deagh dhùrachd/ Yours sincerely

Seònaid NicLeòid/Janet MacLeod  
Ceannard

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## **CUNNTAS BARANTAIS/ Mission Statement**

Ann an coimhearsnachd Bun-sgoil Ghàidhlig Inbhir Nis, tha sinn a' cur meas air a h-uile neach le bhith mothachail air am feuman fa leth a thaobh na Gàidhlig, ann an àrainneachd thaiceil. Tha sinn modhail, cothromach agus deònach èisteachd, agus a' cur air adhart feallsanachd far a bheil luach air a h-uile neach.

*In the Bun-sgoil Ghàidhlig Inbhir Nis community, we treat everyone with respect by being sensitive to individual Gaelic language needs in a positive and welcoming environment. We are polite, fair and willing to listen, encouraging an ethos where each stakeholder is valued.*

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## AMASAN NA SGOILE/ School Aims

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Is iad seo amasan Bhun-sgoil Ghàidhlig Inbhir Nis. Tha sinn airson:

- gum bi an sgoil na h-àite cùramach, sàbhailte agus beòthail far am bi sgoilearan, pàrantan, luchd-cùraim, luchd-obrach na sgoile agus buidhnean eile a' faireachdainn gu bheil a' cur **luach** orra nan dòigh fhèin.
- obrachadh còmhla ri pàrantan agus buidhnean com-pàirteachais airson math na cloinne, gum bi co-dhùnidhean air an ruighinn còmhla agus **in-ghabhail** ga chur air adhart.
- misneachd a thoirt don chloinn gus ùidh agus moit a ghabhail annta fhèin agus **soirbheachadh** pearsanta a chomharrachadh.
- tachartasan **ionnsachaidh agus teagaisg** a thoirt seachad a tha a' brosnachadh ionnsachadh gnìomhail agus a strì gus ìrean coileanaidh àrdachadh.
- a' chlann a chuideachadh ann a bhith neo-eisimeileachd agus a' gabhail uallach airson ghnothaichean agus **beachdan agus dòighean-beatha fallain** a leasachadh mu choinneamh slàinte agus mathas gu h-àraidh.
- com-pàirteachas agus **co-cheanglaichean a bhrosnachadh** còmhla ri pàrantan, buidhnean proifeiseanta, daoine fa leth, gnìomhachasan, buidhnean Gàidhlig agus a' choimhearsnachd anns an fharsaingeachd.
- a bhith nar **coimhearsnachd ionnsachaidh** a tha an sàs ann am fèin-mheasadh agus a tha a' toirt taic do luchd-ionnsachaidh, theaghlaichean agus luchd-obrach na sgoile ann a bhith dealasach mu choinneamh ionnsachadh fad beatha.

The aims of Bun-sgoil Ghàidhlig Inbhir Nis are to:

- Develop a caring, secure and stimulating school community where pupils, parents, carers, partner outside and staff feel welcome and **valued** as individuals
- Work closely with parents and partner agencies for the benefit of the pupils to ensure joint decision-making and the promotion of **inclusion**
- Promote an ethos of **achievement** helping children to develop strengths, take pride in these and celebrate personal success
- Provide high quality **teaching and learning** experiences that promote active learning and work to raise the levels of attainment
- Encourage responsibility and independence and help children to develop **positive life styles** and attitudes with a particular focus on health and well being
- Actively **promote partnerships** with parents, professional agencies, individuals, businesses, Gaelic bodies and the wider community
- Be a **learning community** which engages with self-evaluation and supports learners, families and staff in their commitment to lifelong learning

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## *AN SGOIL/ The School*

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Bun-sgoil Ghàidhlig Inbhir Nis, part of the Council's PPP schools building programme, was completed in May 2007 and opened for pupils in August 2007. The building, with seven classrooms and associated communal space has been designed for a maximum roll of 150 pupils, with the nursery area accommodating 30 children at each session. The school hall with its theatre style seating and adjoining recording studio is multi-purpose and is available for community use. The car park and drop-off point has been designed to ensure the safe free flow of traffic. A specific feature of the school is a Parental Resource room which can be accessed by parents in the course of the school day, in order to facilitate their own learning. The building was officially opened on 11<sup>th</sup> January 2008 by The Right Honourable Alex Salmond MP MSP, First Minister of Scotland.

The roll in the current session (January 09) is 110 children in Classes 1 to 7, accommodated at present in six of the seven available classrooms with a further 59 three and four year old children registered for sgoil-àraich provision. The increased demand for pre-school provision, coupled with wrap-around childcare, has resulted in the allocation of one of the existing classrooms to provide an additional morning nursery session from February 08, resulting in all available space being used.

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## **BRACAIST/CLUB AN DÈIDH NA SGOILE/ *Breakfast /After School Care***

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The school is part of the Highland Council's pilot wrap-around childcare scheme, with parents being able to use this facility weekdays from 8.05 am until 5.45 pm.

Breakfast Club is available from Monday ~ Friday 8.05 am ~ 9.15 am.

Out of School Care is available from after school to 5.45 pm.

Please note these provisions are run in term time only.

The children attending the out of school club will be in together with the wrap-around care children in the large bright nursery room where they will experience a range of activities suitable to their age and interests. Further information is contained in a separate leaflet available on request from the school.

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*LUCHD-OBRACH /Staff (2008-09)*

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Mrs J MacLeod	Ceannard/ <i>Head Teacher</i>
Mrs K Wells	Iar Cheannard san Eadar-ama/ <i>Acting Depute</i>
Mrs D MacLennan	Tidsear Clas 1/ <i>P1 Teacher</i>
Mrs K MacVicar	Tidsear Clas 1/2/ <i>P1/2 Teacher</i>
Mrs C Dickson/	Tidsear Clas 2/3/ <i>P2/3 Teacher</i>
Mrs L Hayes	Tidsear Clas 4/ <i>P4 Teacher</i>
Mrs J MacIver Boag/Mrs S Robertson	Tidsearan Clas 5/ <i>P5 Teachers</i>
Miss M MacCormick/Mrs K Wells	Tidsearan Clas 7/ <i>P7 Teachers</i>
Mrs Ellen Jack	Tidsear CCR/Ciùil/ <i>CCR/Music Teacher</i>
Mrs N Meredith	Tidsear Taic-ionnsachaidh / <i>Learning Support Teacher</i>
Mrs J MacAskill	Taic-ionnsachaidh / <i>Learning Support Assistant</i>
Mrs A MacLaren	Neach-taic teagaisg/ <i>Classroom Assistant</i>
Mrs M Nicolson	Neach-taic teagaisg/ <i>Classroom Assistant</i>
Mrs MA MacLeod	Neach-taic teagaisg/ <i>Classroom Assistant</i>
Mrs P MacDonald	Bàn-chleireach
Mrs M Nicolson	Bàn-chleireach

Sgoil-àraich/cùram cloinne/*Nursery/child-care:-*

Ms A M MacDonald	Neach-obrach/ <i>Nursery Assistant</i>
Mrs M Taylor	Neach-obrach / <i>Nursery Assistant</i>
Mrs C Anderson	Neach-taic/ <i>Nursery Auxiliary</i>
Mrs R Bain	Neach-taic/ <i>Nursery Auxiliary</i>
Mrs T MacKintosh	Neach-taic/ <i>Nursery Auxiliary</i>
Mrs N Fraser	Neach-taic/ <i>Nursery Auxiliary</i>
Mrs F MacKenzie	Neach-taic/ <i>After-school Auxiliary</i>
Mrs K Wells	Tidsear Co-òrdanaiche/ <i>Nursery Co-ordinator Teacher</i>

Luchd-tadhail/*Visiting tutors*

Mrs E Jack	Neach-cùil/ <i>Music tutor</i>
Mr R Lusher	Neach-cùil/ <i>Strings tutor</i>
Mr A MacAffer	Piobaire/ <i>Piping Tutor</i>

Cidsin/*School Kitchen*

Mrs F MacKenzie	Còcaire/ <i>Cook</i>
Mrs S Luxton	Neach-taic/ <i>Assistant</i>

Morrison's Facilities

Mr K Lyaall	Dorsair/ <i>Facilities Management Assistant</i>
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## **COMHAIRLE NAN SGOILEARAN/*Pupil Involvement***

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Our Pupil Council is an ideal opportunity for pupils to be involved in the way our school is run and gives pupils the opportunity to develop skills such as confidence, communication and negotiation. Our Council benefits the whole school. It provides the opportunity for pupils to communicate their feelings to teachers and staff as well as influence decisions that are made.

In addition to having an active Pupil Council, the other systems which include pupil involvement are Pupil monitors, Peer Mediators, Buddies, as well as the school's Eco-committee. Pupils believe that these systems have given them a voice and more responsibility. Achievements are recognised via the awarding of certificates and working towards Gold Card status. A house system is also in operation within the school which encourages team working, with a trophy (donated by the Highland Council's Gaelic Committee to commemorate the opening of the school) presented to the winning team at the end of each school session. This helps the pupils to support and to promote the school rules. The Gaelic Society have donated a Quaich to encourage pupils to use the language in social situations in class and this cup is presented to individual pupils at weekly assemblies.

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## **COMHAIRLE NAM PÀRANT / *Parent Council***

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The following are the parent members of Pàrantan BSGI 2008-09:-

Thomas Brown (Secretary)	<a href="mailto:thomasbrown470@btinternet.com">thomasbrown470@btinternet.com</a>	Tel: 01463 243 647
Kath Cideris	<a href="mailto:Khonora28@hotmail.com">Khonora28@hotmail.com</a>	Tel: 01667-493237
Ann-Marie Goodwin (Chairperson)	<a href="mailto:annig@hotmail.co.uk">annig@hotmail.co.uk</a>	Tel: 01463-234028
Mairead Mackenzie	<a href="mailto:maireadmackenzie@yahoo.co.uk">maireadmackenzie@yahoo.co.uk</a>	Tel:01463-227411
Dean MacKintosh	<a href="mailto:deamackintosh@hotmail.co.uk">deamackintosh@hotmail.co.uk</a>	Tel:01463-241429

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## *THE SCHOOL DAY / LATHA NA SGOILE*

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Pupils	School Opens	Morning Interval	Lunch Interval	School Closes
Primary 1-3	9.15 am	11.00 – 11.15 am	12.30-1.30pm	3 pm
Primary 4-7	9.15 am	11.00 – 11.15 am	1 pm -1.45 pm	3.15pm

Parents should note that the Authority does not provide separate transport to take account of later start/earlier closure for infants. Primary 1-3 children finish at 3.00 pm and have a supervised break at the end of the day.

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## *CLÀRADH/Enrolment*

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Infants join the school in August each year, but enrolment usually takes place in January/February on a date notified by local press advertisement to parents of prospective pupils who are resident within the school area.

In June, all children who have enrolled at Bun-sgoil Ghàidhlig Inbhir will be given opportunities to be part of a typical morning/afternoon in Primary One. Parents of new entrants will be invited to an afternoon where they will meet with relevant staff, see the infant department and share a talk about our school/class organisation.

Parents and New Entrants to nursery will also be invited to meet the staff and have an informal play session in June, prior to beginning the nursery in August.

Homework is given out in each class and is to be completed by the end of the week. A variety of tasks are set for the pupils such as mathematics, spelling and language-based activities. In the infant department, homework grids are given out at the start of each term; these contain different tasks for the pupils to do each night. An after school homework club to support children in Gaelic is now in operation.

There are also a range of extra curricular activities available including Athletics, Cross Country, Football, and Shinty and after school clubs at present include Club Sradagan for children in P1-P3.

## **General**

Children who gain most from their education are those whose parents support their efforts along the way. By doing this they encourage the correct attitude to school and work together with the teacher for the benefit of each child. Statistics inform us that 87% of a child's education is influenced by the home.

## **A CURRICULUM FOR EXCELLENCE/5-14 National Guidelines**

These guidelines, known as the 5-14 Development Programme were produced by the Scottish Education Office and provided a basis for the school curriculum, including assessment. These are now being replaced by A Curriculum for Excellence.

The development of a coherent and progressive curriculum which has young people's interests at its centre is a major piece of work. Major educational reform does take time if it is to be done well. The review has some far-reaching implications – all staff in schools and education authorities need time to fully discuss and debate these.

Building on existing experience is critical and many schools are already doing much of what is needed to underpin a new approach to learning and teaching.

Putting Curriculum for Excellence into practice is not a once-and-for-all task but a continuing process. This is the beginning of a continuing cycle of review of the curriculum to keep it updated and refreshed, removing the need for major 'one-off' review exercises in the future.

It defines the scope of the curriculum as extending beyond subjects to include:

- the ethos and life of the school as a community
- curriculum areas and subjects
- interdisciplinary projects and studies
- opportunities for wider achievement.

It also proposes that expectations for learning within the curriculum areas should be gathered under these headings:

- Expressive Arts
- Health and Wellbeing
- Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

## **CURRAICEALAM AIRSON SÀR MHATHAIS AIG BUN-SGOIL GHÀIDHLIG INBHIR NIS**

We have been working together in the course of this session to establish shared values to which all members of our school community can aspire. We will then begin, as a school community, to go on to develop our own curriculum for excellence.

Curricular areas, interdisciplinary studies, the life of the school and community, and opportunities for personal achievement will all develop pupils' capacities as successful learners, confident individuals, responsible citizens and effective contributors.

Our curriculum will be dynamic, take account of innovation and be flexible enough to meet the needs of all learners.

## **A' CRUTHACHADH/ THE DESIGN OF OUR CURRICULUM**

Our curriculum will have a clear rationale based on shared values. It will be designed to promote challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalisation and choice in learning for all pupils. Our curriculum will take account of local circumstances and of local and national advice. It will leave scope for teams and individual teachers to introduce well-considered innovations to meet the needs of all learners.

## **LEASACHAIDHEAN/DEVELOPMENT OF OUR CURRICULUM**

We will be developing and reviewing our curriculum on a regular basis, involving all staff in the process and taking account of the views of our learners and parents.. We will plan carefully, and in consultation with stakeholders, in making curriculum innovations, adaptations to meet the needs of learners, and opportunities for choice and, where appropriate, for specialisation.

Our programmes and courses are stimulating, challenging, relevant and enjoyable. We respond to, and meet the needs of learners. Timetabling supports progression within curriculum areas and links between learning.

## **TRANSITIONS**

The school is in a period of transition in the current session. It will be vitally important now and in the future that when learners transfer between our school and another, that they maintain continuity and progression in their learning. We will ensure that our learners are creative, enterprising and prepared for the world of work and their future careers.

## **THE CURRICULUM IN SESSION 08 / 09**

### **Cànan /Literacy and Language**

During this session we have been working with the authority's literacy development officers to develop our approaches to teaching and learning in literacy. As an interim step staff use existing 5 – 14 guidance for language to ensure progression. Whenever possible that language work is contextualised and designed to meet the needs of pupils.

Language is the key to children's learning. It is through language children learn many of their skills and acquire much of their knowledge. Therefore, from Nursery to P7, great emphasis is placed on the four main components of language - the skills of reading, writing, listening and talking. Children learn to understand and to speak Gaelic through being spoken to in Gaelic and through language activities such as singing, games, role-play and listening to stories. This is called the immersion period. Once they have achieved a good understanding of Gaelic, pupils begin to learn to read and to write in Gaelic.

The school follows the Highland Council programme for French in the upper stages.

## **Matamataics/Mathematics**

Mathematics includes specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum. Staff currently use 5 – 14 guidance for Mathematics to ensure progression as the children undergo the transition into our new school. Whenever possible maths work is contextualised and designed to meet the needs of pupils. Interactive mental maths, practical activity, investigation, games and problem solving and enquiry should be key features of the maths programme in all classes.

The 5-14 Programme identifies four Attainment Outcomes to be studied by all pupils -

1. Information Handling;
2. Number, Money and Measurement;
3. Shape, Position and Movement;

In each of these three Attainment Outcomes pupils should develop Problem Solving and Enquiry Skills which make up the fourth Attainment Outcome. The development of such skills will encourage pupils to think about what they are doing in mathematics, to question and explain. Computers, particularly the interactive whiteboard, are used for problem solving activities and for information handling using databases and spreadsheets. The place of mental agility in mathematics receives a high profile in the school.

## **Saidheans/Science**

The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people.

Young children have a natural sense of wonder and curiosity and are active and eager learners endeavouring to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. 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. Young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment.

Learning through the sciences enables children and young people to:

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

## **Eòlas Àrainneachd/ Social Subjects**

It is important for children and young people to understand the place where they live and the heritage of their family and community. Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With

greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.

Learning through social studies enables children and young people to:

- broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies
- develop the capacity for critical thinking, through accessing, analysing and using information
- form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures
- establish firm foundations for lifelong learning and, for some, for further specialised study and careers.

**Health and wellbeing** can be encouraged through the whole school's approach to health promotion - physical activity and nutrition. We have health-promoting school's infrastructure in place and are providing an enhanced framework of support in working through the accreditation process within the 2<sup>nd</sup> edition of the toolkit which focuses on impact, self-evaluation and a community approach.

### **Technologies**

This curriculum area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies.

All staff make use of ICT to enrich teaching and support and motivate learning. The new school is equipped with all the latest technology and information technology is used to deliver the curriculum, with classrooms all having the use of interactive whiteboards, wireless kit and "airliner tablets" which all aid collaborative learning and whole-class lessons.

### **Expressive Arts / Ealain**

The expressive arts include experiences and outcomes in art and design, drama, dance and music. A child's physical development is as important as his/her mental development and through our PE and Sports we provide opportunities to encourage good co-ordination, teamwork, sportsmanship and a sense of wellbeing and health. Pupils receive opportunities to sing in the school choir and take advantage of chanter/pipes and stringed instrument instruction. Brass and strings instruction is offered after an aptitude test. The Fèis Rois music group works with our Primary 5 pupils on traditional Scottish songs and culture.

### **Religious and Moral Education / Foghlam Creideamh**

Religious and moral education includes learning about Christianity and other world religions, and supports the development of beliefs and values. It also includes aspects of philosophical enquiry. Children will experience religious and moral education through the perspective of the school's faith community.

The curriculum for RE is aimed at an understanding and appreciation of the Bible, especially of the life of Jesus but pupils are also encouraged to develop understanding and respect for other faiths, as this is an inter-denominational school. Our programme is supported by visits from Gaelic speaking clergy. A weekly assembly is held for all pupils. Appropriate moral values and a sense of individual and collective responsibility is encouraged and developed. Activities in this area help pupils to appreciate values such as honesty, fairness, respect for others and to develop a personal code of behaviour. Parents may request exemption from RE for their children.

## CROSS - CUTTING THEMES AND INTER - DISCIPLINARY STUDIES

In aiming to provide a dynamic and engaging curriculum staff have been incorporating cross – cutting themes whenever possible and appropriate. Examples of these are health and well being, enterprise, sustainability, citizenship and culture and heritage.

Our school aims to become both a Health Promoting and Eco School.

The school’s new approaches to interdisciplinary working will have a clear focus on health and well being and education for sustainability. As part of our commitment to health and well being all classes will participate in a minimum of two hours of physical activity each week.

As a starting point for curriculum development a set of “rich” themes has been developed for staff to trial in this first year. The school year has been divided into four terms with a theme provided for each term. The themes for 08-09 are as follows:-

### CUSPAIREAN AIRSON RANNSACHADH AGUS LORG (AREAS OF DISCOVERY AND EXPLORATION)

Areas of Exploration and Discovery	BRIGHT NEW SCOTLAND (Sustainability)	ENTEPRISING AND CARING SCOTLAND (Enterprise and Citizenship)	HEALTHY SCOTLAND (Health and Well-being)	SCOTLAND IN THE WORLD (Arts, Culture and Heritage)
Main Themes	SEASMHACHD	IOMAIRT AGUS SAORANACHD	SLAINTE AGUS FALLAINEACHD	EALAIN, CULTAR AGUS DULCHAS
YEAR 1	Litter	I Didn't Expect That	Friends and Family	The Publishing House
YEAR 2	Energy	Look at what I Can Do	Healthy Teeth / Happy Smile	Then and Now
YEAR 3	Transport	Seeds for Growth	Healthy Food and Cooking	Pictures at an Exhibition
YEAR 4	Waste Minimisation	Making a Difference	Moving for Health	Walk Through Time
YEAR 5	Biodiversity	When Things Go Wrong	Healthy Heart	Hot Topics – Topics in the News
YEAR 6	School Grounds	Fairtrade and Global Issues	Healthy Relationships	My Family Tree
YEAR 7	Water	Who Wants to be a Millionaire? - Managing Money	Moving On / Keeping Happy and Safe	Lights, Camera, Action

Our curriculum should enable all learners to benefit from their education, supporting them in different ways to reach their potential. We aim to provide a range of experiences that promote active learning by making learners think. It must enable all of our pupils to build up a strong foundation of knowledge and promote a commitment to considered judgment and ethical action.

Our aspiration is for all of our children to develop their capabilities as successful learners, confident individuals, responsible citizens and effective contributors.

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### SAORANACHADH /CITIZENSHIP

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Citizenship is part of our school curriculum and prepares pupils for the role and responsibilities of adulthood. This includes understanding the rights we have, both as children and adults, the part we can all play in the community and the responsibilities you have in adulthood. Our Pupil Council provides the opportunity for discussions, listening, and negotiation – all skills that will help pupils

explore the idea of what being a good citizen means. Pupil Council and Class Councils provide an active learning experience for our pupils.

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### ***IOMAIRT /ENTERPRISE /***

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Enterprise in education provides benefits for pupils of all abilities and aspirations, helping to develop attitudes, skills, knowledge and understanding, which are valued by society.

Enterprise activities promotes in pupils the idea of 'be all you can be' and the importance of having goals and ambitions. Enterprise in education has strong links with citizenship as both involve close partnerships between school, parents and the wider community. An example of this in operation was the preparation for and the running of a Enterprise Fair by Primary 7. The Eco-Committee and Pupil Council are developing our School Grounds as part of the Eco-schools programme and have already shared their action plan with the school community.

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### ***ASSESSMENT, RECORDING AND REPORTING PROCEDURES MEASADH, CLÀRADH AGUS PÀIRTEACHADH***

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Assessment is the means of collecting information which allows teachers, pupils and parents to form a fairly accurate picture of what a child is actually achieving in relation to expectations of achievement. Conclusions for next step teaching will be drawn from this comparison. Teachers assess progress in a number of ways. These include watching pupils work, discussing their work with them, engaging them in dialogue regarding their Personal Learning Plans as well as setting special tasks, school assessments and National Assessments.

Teachers will report on pupils' progress and attainment from evidence available to them throughout the year. To check their own assessment teachers will use the National Assessment Bank to access assessment items, which are an additional and important source of evidence about pupils' attainment in Reading, Writing and Mathematics. These National Assessments will check your child's progress against overall Scottish standards. Teachers in Primary 5 and Primary 7 will also administer the Nelson C.A.T (Cognitive Ability Test) which provides further information on potential and identifies any possible underachievement. These results are discussed with the pupils and parents.

Reports on pupils' progress are an important part of communication between home and school. Formal parent contacts are as follows:

Term 1: Meet the teacher open afternoon.

Term 2: Formal 1-1 parent/teacher meeting.

Term 4: End of session formal report.

This report will describe your child's general progress and the next steps in learning. It will also describe your child's level of attainment, where appropriate. This report will form the agenda for the Formal 1-1 parent/teacher meeting.

The formal parents' meetings allow parents to discuss their child's progress with the class teacher. In addition parents are welcome to make an appointment to visit the school to discuss any matter which is causing them concern.

If your child is experiencing learning difficulties it is important that he/she gets help as early as possible. In most cases your child will receive help from the school's support staff. However in certain cases the school may ask your permission for the involvement and independent assessment of your child by the educational psychologist. Parents are included in the target setting and review process.

During a formal assessment, a full description will be given of your child's educational needs. You have a right to be involved in the assessment at all stages. If, after assessment the authority believes your child has considerable needs, the authority will draw up a document called a "Co-ordinated Support Plan " for your child. This sets out the help your child should have.

A record of all work is kept by each teacher. You have a right to see these records - if you wish to see them please ask the teacher. Support for Learning teachers keep very detailed records of pupils with significant difficulties. All of these are readily available to parents.

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### ***PARTNERSHIP WITH PARENTS / DÀIMH RI PÀRANTAN***

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The school values parental co-operation and support, and we shall strive to continue strengthening relationships with parents by involving them as fully as possible in school life. We welcome contact with parents and as well as the "traditional" parents' meeting, meetings are also held to explain what and how children learn at school. Parents may ask for an appointment to consult with teachers or promoted staff. Please try to make an appointment in advance (Tel: 725980). Workshops are organised for parents with children on areas such as Maths, Reading, Nurseries and Early years.

We appreciate the support given by our Parent Council, plus the input by our parent helpers who assist us with extra curricular activities, school trips and practical activities during the school day.

Possibly the most important thing a parent can do is take an active interest in their child's progress at school by encouraging hard work and by stressing that what is learned at school is useful and relevant. P1 Termly Overview Grids will be issued to parents at the beginning of each term. The grids will outline what is to be taught during the term in all areas of the curriculum.

On the whole, homework will consist of re-enforcing work which has already been done in school.

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### ***ATTENDANCE / FRITHEALADH***

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Children are expected to be on time for school and if they are persistently late this will be recorded. Attendance at school is a legal requirement. If attendance is unsatisfactory we will contact the parents. If it does not improve, and we feel it should, then we can refer the case to the Area Education Office and ultimately to the reporter to the children's panel.

So that both school and parents are aware at all times of the whereabouts of the children, parents must inform the school office by 9.30am each day when a child is to be off school.

Parents must put all requests for leave of absence, such as for holidays during term time, to the Head Teacher in writing, giving full information of the exact date, time and reason for absence.

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### ***TINNEAS TRON LATHA/Illness during the school day***

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If pupils feel ill in school, or are hurt at breaktime, we will contact the parents immediately. If a pupil appears to require urgent medical treatment and we fail to contact the parent on emergency number we will take the pupil to Raigmore Hospital Casualty Dept. Someone from school will accompany the child and the office will continue attempting to contact the parents. It is, therefore, very important that parents keep the school informed of their emergency contact details.

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### ***PROMOTING POSITIVE BEHAVIOUR / A'BROSNAHADH MODH MATH***

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All children are encouraged to behave responsibly, to treat adults and other children with respect and to take a pride in themselves and their school surroundings.

Problems are talked through with pupils, and children are helped to:

- Listen to each other
- Explain how their action has affected others and made others feel bad
- Accept responsibility for the action they took
- Recognise that if they had done something differently, the outcome may have been different
- Next time, take a different action that will help the situation.

Children are rewarded for good behaviour with a variety of awards including House Points, stamps and stickers, certificates and Yellow cards/Gold cards. Special achievements are celebrated at Assemblies where certificates and Gold Cards are awarded and House Points are shared with the whole school weekly on the plasma screen in the foyer. If a child is having difficulty managing behaviour or following the School Rules, the school has a policy on promoting positive behaviour designed to support the child. It is important that the parents are kept informed of how their child is doing in school.

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### ***ANTI-BULLYING POLICY / POILEASAI DH AIR BURRAIDHEACHD***

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Bullying is “any deliberate, repeated behaviour which uses power to frighten, hurt or cause unhappiness in others”.

A climate of trust is developed in the school through P.S.E. (Personal & Social Education) programme, so problems brought by the children can be discussed and dealt with. Our programme includes assertiveness training for children, providing them with the skills to help them deal with potential bullies.

If bullying is reported, the bully needs to know clearly that the behaviour is unacceptable. As well as showing displeasure, the adults involved (parents and staff) should work with the bully discussing alternative ways of behaving. All incidents of bullying are recorded in an Incident Log. Parents should inform the school immediately if they become aware of any incidents that they think may be of a bullying nature. Children are encouraged to inform and discuss any worries or problems relating to this with the class teacher, or an adult that they trust, as soon as possible.

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## ***POILEASaidh IOMADH CHULTURACHD AGUS GRÀIN CINNIDH/ Anti-Racist policy***

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Children are encouraged to respect others, and pupils are valued for their differences. Work throughout the school in P.S.E. encourages and teaches pupils to look at differences as things that make people special, and to consider how things that are said can make others feel. All racial incidents are recorded in an Incident Log. *Bun-sgoil Ghàidhlig Inbhir Nis* is opposed to all forms of prejudice and discrimination.

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### ***AODACH SGOILE/School Uniform***

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We strongly promote the wearing of school uniform and welcome the support for our dress code by parents. Many different suggestions were put forward through the consultation with children and parents and taking recognition of this, the colours dark green and purple were chosen. Children submitted various designs and a stylised thistle was chosen as the school logo. The proverb “an t-ionnsachadh òg an t-ionnsachadh bòidheach” (young learning is lovely (effective) learning) has been adopted as the school’s motto. Items which make up the uniform are listed below. Sweatshirts, polo shirts, fleeces, reversible jackets and hats, all with the school logo, may be ordered at the school office.

#### **Girls**

Black/Grey skirt/trousers  
Purple Polo shirt  
Green sweatshirt  
Green fleece  
Purple/Green Reversible jacket

#### **Boys**

Black/Grey trousers  
Purple polo shirt  
Green sweatshirt  
Green fleece  
Purple/Green Reversible jacket

All uniform can be ordered from and collected at the school. Details of prices and sizes are available on the school uniform order form which can be obtained from the school office. In order to protect the building, all children should be provided with a pair of indoor shoes (such as plimsoles or trainers) which should remain in school. It is recommended that younger children are provided with velcro fastening or slip-on shoes, to avoid the difficulty of tying shoelaces.

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### ***AODACH CLEASACHD/Gym Kit***

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The following wear is compulsory for gym: -

- Girls - Gym shorts, purple polo or t- shirt, gym shoes
- Boys - Gym shorts, purple polo or t- shirt, gym shoes
- Shoes - Light gym shoes (which should be left in school and used as indoor shoes)

On health and safety grounds, the wearing of earrings or any piercings for PE is forbidden. Tracksuits are not part of the school uniform. Appropriate gym shoes could be left in school during term-time and also used as indoor footwear (see above).

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## ***RUDAN LUACHMHOR/ VALUABLES***

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Pupils are responsible at all times for their own valuables, including jewellery. Staff cannot ensure safekeeping especially at PE. Money should never be left in bags or pockets where they are left unattended. Please note that the use of mobile phones is not permitted within the school environment. Parents wishing children to have access to a mobile phone after school should be aware that mobile phones must be handed in to the class teacher at the beginning of the day and collected at the end of the school day.

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## ***DÌNNEIREAN SGOILE/School Meals***

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School lunch costs £1.55 per day and payment for the week (or month/term) will be collected in advance by canteen staff on the first day of each week. The cook is involved in developing healthy eating options with the children and new menus came into effect in October 2007.

The application form for Free Meals & Clothing grant for the forthcoming academic year is to be updated and there will be significant changes made to this form. At present you can claim free school meals and clothing grant for your children if you are receiving:

- Income Support
- Income-based Jobseekers Allowance
- Child Tax Credit
- Support under Part VI of the Immigration and Asylum Act 1999
- Working Tax Credit with NHS Exemption
- Widowed Person's Allowance

Application forms can be obtained from the school office

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## ***BOCSAICHEAN BIDHE/UISGE/Lunch-boxes/Chilled Water***

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In order that certain standards of health, hygiene and safety are maintained, the following recommendations have been issued by the Authority:

1. All food must be carried in a semi-rigid contained with a secure lid, e.g. Tupperware, ice-cream container or similar. Containers and lids should be clearly marked with the name of the pupil.
2. Glass bottles or containers are not permitted under the Health & Safety Regulations.
3. Vacuum flasks containing hot liquid are not permitted because of the danger of scalding.
4. Aerated drinks in cans or bottles are not permissible because of the obvious dangers these present.
5. Packed meals must be consumed in the dining area.

Chilled drinking water is available at the school and all children will be issued with their own water bottle which can be filled daily. Canteen staff will wash the bottles weekly on a Friday but children can also take their water bottles home each evening in order to get them washed if preferred.

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### ***CHILD PROTECTION / DÌON CHLOINNE***

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

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

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

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### ***HEALTH AND SAFETY / SLÀINTE AGUS SÀBHAILTEACHD***

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#### **Medical Services: Doctor or Dentist**

If a child has to attend the doctor or dentist within school hours, a note of the appointment time would assist the teacher.

#### **Health**

If a child has an accident at school it may be necessary to take him or her to hospital. Every effort will be made to contact parents in these circumstances. In the case of illness, your child will be sent home or to the Emergency Address. Routine medical checks are carried out from time to time by the School Medical Officer and Nurse.

#### **Major Incident Plan/Fire Drill**

Notices describing what to do in the event of a major incident or fire are displayed in every room/area in the school. Teaching staff remind all pupils of fire procedures at regular intervals and the school holds a fire drill at least once a term.

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**CO-CHEANGAIL RIS NA H-ÀIRD SGOILTEAN/ Liaison with Secondary Schools**

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Although Inverness Royal Academy is the recommended secondary school for Gaelic medium pupils, you, as parents, are at liberty to opt for the Secondary School of your choice, with certain conditions. Official letters regarding transfer arrangements are sent to each family in January.

**Local Secondary Schools:**

School	Rector	Telephone
Inverness Royal Academy	Mr J Considine	01463 222884
Charleston Academy	Mr C MacSween	01463 234324
Culloden Academy	Mr S Dowds	01463 790851
Inverness High	Mr R Cunningham	01463 233586
Millburn Academy	Mrs D Thornton	01463 233573

**Arrangements for Transfer:**

1. A transfer record is sent to the receiving Secondary School.
2. A Liaison meeting is held between the Primary and Secondary teachers.
3. The S1 Guidance Teachers visit Bun-sgoil Ghàidhlig Inbhir Nis
4. The pupils themselves are invited to visit the relevant Secondary School.
5. Children with learning difficulties are seen in advance by the Secondary Support for Learning teachers.

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**OUTSIDE SCHOOL HOURS / AS DEIDH NA SGOILE  
COMATAIDH RIANACHD/ Management Committee**

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The Hall, Parents' Room and various classrooms are available for let outside school hours and the school has become a focus for groups from the Inverness Gaelic community. A management committee which looks at the school's community aspects, including letting of premises meets regularly and is serviced at present by Dolina Grant, ECS Community Learning and Development Officer who is based at the school 0.5 FTE per week. It is hoped to extend the input from Community Learning and Leisure to further develop community aspect of the school in accordance with the Council's Gaelic Language Plan.

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**MIOSACHAN NA BLIADHNA 2009-10/  
SCHOOL CALENDAR SESSIONS 2009-2010**

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The following table lists the terms dates for year 2009/2010:

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

Notes:

1. Holidays are Good Friday (2 April 2010), Easter Monday (5 April 2010) and May Day Monday (3 May 2010).
2. 2 Days - Casual Holiday -It is strongly recommended that this takes the form of an extended weekend break on Friday 12 and Monday 15 February 2010. Check with your school to confirm local holiday dates. The School Calendar for year 2009/2010 can be downloaded as a pdf file from the Current Documents section on the right.

***Regional Closures:***

- The first day back after summer - Monday 17 August 2009
- Three days immediately after October break - Monday, Tuesday and Wednesday 26, 27 and 28 October 2009
- Two days following the February mid-term break - Tuesday and Wednesday 16 and 17 February 2010

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***DROCH SHÌDE / Adverse Weather – Winter Weather Details***

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**BUN-SGOIL GHÀIDHLIG INBHIR NIS  
SEIRBHEIS FIOSRACHADH FÒN - TELEPHONE INFORMATION SERVICE  
STIÙIREADH DO PHÀRANTAN - GUIDANCE FOR PARENTS**

Schools now have a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the Head Teacher.

When severe weather warnings are received we will endeavour to keep the system updated. It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

There are other features of this services which may be available and are described below. (Note that this is an 0870 service and charges are slightly higher than normal.) However there is no queuing and an adverse weather call should last less than 1 minute.)

### **How to use the service**

- Dial Highland Council's access number – 0870 054 6999
- Now enter your own school's pin number 04 3280  
You have 2 attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with your school.
- You will now hear the school's name. Ensure that this is correct before going on.
- You will now be taken to the MAIN MENU where you will be given 4 options:

**Press 1 to hear you school's message about the adverse weather** for example whether or not the school is to close or if transport arrangements have been affected.

**Press 4 to enter the pin number for another school within the authority.** Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again.

### **USING OTHER FEATURES**

**Press 2 to send the school a NON-URGENT message.** We do not encourage parents to use this service. Do Not leave an urgent message as the school cannot guarantee to pick up the message soon enough for action. For urgent messages, speak to someone directly.

#### **Press 3 to hear general information messages**

The school may use this as an additional way of informing parents about school events, eg buses returning from trips. Parents may hear up to ten messages with the most recent played first.

#### **For pupils using school transport**

- Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal "pick-up" time.
- Parents should note differences between **contract** vehicles and **public service** vehicles. Drivers of **contract** vehicles are advised not to drop off children where there is any doubt that they may not safely reach home or other place of shelter. Drivers of **public service** vehicles must travel their normal routes and cannot make special provision for the individual pupils.
- Where parents are concerned about weather conditions at "drop-off" points, they should contact the school as early as possible.

**When weather conditions are poor, parents should arrange to have children met at the "drop-off" point, especially where public service transport is used.**

The Education, Culture & Sport Service, also has a winter weather website, which parents can consult from home in order to access school closure information. There are links to the website on both the Highland Council and the Highland Virtual Learning Community Websites. You can access the winter weather website at the following web address:-  
[www.winter.highlandschools.org.uk](http://www.winter.highlandschools.org.uk) Please click on the relevant geographical area for local school closure information.

The winter weather website allows parents to access school closure information on the internet, thus reducing pressure on the very heavily used PIN number system. However Please note that the schools will continue to update the Pin number facility as well as the new website; please see over. Our aim is to provide clear, unambiguous information to parents with regard to school closure s during periods of adverse weather. I would therefore encourage you to use either the PIN number system or the new winter weather website in this expanded winter weather information system. Please also remember that the local radio stations shown below will continue to provide regular winter weather updates with regard to school closures.

### **BBB Radio nan Gaidheal**

6.55am – 7.00am 7.50pm – 8.00pm  
12.55pm – 1.00pm 4.55pm – 5.00pm

### **Moray Firth Radio**

Normally hourly news bulletins-and half-hourly summaries will carry local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

**Please do not telephone local Radio for advice but listen to appropriate broadcasts.**

**Wherever possible a decision on school closure will be made by 8.00am** but please bear in mind that staff are also travelling in to work in order to make that decision.

Finally, please remember that it is ultimately the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school, but in severe weather conditions the safety of pupils is much more important. Parents should therefore continue to use good judgement in deciding whether it is safe to send a child to school.

## INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

<b>School:</b> Bun-sgoil Ghaidhlig Inbhir Nis	<b>Id No.:</b> 270 - 5120128
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### *Budgeted Running Costs For Financial Year 2008-2009*

<b>School Roll at September 2007</b>	101
<b>Total School Running Costs at April 2008 (£)</b>	340,000
<b>Cost per Pupil (£)</b>	3,366

### *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>	7,473	5,700	4,620	5,272	4,072	4,560	6,460	38,157
<b>Percentage Authorised Absences</b>	3.2	2.8	3.4	4.5	4.1	3.9	2.9	3.5
<b>Percentage Unauthorised Absences</b>	0.3	0.4	0.0	1.0	1.0	0.8	1.1	0.6

### *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>	##	15.6

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

<b>Education Authority:</b> 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>	18,44 4,479	19,14 5,177	19,52 6,465	19,94 1,323	20,66 9,987	21,01 7,565	21,09 2,362	139,8 37,35 8
<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*

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