

LAIRG PRIMARY SCHOOL HANDBOOK 2011



Lairg Primary School
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Lairg Primary School
Lairg
Sutherland
IV27 4DD
Tel. 01549 402345

Lairg Primary School
Main Street
Lairg
Sutherland
IV27 4DD

Tel. 01549 402345

Miss I M Gillies
Head Teacher

I hope you will find the information contained in this handbook helpful. Through the work of the school we expect all children to develop the skills and knowledge that will allow them to become:

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

All children are treated as individual people with views and opinions which are listened to respectfully by staff and peers alike. We wish our pupils to be responsible, to think, to make decisions and to act upon them. We wish every child to have independence, to have the ability to work on his/her own and to share ideas with others. We wish our pupils to have inquiring minds and encourage this through practical activities in all areas of the curriculum. We encourage a lively curiosity. Children learn through doing, through questioning - they make discoveries and are keen to learn. Much use is made of the wider environment in helping pupils learn.

We aim to do the very best for your children as far as developing their potential.

The curriculum presented to the children in Lairg is broad and well balanced, so that the pupils have an opportunity to develop skills, concepts and knowledge in many areas. Work is graded so that each child may progress at his own pace. Children work together frequently in groups developing independence and a co-operative spirit.

There will be equal opportunities for all children in every area of curriculum regardless of sex.

The staff provides a pleasant and secure environment so that each child's social and emotional development is encouraged and we will be all the more successful in fulfilling these aims if we have your support and co-operation. Parents are most welcome in the school. Please do not hesitate to contact us if you have concerns regarding your child's education.

VALUES AND AIMS

The aims of Lairg Primary School are:

We always make sure we keep the Golden Rules and show respect.

We remember everyone is important.

We give a good selection of subjects so that pupils can develop skills to help them look after themselves and others in their future lives.

We encourage pupils to work by themselves and to work confidently on their own and with others.

We set targets and always strive to do better.

We produce and keep up good links with other learning facilities.

We must keep in contact with parents and make sure parents know what we are doing.



SCHOOL INFORMATION

Lairg Primary is a modern school set in an old building. Modernisation took place in the 60's. At one time, the school included a secondary department, but now the whole building is devoted to primary education. Although it may seem to have excess space, every corner is used.

In September 2009, the roll was 48 and the number of full time teaching staff was 3. The Nursery contained 12 pupils. We also have a part-time Learning Support teacher and various other specialist teachers, who visit us, usually on a weekly basis. For a period, the school has been linked with Altnaharra School and the Head Teacher spends three days in Lairg and two days in Altnaharra.

We make every effort to maintain a full educational service but on some occasions circumstances arise which lead to disruption. For example, severe weather, power failures or difficulties of fuel supply may affect us. In such cases we shall do all that we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters or having an announcement broadcast on Moray Firth Radio. The new telephone messaging service is also now in use, phone 0870 054 6999 and enter the school pin number 04 2470 when prompted to do so.

THE SCHOOL DAY

P1 - P3 9a.m - 2.30p.m

P4 - P7 9a.m - 3p.m

Morning interval 10.45a.m - 11.00a.m

Lunch interval 12.30 - 1.15p.m

The length of the lunch interval will be reviewed at regular intervals.

The Nursery teacher will inform individual parents of the Nursery times, as these vary from session to session.

REPORT TO PARENTS

Written progress reports are issued to all parents towards the end of May.

Regular 'Open Evenings' will be held where parents will be invited to come along and view their children's work and discuss any worries.

TEACHING STAFF

Miss I M Gillies
Mr S Henstridge
Mrs C Gruber
Miss C Ross
Mrs E Muckart
Mr I Westacott
Mrs S Legg
Mr G Stewart
Miss L Mackenzie
Rev. N Archer
Rev J Forbes

Head Teacher
Teacher (P5/6/7)
Teacher (P1/2/3/4)
Learning Support
Nursery
Art/CCR
CCR
Piping
Violin
Chaplain
Chaplain

ANCILLARY STAFF

Mrs D Gibson
Mrs W Lockhart
Mrs J Mackay
Mrs S Macneill
Mrs K Mackenzie
Mrs P Macdonald
Ms T Sutherland
Mrs F Williams
Mrs I Mackay
Mrs L Smith
Miss T Sutherland

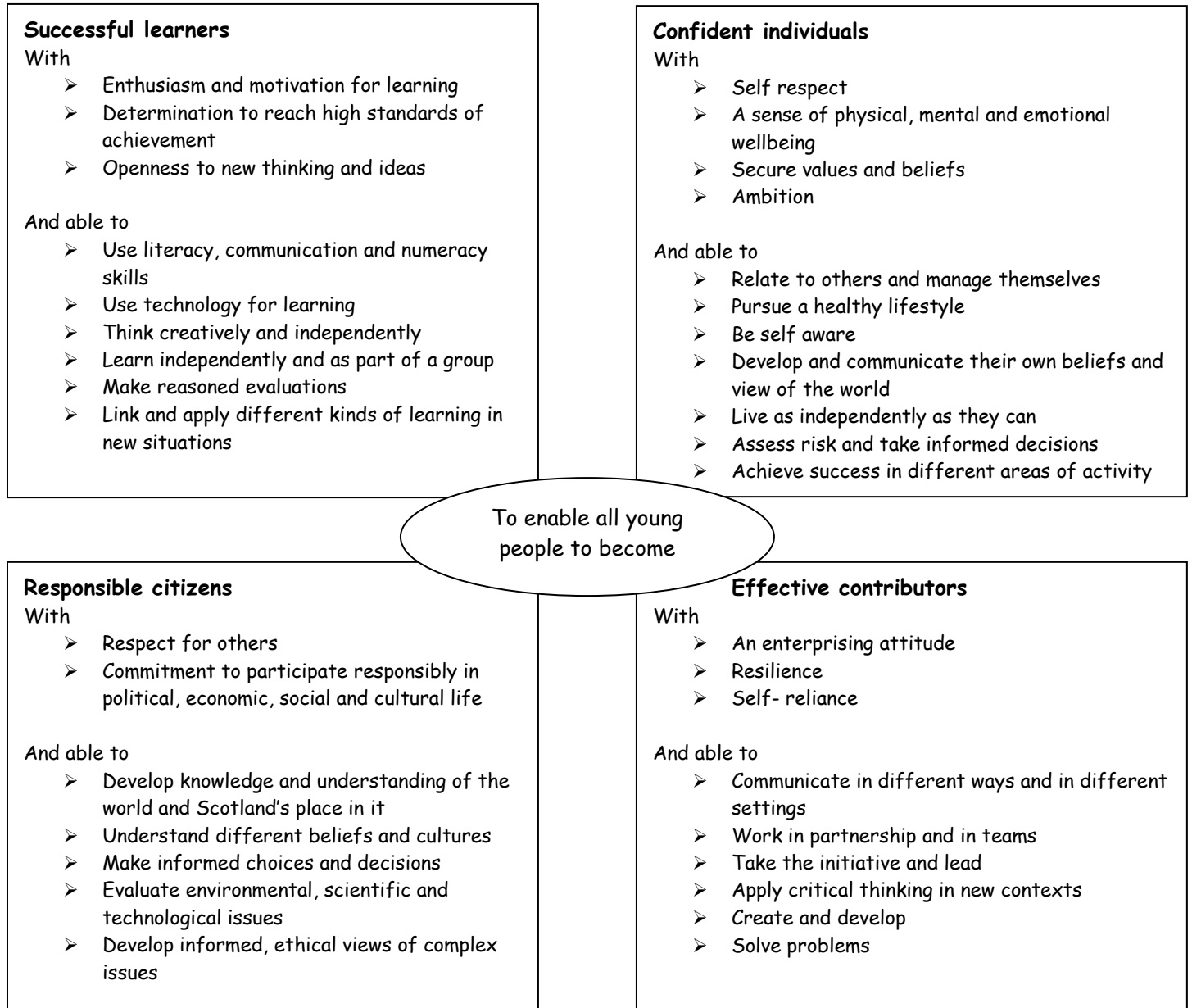
Nursery Assistant
Nursery Auxiliary
Clerical Assistant
Classroom Assistant/Learning Support Auxiliary
Learning Support Auxiliary
Learning Support Auxiliary
Classroom Assistant
Head Cleaner
Cleaner
Cook
Kitchen Assistant



Pupils Progress

At this moment, children's progress is monitored by the teacher and information on this is given through the child's Progress Report Form issued at the end of the school session and also normally in the form of Parents' evenings. Parents, however, should not feel restricted to these times and are most welcome to visit us at an appropriate time.

Progress is constantly assessed by, hearing children read, set exercises, questioning, discussing and providing set assessment tests. The staff may on occasion give other assessment tests to monitor overall or individual progress. (See section on assessment)



All children are treated as individuals with views and opinions which are listened to respectfully by staff and peers alike. We wish our pupils to be responsible, to think, to make decisions and to act upon them. We wish every child to have independence, to have the ability to work on his/her own and to share ideas with others. We wish our pupils to have inquiring minds and encourage this through practical activities in all areas of the curriculum. We encourage a lively curiosity. Children learn through doing, through questioning- they make discoveries and are keen to learn. Much use is made of the wider environment in helping pupils learn.

THE CURRICULUM

LANGUAGE ARTS

Language is the core of all learning. Reading, Talking, Writing and Listening - form a most important part of the basic curriculum. Our core reading scheme till P3, Oxford Reading Tree, is supplemented at all levels by a variety of recently published texts. From P4 onwards, it is Kingscourt. We begin in the infant room with the basic skills of reading and throughout your child's time with us we aim to:

- Develop more competent and confident readers
- Increase pupils' enjoyment of reading
- Create independent learners
- Foster lifelong learning skills

TALKING

Today SPOKEN LANGUAGE is given a central place in the primary school curriculum. Speech is without doubt the most common form of communication. Society no longer holds the view that children should be seen and not heard. At Lairg we encourage children to talk as we believe that it is important that children can express themselves clearly and intelligibly in an acceptable form. Pupils are given many opportunities to discuss their work, in all subjects. They are invited to present prepared talks to their classmates. They are encouraged to put forward their views and opinions on varied topics and issues and are given opportunities to question other speakers and the validity of what is being said to them.

For older pupils, opportunities for public speaking are encouraged, e.g. by delivering a reading at an end of term service or at a school concert.

LISTENING

This is also important and pupils are encouraged to look for meaning in what they hear and to be critical of what is expressed in vague terms. They are encouraged to hold polite conversations and discussions and are taught the techniques of good listening.

LANGUAGE - WRITING

Written skills need to be highly developed to meet the demands of the increasingly complex society in which we live.

When we talk about 'writing' we are talking about two things. One is the ability to use a pen or a pencil - the secretarial skills - and the other is what the child is trying to communicate through his writing - the composing skills. We aim to teach our children to write legibly, with fluency and speed at all stages of instruction. To assist in this aim, we use the Nelson writing scheme.

Children, throughout the school, are given opportunities to write in different ways for different purposes. Each class has a structured, weekly writing lesson, taught by the class teacher.

At all stages writing is presented as a meaningful and purposeful activity and children are given many opportunities to practise their writing skills.

Parents can help with writing

Parents can help by showing interest in the written work of the child and by responding, in the first instance, to the content of the written piece.

Has your child communicated his/her ideas clearly?

Does the story make sense?

Is there good order and sequence?

Did you enjoy reading it?

By sharing your thoughts on the content of the work, you will be helping your child to appreciate that writing is communication. Criticism should be of a positive nature, aiming at encouraging the child to go on writing. In the same way, discussion of the secretarial skills should be thoughtfully and tactfully dealt with. The child needs to feel that what he has written is of value.

If the child wants to write a new word or one which he/she has difficulty in spelling, encourage him to look carefully at the correct spelling of the word, then cover it up and ask the child to write the word. Finally ask the child to check the word to see if he/she has spelled it correctly this time. This LOOK-SAY-COVER-WRITE-CHECK approach is the one used by the children in class.

MATHEMATICS

In a broad sense, education is the process of helping the child to understand his/her environment. Mathematics is an integral part of the environment in which we live and children are taught appropriate work within realistic contexts geared to their age, aptitude and abilities.

It is widely recognised that children should always be given work that is appropriate to their level of ability, and that success in mathematics, as in other activities, generally leads to further success. Children who have difficulty with mathematics make most progress when the work they are asked to do is set at an appropriate level. Equally other pupils make most progress when they are being stretched as far as possible within levels of success.

In mathematics, there is an important emphasis on practical work - the handling of real things and problems - and on understanding. Children learn best by being involved in many mathematical activities dealing with number, money, measurement, shape, position & movement, handling information and problem solving. Material for the study of mathematics is found everywhere in the child's environment - the children count real things, they weigh out real objects, they go out and measure real distances, use money in realistic situations and use clocks and timetables to understand how time is important in our lives. Working through practical activities, the concepts of number, shape, volume, weight, time, length, etc. are established.

At the same time, the school recognises the importance of developing the mental agility of pupils and whole class or group interactive teaching forms a major part of a child's work in this curricular area. In the Senior Class use is made of "Brain Training."

Children are also introduced to working with calculators although their use is very selective and pupils may only use them at the discretion of the class teacher.

At all stages teachers are making assessments on how well the children have understood the work taught. Because children do not all develop at the same rate, the teachers gear their work to meet the needs of groups of children and individuals, building on what has gone before.

EXPRESSIVE ARTS

An appreciable part of the school curriculum (roughly 15%) is devoted to the expressive arts; namely music, art & design and drama. These are integrated where appropriate into other areas of the curriculum to provide a rich and varied experience for the pupils. Other subjects in the curriculum can be brought to life through the media of Expressive Arts.

During **Music** lessons children will frequently sing songs linked to a theme being studied. They will also listen to music and compose their own pieces, using untuned and, in the later stages, tuned percussion, which can be performed in front of an audience.

Art and Design work is always included in any area of study and children are taught various techniques using a wide variety of materials. Activities range from drawing, painting, modelling and printing to collage, pen and ink work, marbling and fabric dyeing.

Drama is an important part of the curriculum. Pupils can identify themselves with people, real or imagined, by acting out situations within their experience or their imaginative range. By expressing in movement and/or speech the feelings of themselves and others, the children can enlarge their experience and learn in ways natural to them. Imagination is stimulated and powers of discrimination, observation and awareness are increased.

SOCIAL STUDIES

Usually called project or topic work, involving Science, Social Subjects (History, Geography and Modern Studies) and Technology (designing and making).

Children need to learn about the world in which they live - its history and geography and the scientific aspects which affect it. All school activities are related to the environment and children are encouraged to make observations and investigations of their surroundings. Television, video and holidays abroad make the world a more accessible place to our pupils than it was in previous generations. We aim to foster in the children a desire to learn more about the world they live in and teach them the skills they need to interpret it.

Much of the work is approached through themes (projects). This is sometimes referred to as 'project work' or 'topics'. Content includes local studies together with the history and geography of places near and far. The study of these themes obviously presents meaningful opportunities for work in other areas of the curriculum, e.g. Mathematics and English Language.

When making choices, teachers bear in mind the need for balance within the curriculum at each stage, and from stage to stage. Wherever possible, pupils are provided with first hand experience working outside the classroom as well as inside it. Children are encouraged to make physical contact with their surroundings:-

- living things - plants, animals and people;
- inanimate objects of the physical environment buildings, rocks, soil etc;
- learning about the man-made world;
- investigations of how things work.

Environmental Studies is not just concerned with learning about the environment in its widest sense, it is first and foremost about developing an approach to learning. Such an approach involves learning by doing, learning through direct experience, learning both inside and outside the classroom and involves observation in its widest sense, investigation and communication. We aim to develop the children's ability to think - to weigh up evidence and information, to use knowledge to solve problems and to arrive at conclusions, and to articulate thought.

SCIENCE

Essentially, science education encourages teachers to find out what children think about scientific concepts and facts and to help them think through their ideas and to modify them where necessary to further develop their scientific understanding.

HEALTH & WELLBEING

The Health curriculum is largely taught as a separate subject but the issue of health promotion permeates the wider work of the school. Our work in Health aims to allow all pupils to acquire a wide range of knowledge together with the necessary skills, attitudes and values which will allow them to make sense of that knowledge.

Sex education is taught biannually in P6 and P7 and parents have an opportunity to attend a workshop on this aspect of the Health curriculum prior to it being taught in the classroom. The school's programme of study is based on recommended practice and complies in every respect with recent legislation on this subject.

Progression through the school's programme of study on drugs education helps pupils to develop an informed understanding of their health and welfare, including how to prevent the harm caused by drug misuse.

Nutrition education does not end with what is taught in class. Positive attitudes to healthy eating are promoted in co-operation with the staff from the school meals service and a healthy-eating tuck shop is managed by senior pupils.

Physical Education provides experience for the children in body and space awareness, gymnastics, apparatus work, swimming, games skills both indoors and outdoors, athletics and sporting activities. They may do creative movement to music, learn national dances or compose their own routines. From Primary 4 upwards, pupils receive 6 weeks instruction in swimming from qualified staff at Golspie Swimming Pool.

Children are encouraged to take part in extra-curricular sporting events run by the Sutherland School Sports Committee.

HOMEWORK

The school's policy is to provide homework which can be completed in 30 minutes, and which is geared to the needs of individual pupils. Homework normally acts as a means of revision of work done in class, as a reinforcement of class work or as an opportunity to practice a particular process or skill. It also gives the parents the opportunity to see some of the areas of work covered by their children in school and to discuss this with their children. The cooperation of parents in providing a quiet area, free from distraction, for the completion of homework is much appreciated.

Homework is issued weekly in the form of a grid or a homework diary.

Parents are asked to sign the child's homework. This ensures that the parent is aware of the work to be done. Parents are also encouraged to give feedback in the form of a written comment on the child's sheet or jotter.

RME

Through Religious Education we aim to foster an interest in religion and to help children appreciate that religion is concerned with relationships which have implications for the value one sets on people for personal behaviour. Religion is explored both implicitly and explicitly

In implicit studies, we try to illustrate and use human experience to highlight the areas of life studied within RME and to encourage children to search for truth, values and meaning in life.. In all aspects of school life, we encourage our pupils to be sensitive towards and tolerant of others.

In explicit studies, we explore the ways in which Jesus is central to Christian belief and worship. We also endeavour to develop some understanding of the place of religion in the development of Scotland's history, society and culture, while acknowledging the wider social and cultural impact of various religions on our own multi-cultural society. Other principal world religions (Islam, Judaism, Hinduism, Buddhism and Sikhism) are also studied, often with a comparative angle which explores common themes between these and Christianity, e.g. birth, marriage and death rituals, harvest and light festivals, key figures of each religion, etc.

ICT

The school recognises that ICT (Information & Communications Technology) plays an increasingly significant role in all aspects of society. Pupils therefore need opportunities to develop confidence and competence in this area. High priority is given to ensuring that ICT is a stimulating, challenging and creative experience for all pupils.

There is a strong emphasis on relating activities to the main areas of the curriculum, especially Mathematics, Language, Health, Environmental Studies and Enterprise. Pupils are encouraged to explore a range of media, including PowerPoint and Web pages.

Pupils have access to PC's in their classroom, enabling ICT to be used routinely to enhance learning.

The school has invested in software packages specifically designed to assist those pupils with additional support needs.

MODERN LANGUAGES

Pupils in P6 and P7 are taught French by members of staff who have undertaken additional training to do so. Through a variety of topics, taught via activity-based learning, the pupils learn basic vocabulary and phrases which can be built upon when they transfer to secondary education.

EXTRA CURRICULAR ACTIVITIES

Children may learn to play chanter or violin. Only children with an aptitude for these instruments will receive tuition, as places are limited. There is a waiting list for these lessons and your child's name can be added at any time. Instrumental tuition costs £180 per year. Children whose families are on Income Support etc. will receive these lessons free. Second and third children in a family will also receive lessons at a reduced rate.

PUPILS WITH LEARNING DIFFICULTIES

The policy of the school is to have children move to more difficult task only when they are ready for it. Any difficulty children may have grasping a new concept or mastering a new skill, will be identified by the class teacher. The remedy will vary, although often a group of children will be helped together. This method of giving support to children, as and when they need it, means that no children need be anxious if they find difficulty in any area of the curriculum or are returning to school after a prolonged absence.

POLICIES

The section you have just read is a précis of fuller policy documents, which are held in the Head Teachers office. Should you wish to study these, you may do so at any time during the school day. Parents may telephone the Head teacher at any time if they have concerns regarding their child's progress.

CHILD PROTECTION (Guidance notes)

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

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

All agencies involved in Child Protection regard the welfare of children as paramount and this will be their priority.

More information about Child Protection Procedures within Highland can be obtained from the *Child Protection Development Officer, Mrs Pene Rowe, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness IV3 8NN - Telephone (01463) 703456-Fax (01463 713237)*

DATA PROTECTION ACT 1994

Information relative to pupils, parents and guardians is protected by this act and may only be disclosed in accordance with the Codes of Practice.

ATTENDANCE

According to section 30 of the 1962 Education Act, a duty is laid on every parent of a child of "school age" to provide for him efficient education suitable to his age, ability and aptitude. Children should be in regular attendance except when genuinely unwell. If they are likely to be absent for some time, the school should be advised of the nature of the illness and of the probable length of absence by letter to the Head teacher. Parents should give children a note on their return to school, with a reason for their absence.

ENROLMENT

Infants will be enrolled in February. As most children are, by then, attending our Nursery Department, Mrs Gibson our Nursery Assistant attends to this area. During the summer term, short visits to the P1 classroom are arranged.

Children who do not attend Nursery may enrol in February in response to Press advertisements. Children who move into the school's catchment area may be enrolled at any time.

On enrolling their child, parents will be asked to complete an information sheet supplying their home and business telephone numbers and the name, address and telephone number of another adult. This information will be regarded as confidential by the school and is necessary in the event of a child's illness. If children require urgent medical attention, they will be taken to the Health Centre and parents will be contacted immediately.

PARENT COUNCIL

At the inaugural meeting the following Office Bearers were appointed:-

Dr F Fraser - Chairperson

Mrs A Ross - Secretary

Mrs M Mackay - Treasurer

SCHOOL FUND

Teachers operate a small School Fund. Its main source of income is the Tuck Shop in which toast at 10p, Hi-Juice at 10p and cereal bars at 30p are available. As we are now a Grade 4 Health Promoting School, we trust that our Tuck Shop contents reflect this. The fund is used to help with outings and various school activities. Any surplus funds are used to provide equipment for the school. These funds are audited annually by the Bank of Scotland, Lairg.

CLOTHING AND KIT

Our school has an attractive uniform and parents prefer their children to wear it.

GIRLS Dark skirt, (trousers during colder months) white or pale blue blouse, navy sweatshirt or fleece with school badge or navy sweater or cardigan. Suitable footwear.

BOYS Dark trousers, no jeans. Self coloured shirt, navy sweatshirt or fleece with school badge or navy jersey. Suitable footwear.

Annually, in April/May (August entrants included) the school places an order for school sweatshirts & fleeces. Sweatshirts cost £8.50 and fleece jackets from £12.50. These can be purchased at the school office throughout the year while stocks last. For P.E all children should wear gym shoes/trainers, shorts and a T-shirt. The senior pupils will require a swimsuit and cap (depending on hair length).

SCHOOL MEALS

There is a dining room in Lairg. Hot, two course meals with a choice of main course are served. Generally children pay for their week's meal (£8.50) on Monday morning, but occasionally meals may be purchased any morning. Missed meals are credited.

If for any reason your child requires a special diet, this can be provided. Children, whose parents are in receipt of Income Support, may be entitled to a free meal. Application forms are available from the Head teacher,

Children who carry a packed lunch, may eat it in the dining room. Children may not bring glass bottles to school.

TRANSPORT

Free transport is provided for all pupils who live more than three miles from the school. In the case of children less than eight years old, the distance is reduced to two miles.

HEALTH CARE

The schools Health Service carries out a selective medical examination of all pupils of five years of age and a selective examination of P7 pupils. In both cases, parents are notified in advance and invited to attend when the doctor and nurse visit the school.

Further services including eye and auditory tests from the age of five are provided. The Schools Dental Service inspects a small number of pupils annually and advises parents of the treatment their children should have. This treatment may be provided by the Schools Dental Service or by the family dentist. A dental hygienist visits the school to demonstrate dental care to the children. A limited speech therapy service is available. Parents are asked to inform the school of any medical problem that may affect their children during their school day. Should children become ill in school, parents will be contacted, so that their children may be taken home.

SCHOOL / COMMUNITY

We welcome groups who wish to use the school premises for their activities on condition that they leave our property as they found it. Application forms are available from the Head Teacher. Periodically, the pupils partake in raising money for local charities. They are encouraged continually, to visit the more senior members of our community.

PSD

Personal and social development focuses upon the children's development of essential life skills. It includes, on the one hand, developing pupils' independence, self-awareness and self-esteem, and on the other, promoting amongst the pupils a growing realisation of their inter-personal relationships and inter-dependence with those round about in school, community and the wider world. Rather than being taught as a separate subject, PSD is embedded in the curriculum through the life and work of the school.

SCHOOL DISCIPLINE

The relationship between pupils and teacher is similar to that between children and their parents, requiring mutual consideration on both sides. We wish to produce responsible and caring members of society.

The school rules, which are few, insist therefore, on behaviour that demonstrates an attitude of care and consideration, whether it is to other children, the staff or visitors to the school. If any disobey these rules, in the playground or classroom, they will be disciplined by their teacher. Should disruptive behaviour continue the Head Teacher will be informed and the child's parents will be told of the circumstances.

The staff feels confident they can rely on parental support in these matters; so that good relationships amongst all concerned will be developed.

The "Golden Rules" we use are as follows:-

We are gentle.	We don't hurt others
We are kind and helpful	We don't hurt anybody's feelings
We listen	We don't interrupt
We are honest	We don't cover up the truth
We work hard	We don't waste our own or others' time
We look after property	We don't waste or damage things

TRANSFER TO SECONDARY SCHOOL

On completion of Primary 7, pupils from this school normally transfer to Secondary 1, Golspie High School. The rector is Dr J Vance.

Tel. 0140863 3451/3452.

Our Primary 7 pupils always have a familiarisation visit to Golspie High in the June prior to enrolling there.

SCHOOL CALENDAR 2011/2012

<p style="text-align: center;"><u>Autumn Term</u></p> <p style="text-align: center;">In Service Day: <i>Monday 15th August 2011</i></p> <p style="text-align: center;">School opens: <i>Tuesday 16th August 2011</i></p> <p style="text-align: center;"><i>Autumn Break</i></p> <p style="text-align: center;">School closes: <i>Friday 7th October 2011</i></p>	<p style="text-align: center;"><u>Winter Term</u></p> <p style="text-align: center;">In Service Day: <i>Monday 24th October 2011</i></p> <p style="text-align: center;">School opens: <i>Tuesday 25th October 2011</i></p> <p style="text-align: center;"><i>Christmas Break</i></p> <p style="text-align: center;">School closes: <i>Thursday 22nd December 2011</i></p>
<p style="text-align: center;"><u>Spring Term</u></p> <p style="text-align: center;">School opens: <i>Monday 9th January 2012</i></p> <p style="text-align: center;"><i>Casual Holidays</i></p> <p style="text-align: center;">School closed on: <i>Monday 13th February 2012</i> <i>Tuesday 14th February 2012</i></p> <p style="text-align: center;">In Service Days: <i>Wed 15th, Thurs 16th February</i> <i>& Fri 17th 2012</i></p> <p style="text-align: center;"><i>Easter Break</i></p> <p style="text-align: center;">School closes: <i>Friday 30th March 2012</i></p>	<p style="text-align: center;"><u>Summer Term</u></p> <p style="text-align: center;">School Opens: <i>Tuesday 17th April 2012</i></p> <p style="text-align: center;"><i>May Day Holiday</i></p> <p style="text-align: center;">School closed: <i>Monday 7th May 2012</i></p> <p style="text-align: center;"><i>Summer Break</i></p> <p style="text-align: center;">School closes: <i>Friday 29th June 2012</i></p> <p style="text-align: center;">School re-opens: <i>Tuesday 14th August 2012</i></p>

Please ensure you check regularly
for any changes to these dates

Although this information is correct at time of printing (January 2011) it should not be assumed that there will be no change affecting any of the matters dealt with in the document.

- *before the commencement or during the course of the school year in question.*
- *in relation to subsequent school years*

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

School: Lairg Primary School	Id No.: 270 - 5109922
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Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	48
Total School Running Costs at April 2010 (£)	231,187
Cost per Pupil (£)	4,816

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	1,990	**	2,661	**	2,167	3,720	4,573	17,694
Percentage Authorised Absences	5.0	**	3.2	**	7.8	7.3	3.6	5.0
Percentage Unauthorised Absences	0.7	**	0.5	**	0.1	0.4	0.3	0.4

Key to Symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
Absence	19.2	20.3

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

Key to Symbols: The symbol (##) indicates that the data are not available or comparable with other years.

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

Education Authority: Highland

Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	16,816
Total School Running Costs at April 2010 (£)	67,408,003
Cost per Pupil (£)	4,009

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	877,251	837,971	837,953	869,224	894,997	886,799	989,736	6,193,931
Percentage Authorised Absences	5	4.8	4.6	4.3	4.3	4.4	4.3	4.5
Percentage Unauthorised Absences	0.6	0.7	0.6	0.7	0.6	0.7	0.6	0.7

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
Absence	17.5	17.7

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.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.