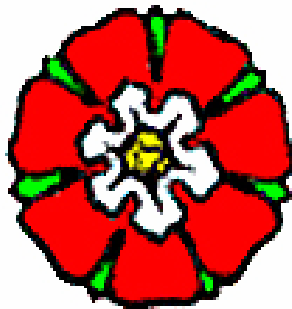


Information for Parents



Rosebank Primary School 2010



'Constant and True'

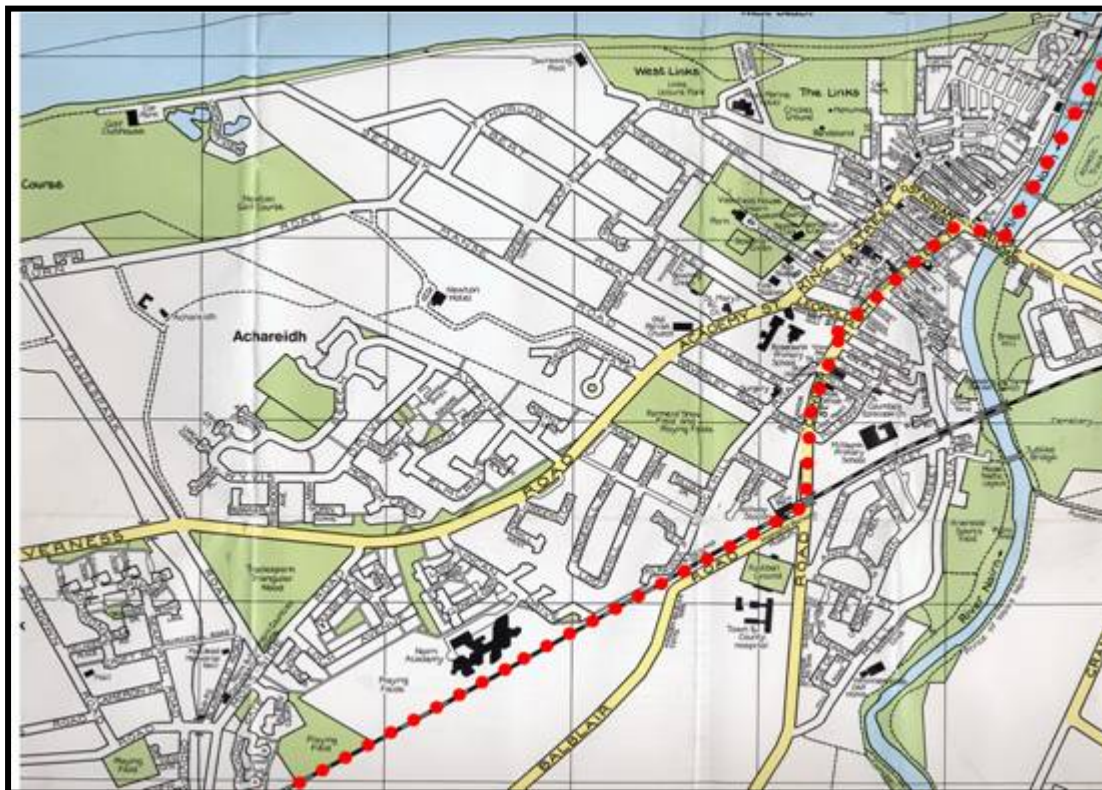
CONTENTS

2	Delineated (Catchment) Area
2	A Short History of the School
3	The School Buildings
4	General Information - School Contacts - School Staff
6	School Hours
6	Placing Requests
6	Rosebank Educational Aims
7	A Curriculum for Excellence
8	Curriculum Areas
8	Science
8	English Language
10	Mathematics
11	Expressive Arts
12	Social Studies
12	Technologies
13	Health and Wellbeing
13	Religious and Moral Education
13	Early Years Education
14	School Assemblies
14	Assessment
15	Reporting to Parents
15	Parent/Teacher Meetings
15	Support for Learning
15	Social and Communications Skills Unit
16	Homework
16	School Uniform
17	Equipment for Pupils
17	Travelling to School
18	Care and Welfare
19	School Lunches
20	'Open Door' Policy to Parents
21	Getting it Right for Every Child
22	Parents as Partners in their children's learning/Parent Council
22	Extra Curricular Activities
22	Transfer to Secondary Education
23	School Holidays
24	Annual Information Reports on Schools
27	Feedback Sheet (Please return to school.)

FOREWORD

Delineated Area

Rosebank School delineated area (catchment area) is the area North West and North of a line that runs from Nairn Harbour up the River Nairn to the A96 road bridge then along Bridge Street to the crossroads at the top of Harbour Street. There it goes along the High Street to Cawdor Road until it reaches the railway line. It then follows the railway line out of Nairn, towards Inverness, to just beyond Blackcastle. Pupils living in this area to the North/North West of this line are entitled to a place at Rosebank. A detailed map of the catchment area is held in the School Office. Please do not hesitate to contact the school for more information.



A Short History of the School

Rosebank Primary is situated in the heart of the old burgh of Nairn, in the area bounded by Academy Street, Leopold Street, High Street and Wellington Road. The building has a long history dating back over 150 years. Originally the buildings were the home of Nairn Academy, established in 1830, following public subscription to which Captain James Rose, R.N. was a notable contributor. Indeed, he gave over half of his garden at Ivybank for the site of the Academy. Following his death in 1840 the school was renamed Rose's Academical Institution to honour his memory.

In 1893 the school reverted to its original name of Nairn Academy, although it was still known to many as Rose's Academical Institution. It remained the secondary school for the town and county of Nairn until January, 1976 when the new Academy was opened.

Rosebank Primary then occupied the building, still maintaining a link with one of the original founders of the old school. The school motto is that of the clan Rose, "*Constant and True*" (used by permission of Miss Rose of Kilravock) and the school badge is a rose.

The school currently houses approximately 432 pupils from nursery aged 4 to Primary Seven aged 11 or 12. Co-educational and non-denominational, it is within the authority of Highland Council.

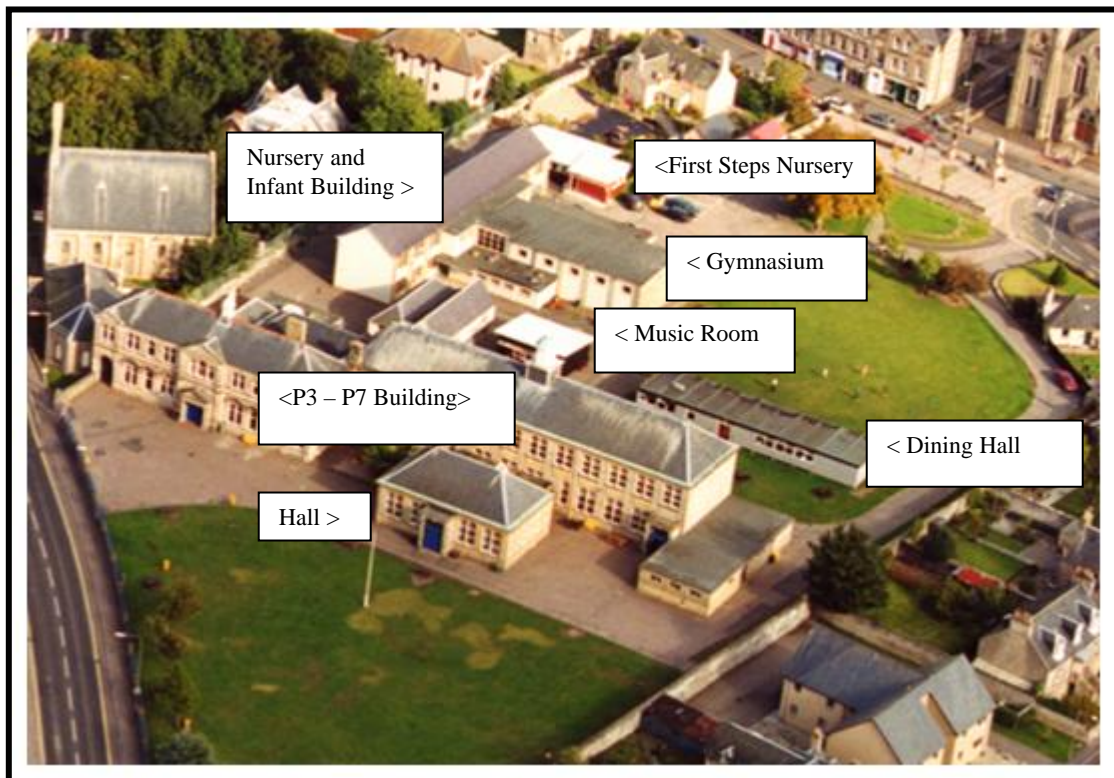
The School Buildings

The school is housed in 2 main buildings with the dining hall, technology room, music room and First Steps private nursery, in separate buildings within the school grounds.

The main building is on two floors. The ground floor houses reception, the Support for Learning office, the meeting room, the janitor's room, lost property area, the resources room, the assembly hall, a small office used for music tuition, 6 classrooms, 2 open areas and pupil toilets. On the first floor are the staff room, the Head Teacher's and Depute Head Teacher's office, the Social and Communication Skills Centre, another Depute Head Teacher's/Children's Service Worker's office, 5 classrooms and 2 open areas.

The smaller, more modern, of the 2 buildings contains the gym hall, a shower room, the Principal Teachers' office, the Pupil Support Base (The Den), the nursery, 4 infant classrooms, a general purpose room and the medical room.

The school is set in extensive grounds. The grassy area at the front of the school facing the A 96 is designated as the P4 - 7 pupils' playground, while the grassy area facing the High Street is reserved for the P1 - P3 pupils. This area is also used after school for football training and matches. The school also has access to Viewfield Park for annual sports events and to the local swimming pool for weekly lessons for older pupils.



GENERAL INFORMATION

<u>POSTAL ADDRESS</u>	Academy Street, Nairn. IV12 4RB
<u>TELEPHONE</u>	(01667) 454090
<u>FAX</u>	(01667) 455299
<u>E-MAIL</u>	rosebank.primary@highland.gov.uk
<u>WEBSITE</u>	www.rosebank.highland.sch.uk
<u>EMERGENCY MESSAGING SERVICE</u>	0870 054 6999 (PIN 042880)



<u>HEAD TEACHER</u>	Mr James A Brander
<u>DEPUTE HEAD TEACHERS</u>	Mrs Caroline Johnston Mrs Ann Douglas
<u>PRINCIPAL TEACHERS</u>	Mrs Yvonne Cotter Mrs Jan Dillon Miss Jane MacKenzie



CLASS TEACHERS

Mrs Joyce Brunton ¹	Mrs Faye Cameron	Mrs Moira Carstairs
Mrs Hayley Dawson	Mrs Jackie Ferguson ¹	Mrs Kirsteen Forbes ¹
Mrs Muriel Kelly ¹	Mrs Jackie Konczak ¹	Mrs Jean Major
Miss McColm ²	Miss McFlynn ²	Mrs Jan Stewart
Mrs Kirsten Tennant ¹	Mrs Mairi Wilson ¹	Mrs Beverly Winfield

1. Our job-share teachers work very closely and cooperatively to ensure continuity within the classroom.

Mrs Forbes teaches on Monday & Tuesday while Mrs Wilson teaches on Thursday and Friday with both teachers alternate Wednesdays.

Mrs Konczak teaches on Monday & Tuesday while Mrs Ferguson teaches on Thursday and Friday with both teachers alternate Wednesdays.

Mrs Kelly teaches on Monday & Tuesday while Mrs Tennant teaches on Wednesday and Thursday with both teachers working alternate Fridays.

Mrs Brunton teaches on Monday -Thursday while Mrs MacLeannan (supply teacher) teaches on Fridays.

2. Our probation teachers are with us for one year as part of the Highland Council Probationary teachers Induction Scheme. They work closely with their mentor and are supported during their initial year in the teaching profession.



<u>SUPPORT FOR LEARNING TEACHERS</u>	Mrs Ellen Johnston (working in mainstream classes) Mrs Linda Mulgrew (working in our Communications Centre)
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SUBJECT TEACHERS

P.E. Mrs Jane Milne
MUSIC Mrs Laura Owen



ACTIVE SCHOOLS COORDINATOR Mrs Elizabeth McDonald

NURSERY STAFF

NURSERY COORDINATOR TEACHER Mrs Anne Bryce
NURSERY ASSISTANT Mrs Alison Innes
NURSERY AUXILIARIES Mrs Karen Gill



SUPPORT/ANCILIARY STAFF

CLASSROOM ASSISTANTS Mrs Debra Barnard Mrs May Britosvek
Mrs Violet Fraser Mrs Susan Henderson
Mrs Anne Kay Mrs Denise McIvor
Mrs Gwen Pedder Mrs Karen Smart (am)

SUPPORT for LEARNING AUXILIARIES Mrs Susan Duncan Mrs Alyson Elder
Mrs Gabi Grant Mrs Susan Henderson
Miss Laura Grant Mrs Dianne Murray
Mrs Kim Rowley Mrs Karen Smart (pm)

CHILDREN'S SERVICES WORKER Mrs Christina Macgregor (Social Work Post)
SCHOOL AUXILIARY Mrs Susan Baldie
JANITOR Mr David McDonald
SECRETARY Mrs Liz Macdonald



INSTRUCTORS

BRASS Mr Rob Farmer
STRINGS Mr David Hay
CHANTER Miss Louise Hay



SCHOOL DOCTOR Dr Marie MacLaughlin
SCHOOL NURSE Mrs Anna Anderson



EDUCATIONAL PSYCHOLOGIST Mrs Isabel Shaver
SPEECH & LANGUAGE THERAPIST Mrs Janet Jardine



SCHOOL CHAPLAIN Mr Iain Hamilton (Nairn Old Parish Church)

School Hours

Nursery 09.15 - 11.45 or 12.45 - 15.15

P.1 to P.3 09.00 - 12.05

13.20 - 15.00

P.4 to P.7 09.00 - 12.35

13.20 - 15.00

Morning Break P.1 to P.7 - 10.30 to 10.55

Lunch P.1 to P.3 - 12.05 to 13.20

P.4 to P.7 - 12.35 to 13.20

Placing Requests

If you live outside the catchment area for Rosebank School you must initially enrol with your local school then request a place, in writing from the Area Education Manager, Mr Hector Robertson, who is based at the Area Education Office, 13 Ardross Street, Inverness. IV3 5NT. Parents/Carers who are granted a place are responsible for any transport costs.

Parents/Carers should note that having a place in Rosebank Nursery does not guarantee a place in Primary One if you reside outside the school catchment area. In a similar way, having a Primary Seven place at Rosebank does not guarantee a place at Nairn Academy if you live outside that school's catchment area.

ROSEBANK PRIMARY SCHOOL EDUCATIONAL AIMS

A good school knows what it is aiming to do.

At Rosebank School we aim to:

1. Develop our pupils as successful learners, confident individuals, effective contributors and responsible citizens through focussed planning, effective assessment, thoughtful reflection and valuable reporting.
2. Engage our pupils in the highest quality of learning with pupils and staff working together to achieve effective learning and progression.
3. Through shared values and opportunities for pupil choice, encourage our children to learn in a positive, child friendly, stimulating and caring environment.
4. Recognise children's achievements both in school and out and encourage them 'to be all they can be'
5. Foster a positive environment where all individuals feel safe, valued and confident enough to contribute and work together for the benefit of the whole school.
6. Build skills to enable all pupils and staff to work together actively to promote learning.
7. Ensure that everyone connected to the school works together to reflect, improve and respond to challenges' positively.
8. Use the expertise of other agencies to develop the learning experiences of all our children.
9. Actively involve our parents in the life of the school, involving them in school developments and activities which develop parents' support for their children.
10. Achieve successful learning for members of the whole school community by developing values, attitudes and skills which enable them to make well-informed choices and promote healthy habits.

SCOTTISH EDUCATION

What qualities do we expect and encourage in our pupils? We expect each child to have self confidence and try to encourage this.

All children are treated as individual people with views and opinions which are listened to respectfully by staff and pupils 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.

A Curriculum for Excellence

In an ever changing world, Scottish Education is constantly under review. This is a particularly exciting time within education as we are involved in a new government led initiative called **A Curriculum for Excellence**. The purpose of the programme is to improve the learning, attainment and achievement of children and young people in Scotland. It's also about ensuring that pupils achieve on a broad front, not just in terms of examinations. It is important to ensure that children and young people are acquiring the full range of skills and abilities relevant to growing, living and working in the contemporary world. They will enjoy greater choice and opportunity to help them realise their individual talents.

Four Capacities

The Curriculum for Excellence framework is based around four capacities which aim to develop your children as:

- o successful learners
- o confident individuals
- o effective contributors and
- o responsible citizens.

The Principles for Curriculum Design

There are seven key principles behind the design of the curriculum 3-18:

- o challenge and enjoyment
- o breadth
- o progression
- o depth
- o personalisation and choice
- o coherence

3-18 Curriculum Levels are set as follows:

LEVEL	Stage
Early	Pre-school and P1
First	The end of P4, but earlier for some
Second	The end of P7, but earlier for some
Third & Fourth	S1-S3, but earlier for some
Senior	S1-S4

Please note: These new levels will be phased in over the next 5 years and until June 2010 we will continue to report to parents using the 5-14 levels A→ F. (see page 14)

A Curriculum for Excellence - Curricular Areas

The curriculum areas have been reviewed and updated to emphasise the contributions they can make to developing the four capacities. The curricular areas are:

- [Sciences](#)
- [Languages](#)
- [Mathematics](#)
- [Expressive arts](#)
- [Social studies](#)
- [Technologies](#)
- [Health and wellbeing](#)
- [Religious and moral education](#)

SCIENCE

Through learning in the sciences our pupils develop their interest in and understanding of the living, material and physical world. They engage in a range of collaborative investigative tasks, which allow them to develop important skills to become creative, inventive and enterprising adults.

ENGLISH LANGUAGE - Involves pupils in TALKING, LISTENING, READING and WRITING.

Talking

Today **spoken language** is given a central place in the primary school curriculum. Speech is without doubt the most common form of communication. We no longer hold the view that children should be seen and not heard. We encourage children to talk as we believe that it is important for children to be able to 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; they are given opportunities to question other speakers and the validity of what is being said to them.

Listening

This is also important and pupils are encouraged to look for meaning in what they hear and to be critical of what is vaguely expressed. They are encouraged to hold polite conversations & discussions and are taught the techniques of good listening. Some of the classes have specially designed kits to encourage improvement in listening skills. Pupils have access to listening centres which allow groups of pupils to listen to tapes through headphones and to do some follow up work based on what is heard.

Reading

This has always been regarded as one of the most important areas of the curriculum. Last year and continuing into this one, Rosebank pupils and staff have participated in The Highland Literacy Project. This is an exciting initiative based on practice proven to be successful in equipping pupils, of all abilities, with the skills and motivation necessary to become improved and more enthusiastic readers.

In School

In P1-3 children will be practising their reading *every* day in school. Five sessions of core reading will include reading aloud for fluency and for expression, word and sound recognition, understanding and comprehension, prediction and retelling. They will be playing text related games, using the computer to practise their reading skills and embarking on a wide variety of written activities. They will be learning how to use their knowledge of phonics to decode words and will also be given opportunities to read fiction, non-fiction, plays and poetry. Furthermore, writer's craft and reading for information are studied in addition to the core reading sessions.

Moving into P4-7, children work on consolidating and improving their reading skills during three main group reading sessions per week. These sessions encourage development of the the higher order reading skills which they will need for secondary school and in later life. Specific tasks aim to help children grasp literal meaning (looking for main ideas and specific details), to read 'between the lines' (to be aware of inferences), to read 'beyond the lines' (to be able to predict what will happen next), to distinguish fact, fiction and fantasy, and to read critically and thoughtfully. They

will also be looking at the author's craft such as style, character analysis, development of settings and using this to help improve their imaginative and personal writing. They will be tackling follow up activities based on the text and will be practising their punctuation, grammar and spelling.

In addition, a further weekly whole class lesson will be focusing on either Non-Fiction or Writer's craft.

Although the children will continue to work individually and as a whole class, there will be a much greater emphasis on collaborative learning, where the pupils work in pairs and trios with the opportunity to master the role of recorder, reporter and checker.

At Home

In P1-3, whilst in the process of learning to read, children need to be given as much practice as possible. We therefore ask that you help at this crucial stage by practising what has been taught in class that day. This may include

- ✓ Reading the book **to** your child & talking about it
- ✓ Reading the book **with** your child (at the same time)
- ✓ Listening to your child read. Remember to praise them.

* **Please note** - Encouraging your child to retell the story and to talk in detail about the book are two of the most worthwhile activities a parent can do with their child at this stage.

*Most pupils in P4 - P7 no longer take their group reading books home to practise. Research has shown that by this age, children need to have a **choice** in what is read at home, how much is read as well as when and where reading takes place, otherwise there is a real danger that they may simply lose the pleasure in reading and in turn, the motivation to become a better reader. Pupils do however bring home separate books that they have chosen themselves. These will be at the same reading level as work done in class but are to be read simply for enjoyment.

In addition to their personal choice, P4 pupils have the opportunity to take home Curiosity Kits. These are non-fiction book bags which aim to rekindle an enthusiasm for reading in reluctant readers as well as for the interest of all others. Each kit includes a sack and non-fiction book with related artefact and adult magazine of similar interest. The hope is that parents/carers at home will sit with pupils and share the bag with their child.

P5 pupils have the opportunity to take home Question Quest Kits, which are interactive, non-fiction based book bags designed to share with an adult at home. Each book has four related activities: a board game, gridword, word chop and word scramble. The packs help to further develop the reading for information skills your child works on in school: locating, selecting, extracting, interpreting, evaluating and communicating their results.

At present pupils have classroom libraries however work in underway to develop a P4-7 lending library in a small room off the main hall. We also have good links with our local library and children are encouraged to make good use of this facilities in Nairn.

Writing

Written Skills, too, need to be highly developed to meet the demands of the increasingly complex society in which we live. The kind of skills that might have been enough to win success a few years ago are simply not sufficient today. 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. Our main aim is to improve the ability of children to communicate through writing.

Children, throughout the school, are taught to write in different ways for different purposes. Sometimes the writing might be for the teacher or for others in the class to read or it might be for another audience within the school. At other times children may write something for an external audience, intended to be read by someone outwith the school. At all stages writing is seen as a meaningful and purposeful activity and children are given many opportunities to practise their writing skills.

The following list indicates the scope of written work which may be asked of pupils as they progress to P7:-

1. an imaginative story within their experience eg. going on holiday
2. an imaginative story outwith their experience eg. a trip through outer space
3. a factual account about themselves and their environment
4. a factual report within their experience eg. how to make a cup of tea

5. an account of something done eg. a science experiment
6. a letter - real - thank you for invitation/for information or imaginary - friendly/business/complaint
7. filling in forms
8. a report on something seen or heard
9. plays and conversations involving direct speech
10. summaries
11. writing in character - as someone/something else
12. poetry - blank/rhyming verse
13. posters
14. writing in first/third person
15. writing in past/present/future tense
16. note taking
17. written work based on individual research on topic/project using reference material
18. redrafting their own work in order to improve it
19. extension of author's work to show understanding of author's style.

Pupils are given opportunities to write on their own and in groups. They are given time to discuss their work with others and all children are encouraged to respond positively and constructively. From the pupils' written work, teachers make assessments and look for ways of improving each child's writing. Pupils are also encouraged to assess their own work and set personal targets for their next piece of writing. Grammar and punctuation are taught selectively to suit the needs of the children. In the same way spelling is taught to suit different ability groups.

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 the child communicated his 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 s/he has written is of value and if an initial response by either a teacher or parent is "Oh, your writing is dreadful! And look at the spelling it is atrocious!" or some similarly negative comment, the child will have feeling of failure and will hardly be encouraged to improve his work. If the child is not a good speller, encourage him/her 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.

French

French is taught in Primaries 6 and 7 by Mrs Cotter, Mrs Carstiers, Mrs Dillon, Mrs Douglas & Mrs Dawson who have been trained to teach French. Whenever possible P6 and P7 Class Teachers incorporate some French into the day to day routine in class.

MATHEMATICS

Pupils enter school as active thinkers, having already experienced informally - handling objects, doing things in order, enjoying pattern. They may have some grasp of number, shape, direction and some skills in counting, measuring sorting and sharing. They are not however, conscious of mathematics as a discipline or as a discrete activity; it is embedded in their play and in everyday activities such as dressing, eating, shopping and travelling.

As they grow older, children continue to learn some of their mathematics through recreation and daily life. At school, however, teachers wish to plan pupils' experience of mathematics with specific objectives in mind. As pupils progress, they will be helped to develop increasing awareness of a range of mathematics and its applications. The problems and enquiries with which they will engage will entail working with various kinds of information, drawing graphs for example, possibly using computer software. This will often involve them in using numbers, sometimes in the form of

approximations, and applying number in money and measurement. They will need to know the properties of shapes and ways of describing movement. This should involve:

- information handling;
- number, money and measurement;
- shape, position and movement.
- problem solving and enquiry

Computers and calculators are part of the world in which we live and the school makes good use of mathematical programmes on the computer at all stages. Similarly, children have access to calculators, but in a restricted way, so as not to impede the development of the child's mental numeracy. At all stages teachers are making assessments on how well the children have understood the work involved. 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.

Parents can help in the mathematical development of their children by allowing them to use money - playing shops - allowing them to give out change, counting on to check that the correct money is given. They can allow even young children to help with cooking and baking. This will involve reading instructions, measuring out ingredients using scales, perhaps doubling or halving quantities, setting the oven to the correct temperature and timing. Children can become involved in measurement within the home if new curtains or carpets are bought. They can look at telephone bills, electricity bills, cheque books, etc. They can be encouraged to use time - looking up the newspaper to find out when the local library is open etc. They can help in the weekly shopping by considering cost as compared to quantity, etc.

EXPRESSIVE ARTS

In addition to the core subjects; an appreciable part of the school curriculum in all schools in Scotland is devoted to the expressive arts; namely music, art & design, dance and drama. These are integrated where appropriate into other areas of the curriculum and class teachers liaise with our visiting teacher of music to provide a varied experience for the pupils. Other subjects in the curriculum can be brought to life through the inclusion of Expressive Arts.

During **Music** lessons, led by our Music Teacher Mrs Owen, P4-7 children sing songs sometimes linked to a theme being studied. They may listen to music or compose their own pieces which can be performed in front of an audience. Mr Farmer, our brass instructor, and Mr Hay, our strings instructor, visit the school weekly to work with individual pupils. This instruction is paid for by parents. When places become available parents can put their children forward to be considered. Mrs Owen coaches the P6/7 choir each year. She also teaches recorder to interested pupils in P6 and P7.

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 a very good means of bringing studies to life. 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 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.

Through **Dance** learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing are core activities and taking part in dance contributes to physical education and physical activity. Pupils have the opportunity to develop a wide variety of skills: technical skills, movement, imagination and creativity as well as evaluation of their own work and that of their peers.

School Concerts take different forms at Rosebank School. At Christmas P1 pupils perform in our Nativity play. In the Spring term P7 pupils produce a musical show. The proceeds from their performance is used to finance their annual summer treat. These provide an opportunity to bring all the expressive arts together. A concert gives the children a chance to create scenery, perform songs and music, practise drama etc.

SOCIAL STUDIES

Through Social Studies our pupils develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, our pupils' experiences will be broadened using Scottish, British, European and wider context for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Our pupils learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Our social studies are organised under three main headings:

- people, past events and societies
- people, place and environment
- people in society, economy and business

As our pupils participate in social studies they will:

- develop their understanding of history, heritage, culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise
- establish firm foundations for lifelong learning and for further specialised study and careers

TECHNOLOGIES

Learning technologies enables our pupils to be informed, skilled, thoughtful, adaptable and enterprising citizens.

ICT (Information and Communication technology)

Being skilled in using ICT is essential if children and young people are to be effective contributors able to communicate and interact on a global scale. Across the curriculum, skills in ICT will be developed in the context of the learning and teaching as appropriate to your child's age and stage of development. At Rosebank School we aim to equip our pupils with the learning and employability skills required for the 21st Century.

Our overall aim of the ICT curriculum is 'to develop in young people knowledge, skills and informed attitudes in relation to information and communications technology'. In developing ICT capability pupils are encouraged to:-

- develop confidence and skills in using ICT
- make use of ICT to create and present their own material
- use ICT to collect and analyse information and to solve problems
- employ ICT to search for information and research topics
- use ICT to communicate and collaborate with others
- employ ICT to control and programme
- develop informed attitudes about ICT in society

HEALTH AND WELLBEING

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. It ensures that each child develops the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Our study of Health and Wellbeing is grouped into five categories:

- Mental, emotional, social and physical wellbeing
- Physical education, physical activity and sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

Physical Activity and Sport provides experience for the children in body and space awareness, gymnastics, apparatus work, games skills both indoors and outdoors, athletics and sporting activities. Mrs Milne, our PE Subject Teacher co-ordinates P4-7 Physical Education at Rosebank. Pupils from P4 to P7 receive instruction in swimming at Nairn Swimming Pool. The school makes a charge to cover the cost of transport to and from the pool. Teams are entered occasionally in swimming galas, football tournaments and the Highland Athletic Meeting. All activities are open to both boys and girls as Rosebank is an equal opportunities school.

RELIGIOUS AND MORAL EDUCATION

Religious Education is taught throughout the school. As we develop this area of the curriculum 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. We will encourage in our pupils sensitivity towards and tolerance of others. We will try to illustrate and use human experience to highlight the areas of life with which religion deals and to encourage children to search for truth, values and meaning in life. We wish to foster a sense of wonder of the natural world and help children consider questions about the nature and meaning of existence. We explore the ways in which Jesus is central to Christian belief and worship and give 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. Religious Education is much broader than it was a few years ago and is integrated into the curriculum as all other subjects are. Appropriate biblical stories would be included. Whatever the topic, pupils are encouraged to be actively involved as they are in all other areas of the curriculum.

As recommended in the National Guidelines, 'Religious and Moral Education 5-14', we are adapting our religious education policy. Some of the recommendations are already underway in most classes. In today's culturally diverse society, pupils come from a variety of religious backgrounds, or none. So in addition to our studies of the Christian tradition we will study the lives of people with a Jewish, Muslim, Hindu, Buddhist or Sikh background.

Parents have the right to withdraw their children from Religious Education. Any parent who wishes to do so should contact the Head Teacher who will make the necessary arrangements. Pupils who are withdrawn from R.&ME. are given alternative work to do at this time.

EARLY YEARS EDUCATION

In September 1997 Rosebank School enrolled pupils for its first Nursery Class giving parents with young children the benefit of one year of Nursery Education prior to Primary One.

Our Nursery are involved in the exciting development of Curriculum for Excellence as the initiative encompasses 3 year olds-18 year olds. Rosebank School offers places in Nursery to children who are four by the end of February in their Nursery year. The guidelines encourage children to learn through play and staff plan activities that will help each child's learning and development.

Mrs Bryce is the Nursery Coordinator Teacher for the Rosebank Cluster which includes a direct role in Rosebank Primary School and Auldearn Primary School nurseries plus an advisory role in First Steps Nursery, which meets in a building in the grounds of Rosebank School and caters for pre-school children. Although a Highland Council Partner Centre, First Steps is not managed by the school, it is commissioned to provide funded pre-school education for the three year olds in our area.

Rosebank School Nursery currently operates two sessions daily from 0915 - 11.45 and 12.45 - 1515, Monday to Friday.

Should you wish further information about our Nursery Class and Nursery Education in general we have a booklet 'Information for Parents of Nursery Children' which is available from the school office.

Information about First Steps Nursery is available from Mrs Rosalind Murdoch, telephone 0780 8504586.

SCHOOL ASSEMBLIES These are held every Wednesday in the hall, for P4-P7, and another for N-P3 on Friday. Our assemblies take a variety of forms, such as an assembly:-

- led by the Head Teacher/Depute Head Teacher to discuss issues such as "Don't Drop Litter" , "Good Manners Cost Nothing", etc;
- led by Mr Hamilton, our Chaplain, from Nairn Old Parish Church;
- discussing a festival from Christianity or another world religion;
- addressed by outside agencies such as a charity worker, policeman, etc; and,
- where Achiever Awards are given to one or two pupils per room recognising achievement and celebrating success

ASSESSMENT

Assessment for Learning (AfL) is a national initiative with representation from all parts of the Scottish education community. Here at Rosebank we are working towards becoming an AfL school therefore, learning and teaching need to be really well planned. By using formative assessment, reflective self-assessment and summative assessment - that is assessment FOR learning, assessment AS learning and assessment OF learning - as part of learning and teaching, we aim to help pupils to achieve course aims and to develop their learning and thinking skills.

Pupils are being continually assessed by their teachers in order to make sure that every child is working to his/her full potential. When planning his/her work, the class teacher takes account of individual differences and plans accordingly. S/he also keeps records of work, recording how well the children are managing the work demanded of them. Assessments must constantly be made by the teacher to ascertain the progress a child has made, to diagnose his/her difficulties, and to discover his/her capabilities, so that s/he may plan a programme for him/her which is appropriate to his needs. Pupil profiles have been devised, which will pass with the child from class to class indicating strengths and development needs (areas requiring attention in future).

As a child develops from the ages of 5 to 14 the teacher assesses the level at which the child is working in each area of the curriculum. The levels as follows will be used only until June 2010:

LEVEL A - should be attainable in the course of P1-P3 by almost all pupils.

LEVEL B - should be attainable by some pupils in P3 or even earlier, but certainly by most in P4.

LEVEL C - should be attainable in the course of P4-6 by most pupils.

LEVEL D - should be attainable by some pupils in P5-P6 or even earlier, but certainly by most in P7.

LEVEL E - should be attainable by some pupils in P7-S1 but certainly by most in S2.

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

NATIONAL ASSESSMENTS

When the teacher is confident that a group of children has attained a certain level in either Reading, Writing or Mathematics s/he will then administer a National Assessment in that area of the curriculum to check that his/her assessment has been accurate. **(Whole classes will not be given tests at one time).**

There are National Assessments for Mathematics, Reading and Writing. The assessments are "pupil-friendly" and reflect the work pupils cover in class. Usually a pupil will be tested in Mathematics, Reading and Writing just five or six times from the age of 5 (P1) to the age of 14 (S2).

The results of National Assessments will be given to parents in the pupil's report until June 2010. Beyond this date Rosebank will be working towards implementing new national assessment guidelines.

REPORTING TO PARENTS

Assessments are also necessary in order to give parents information about their child's performance in school. Reporting to parents takes place in the Summer term (June) when your child is about to pass from one class to another. This is a detailed report giving information about your child's progress in all curricular areas. Levels of attainment (A-F) for English Language and Mathematics (along with any National Assessment results), will be recorded in this pupil's report.

PARENT / TEACHER MEETINGS

In June we hold a meeting for the parents of our new P1 pupils. This gives you the opportunity to ask any questions in relation to their initial days in P1.

In October an Open Evening is held at the school. This gives your child/ren an opportunity to show you the work they have been undertaking at school. You then have the chance see examples of your child/ren's work across the curriculum and you can meet their teachers.

Later in the school year parents have the opportunity to talk to individual class teachers. This meeting is held in school in February. An appointment is made for each parent to meet with the class teacher. During the meeting (which lasts ten minutes) parents and teacher discuss the pupil's past achievements and *together* plan future action.

Since we live in an ever changing world, so the education provided for the children also requires change and updating from time to time. Parents are kept informed by fortnightly newsletters and we also like to give parents the opportunity to visit the school from time to time to hear about new innovations or to discuss with staff the school curriculum.

SUPPORT FOR LEARNING

All pupils need additional support from time to time and this is usually provided by the class teacher. Sometimes, however, class teachers require additional advice and our Support for Learning Teacher, Mrs E. Johnston, may then be involved in providing extra help or resources to support or stretch some children. When support needs cannot easily be identified, the school, with the consent of the parents, will consult other agencies such as the School Doctor, Educational Psychologist, the Speech & Language Therapist, the Occupational Therapist etc. If the needs of the child cannot be met within the class teacher's day to day planning s/he and Mrs E. Johnston may devise an Individualised Education Programme (IEP), in consultation with parents, to meet the needs of the child. Sometimes the needs of the child are such that provision may have to be made by the Authority for the appropriate education to be given.

**Mrs E. Johnston, in her role as Support for Learning Teacher works in each classroom along side the class teacher. She is involved in the teaching of children of all abilities. It is most likely that the majority of pupils will receive support for learning at some stage in their school career.*

Mrs E. Johnston consults regularly with class teachers' planning programmes of work and locates resources which can be used in class. She is an integral part of the Rosebank School teaching team.

COMMUNICATIONS CENTRE

Pupils diagnosed with social and communication difficulties have the opportunity to spend time in the Communications Centre. Mrs Mulgrew, one of our Support for Learning Teachers, works with parents and class teachers to plan and implement Individual Educational Programmes (IEPs) for such children. An IEP sets out a balance of educational activities, some in the Social and Communications Unit and others in the pupil's classroom. Mrs Mulgrew is assisted by Support for Learning Auxiliaries.

HOMEWORK

The school's policy is to provide homework which can be done in a relatively short time, and which is geared to the needs of the individual pupils. It normally acts as 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, where possible, for the completion of homework would be much appreciated. Parents are asked to sign the child's homework, this ensures that the parent is aware of the work to be done. In general, written homework should not require any parental help. It would be helpful if parents made a note at the bottom of the jotter if a child is having difficulty and help is given, so that the class teacher is made aware of difficulties encountered.

SCHOOL UNIFORM

We expect our pupils to wear some form of school uniform (either a shirt and tie or a school Sweatshirt) and we hope that parents will support us and cooperate in maintaining this standard.

We feel that school uniform is cost-effective, convenient and avoids unnecessary competition in dress. The wearing of school uniform helps to foster a sense of pride in being part of Rosebank Primary School.



School uniform consists of:

- white shirt or blouse, white T-shirt or polo shirt,
- green school sweatshirt
- green or grey cardigan or pullover,
- grey trousers/green or grey skirt or school track suit bottoms.

The school tie, green and pink diagonal stripes, is available from the school office. A white shirt or blouse with the school tie is normally worn on special occasions or if your child is representing the school by, for example, singing in the choir.

Please note that the school sweatshirt and school track suit can be worn as school uniform on any day, not just on gym days.

Your child will also need **a change of shoes** every day, with a bag in which to keep them when not in use. This need not be soft shoes or plimsolls but can be an old pair of trainers. The important point is that the children do not wear the same shoes in class as they do outside in the playground. Please note slippers are not suitable for this purpose.

We discourage the wearing of any form of jewellery, particularly ear-rings. Not only can these be dangerous during play, but if they are lost a great deal of distress and disruption is caused.

For PE lessons your child will require shorts, a school T-shirt or similar plain shirt and non-marking gym shoes.

PE is part of the curriculum offered and all children will participate in PE if they are at school. Because of the safety aspect, we cannot allow children to take PE in their outdoor shoes or socks. Long hair must be tied back. Similarly, all children must remove ear-rings and other items of jewelry before going into the gym. If you have had your daughter's or son's ears pierced please make certain that he/she can remove and insert the jewelry. If they cannot do this, please ensure that ear-rings are left at home on gym days!

Denim jeans or jackets and brand named fashion items, such as sweatshirts and jogging bottoms in bright non-school colours should not be worn to school.

Sweatshirts and jogging bottoms are available from Peter Green's, Bridgemill Direct, Nairn and Embroidery Designs, Easter Lochend, Balcroy, Nairn. The school secretary can provide order forms. Poloshirts, t-shirts and shorts in the school colours are also available from the school office.

Please ensure that all belongings, including items of clothing and all gym shoes are marked with your child's name written in permanent ink.

EQUIPMENT FOR PUPILS

Have I got ...My schoolbag?
..My gym kit?
..My packed lunch box?

The school provides most equipment but there are certain items which parents are required to provide. In particular, it is vital that each child has a sturdy schoolbag to carry reading books and other materials. Parents can also purchase from the school office a bag for gym kit. Where a child takes a packed lunch to school that should be carried in a separate strong container **with the child's name and class on it**.

As even the most expensive school paints warn that they may leave stains on clothes, please ensure your child has an old adult shirt or blouse in his or her bag and wears it when painting .

Where it is necessary for your child to take a mobile phone to school it must be handed into the school office at the beginning of the day and collected by your child from the office at the end of the day.

Items of value should not be taken to school by pupils. While staff will always be helpful to children, we can accept no responsibility for any items [e.g. watches, jewellery, game boys, toys etc] left in our care.

If an item is worth keeping, it's worth keeping it at home!

LOST PROPERTY

We have a lost property area located at the bottom of the stairs near the office. All pupils and parents are welcome to look for their misplaced belongings. Items not claimed by the end of the session are donated to charity.

TRAVEL TO SCHOOL

Children who walk to school should be instructed by parents as to a safe route which should include using the crossing patroller where appropriate. During the course of 2007 a 'Safer Routes to School' leaflet was developed by pupils, staff and road safety officials. This is now updated annually and issued to all new families; a copy can also be obtained from the school office.



Any children or parents entering the school from the High Street must enter by the steps or on the tarred footpath and not on the main entrance road which is for vehicles only. Except on medical grounds, school or First Steps parents are not permitted to use the school car park to uplift or drop off their children. For safety reasons, **the car park and entrance road are for use of staff and permit holders only**.

The town bus services are coordinated with the school opening and closing times. Staff make a point of dismissing their pupils in plenty of time to catch the bus but it is helpful if parents regularly remind their children to go directly and quickly to the bus stop after school. As the bus service is not solely for the pupils of our school, the drivers cannot be expected to wait for children who do not go to the bus smartly.

No lock, no helmet—no bike !

Those children in Primary 5 and above, who live some distance from the school, may use their bicycles but this is entirely at the discretion of their parents. It is certainly advisable that such children have successfully completed a cycling proficiency course before they venture alone on the roads. The school provide cycling proficiency training for all pupils during the course of P5. On completion of this training pupils are asked to sign an agreement stating pupils using a bicycle: **must** not ride their bike in the playground and **must** have & use both a safety helmet and a security

device to lock their bicycles on arrival at school. The school is not responsible for theft or vandalism to bicycles on the premises.

Nursery to Primary 4 pupils are also encouraged to cycle to school but this must be under adult supervision.

CARE & WELFARE

Child Protection

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

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

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. At Rosebank we operate a rolling programme to ensure all staff are trained in Child Protection. Our named Child Protection Officer is the Head Teacher, Mr Brander.

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) 703483 - Fax(01463 713237)*

Accident/Illness at School

If a child has an accident or becomes ill at school it may be necessary to take him/her to a doctor or to hospital. Every effort will be made to contact the parent so that he/she may be present. If both parents are out at work it is essential to have a works telephone number and the name of the family doctor.

If the child is feeling unwell we will normally try to send him/her home. In the event of the parent not being at home we would welcome an alternative address e.g. a relative, friend or neighbour with whom the child can be left.

It would be appreciated if parents informed the school of any change in works telephone number, family doctor etc.

We follow national health guidance on the recommended period of absence from school following illness. Below are some of the most common illnesses for your information.

ILLNESS	Recommended PERIOD OF EXCLUSION
Chickenpox	5 days from onset of rash
E coli	Until 2 negative stool samples have been confirmed
German Measles (rubella)	5 days from onset of rash
Measles	At least 5 days from onset of rash
Mumps	9 days from onset of swelling
Salmonella	Until 2 negative stool samples have been confirmed
Impetigo	Until lesions are crusted or healed
Ringworm	Until lesions are crusted or healed
Hand, foot and mouth disease	3-5 days
Vomiting	48 hours after symptoms have ceased
Diarrhoea	48 hours after symptoms have ceased
Scabies	Until the first application of treatment

Medical Inspections

The school nurse, Mrs Anna Anderson, visit the school to check on various aspects of health - eyesight, hearing etc.

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing. You need your usual shampoo, conditioner, and a detection comb - ask your local pharmacists to recommend a suitable one. Remember that you are looking for living moving lice - the only evidence that your child is infected. If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment.

For further information see: <http://www.healthscotland.com/uploads/documents/headlice.pdf> or <http://www.nits.net/bugbusting>. There are also head lice information leaflets available from school.

The **school dentist** visits also and gives treatment to those children whose parents wish it.

The speech therapist monitors the progress of pupils already referred to her and to pick up on any children found to have speech difficulties. S/he may provide programmes of therapy and parents will be informed and encouraged to engage in activities at home with the child to improve the child's speech.

Absence from School

If your child is absent from school it is helpful if you could call to inform the class teacher on the day of absence. On returning to school after an absence, each pupil **must** bring a note informing the class teacher of the reason for absence. If your child is likely to be absent for a prolonged period, (three days or more), then it is helpful to let the class teacher know. It is strongly recommended that parents should avoid withdrawing their children from school for family holidays during term time. Any such absences will be recorded as unauthorised. It would be helpful if parents could plan family holidays during the 12 weeks annual holiday allocation. Holiday dates for the next two years are available from the school.

Permission to withdraw Pupils

The Head-Teacher / Class teacher must be informed in advance, in writing, of any need to withdraw a child from school during school hours e.g. for a doctor's appointment. When collecting your child you will be asked to sign our log book at reception, and sign him / her back in when he / she returns.

SCHOOL LUNCHES



School Lunches are cooked daily on the premises; there is always variety and the quality of the meals is very good. At the time of publication the cost of a meal is £1.65. Menus are published on the school website and in a termly leaflet which is sent home in the school newsletter pack. Dinner money, for the week, should be sent to school each Monday morning to be collected by The School Meals Service. Pupils are responsible for their own money and we advise the use of a wallet/purse clearly labelled with your child's name.

Packed Lunches

Highland Council has recommendations regarding the types of containers in which packed lunches are to be carried. These recommendations were designed for the safety and protection of pupils in school. It is hoped that parents will find it convenient to support these recommendations:

- All food must be carried in a semi-rigid container with a secure lid e.g. Tupperware, ice-cream containers or similar. Containers should be clearly marked with the name of the pupil.
- Glass bottles or containers are not permitted under the Health & Safety Regulations.
- Vacuum flasks containing hot liquid are not permitted because of the danger of scalding.
- Aerated drinks in cans or bottles are not permissible because of the obvious dangers these present.
- Water beakers will be available in all dining areas.
- Packed meals must be consumed in the area allocated within the school building.
- The Authority cannot be held responsible for any loss or damage to packed meals or their containers.

We have a number of pupils who have severe allergies to nuts and we therefore ask all parents to refrain from giving their children any food containing nuts or traces of nut products.

FREE SCHOOL MEALS

Free School Meals are provided on the basis of the applicant being in receipt of Income Support or Income-Based Job Seekers Allowance. Parents who wish application forms for Free School Meals, should ask of or write directly to the Head Teacher for forms. Maximum confidentiality is exercised in dealing with applications.

BREAKFAST CLUB

Breakfast club is available in the canteen from 8am until 9am. The following items are available:

Toast with butter	10p	Cereal	10p
Fresh Fruit	15p	Fresh fruit juice	10p
Milk	10p	Milkshakes	30p

MORNING INTERVAL SNACK-A-BITES

These are available in the canteen from 10.30 - 10.50.

The current prices are:

Toast	15p
Fresh Fruit	15p
Fresh fruit juice	25p
Milk	15p
Milkshake	30p



'OPEN DOOR' POLICY TO PARENTS

We like to operate an 'Open Door' policy here at Rosebank Primary School. Parents are always welcome to call in whether it is to speak to a member of the management team or teaching staff. Please be advised it may be necessary to make an appointment due to class commitment. However, parents can be assured one will be made as soon as possible for both parties.

Any problems or complaints should be discussed in the first instance with your child's class teacher. If you are unsatisfied with the outcome following your discussion with the class teacher you are then welcome to make an appointment to see the manager who is the named person for your child's class.

The Head Teacher is most willing to consider any requests or suggestions for liaison with parents. If you feel you have a special skill or interest which might support curricular or extra-curricular activities, you are most cordially invited to contact the Head Teacher with a view to further discussion.

Getting it Right for Every Child (GIRFEC)

Everyone has the right to life, to be heard, to feel safe, to an education, to be listened to and to be included, but sometimes things go wrong and young people can be deprived of these basic rights. *Getting It right for every child* is about ensuring the wellbeing of **every** child and young person in Scotland. Through the *Getting it right for every child* programme children and their carers are central to the process of finding solutions and having their needs met. Everyone working with children is expected to use a constant, fair approach, actively sharing information to agreed protocols and working together to improve outcomes for children. Everyone needs to be clear about their personal responsibility to do the right thing for each child. Parents and children, together with schools, professionals and others working with young people will benefit from an approach which results in the development of one plan to meet all the child's or young person's needs.

The desired national outcomes for children and young people, from the Curriculum for Excellence, are that all children can be: **Confident Individuals** **Effective Contributors**
Responsible Citizens **Successful Learners**

To achieve this all children need to be **Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included.**

These are known as the 'wellbeing indicators' and are remembered by the acronym **S.H.A.N.A.R.I.**

The *Getting it right for every child* programme will be operating throughout the Highland area by March 2009. It will affect the working practices of all Integrated Children's Services (Health, Education, Social Work, Police, Children's Reporter and Voluntary Agencies) who work with children and families, including services to adults who are also parents.

The current responsibility to act if a child is at risk of harm does not change. However, there is now a wider responsibility to consider a child's wellbeing across the S.H.A.N.A.R.I. spectrum by everyone involved with children and young people.

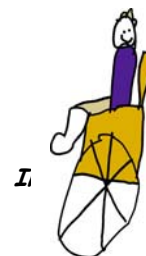
Each child or young person will have a Named Person in universal services (health and education) who is the point of contact for the child, parents, professionals and the community. This will be the midwife for the first few days of life followed by the family Health Visitor for pre-school children. The Head Teacher or member of the management team will take over as Named Person on starting primary school and a designated person, i.e. the Depute HT or a Principal Teacher with a Pastoral/Support role within the school for Secondary stage pupils. Each school will make its own arrangements for appointing a Named Person for every child or young person taking account the skills and experience of staff, size and location of the school. Children, young people, parents and carers should have clear information from the school about who is their child's Named Person.

In partnership with parents, child and, with consent, the Named Person will consider what additional support is needed to meet the child's needs. If there is a risk of harm to a child, information will be shared without seeking consent following Child Protection Guidelines.

Where a child's support needs require different agencies to work together, a Child's Plan will be developed. At this stage a Lead Professional will ensure the Child's Plan meets the identified needs and everyone is doing what they agreed. It must be clear to all involved in the Child's Plan what actions are to be taken and by whom, the desired outcomes for the child and the arrangements for reviewing the plan. This may be as simple as a particular strategy to ensure a child's inclusion in certain activities to a plan addressing more complex needs.

The Lead Professional will ensure the active involvement of a child and family and ensure the Child's Plan is reviewed with progress and challenges noted. Partners contributing to the plan may be asked to contribute to this review.

More information about the *Getting it right for every child* policy and practice can be found at the website: www.hvfc.org.uk/gir or to contact direct: E-mail: GIRFEC@highland.gov.uk





PARENTS AS PARTNERS IN THEIR CHILDREN'S LEARNING - Parent Council

We have established our Parent Council in line with the new Scottish Schools (Parent Involvement) Act 2006. We are pleased to say we have a very interested and active group who are working on ways to improve parental involvement as well as support school progress and school events. Here are our members:

Chair: Pauline Barron, **Treasurers:** Gordon Barron & Lorraine Mallinson **Adviser to Parent Council:** James Brander, **Parent Members:** Joanne Bain, Debra Barnard, Neil Clelland, Wendy Gibson, Anni Jones, Wendy MacIntosh, Cindy Milne, Rachel Provan, Christine Spreiter and Ailsa Young. **Staff Members:** Mr David McDonald (Janitor) and a rota of attending class teachers, **Local Council Representative:** Mr Graham Marsden

HELPERS IN SCHOOL

Parents are involved in the school life in various ways. They often provide help with supervision of children at events such as basketball matches, football matches and environmental studies trips.

Parent helpers can play a part in and out of the classroom. If you are interested in giving up some of your time to help within the school watch out for appeals for helpers in our newsletters, or contact the school office.

EXTRA CURRICULAR ACTIVITIES - P7 Trip To Loch Insh

This is an annual residential event, taking place in June. P7 pupils, have the opportunity to spend five days at the Loch Insh Watersports Centre (near Kincaig) accompanied by staff. The pupils have a chance to try windsurfing, canoeing, kayaking, hillwalking, dry slope ski-ing, mountain biking, archery and many more exciting activities. All of these activities are led by experienced and well trained instructors.

Active Schools Coordinator/Extra Curricular Activities

Our active Schools Coordinator has organised a wide variety of after school clubs. E.g. cheerleading, athletics, hip-hop dance etc. for more information contact our Active Schools Co-ordinator 07795060870 or visit the school website: www.rosebank.highland.sch.uk

Additional Extra Curricular Activities

In addition to clubs organised through the Active Schools Coordinator the school are host to number of events such as weekly violin and guitar tuition, brownies, tae-kwon-doh etc. For details contact Mrs Macdonald, our School Secretary.

TRANSFER TO SECONDARY EDUCATION

Pupils will normally transfer to Nairn Academy. Enquiries should be directed to - Mrs Julie Macdonald, Rector, Nairn Academy, Duncan Drive, Nairn, IV12 4RD. Tel: 01667 453700

A close liaison exists between Nairn Academy and its associated primary schools and regular meetings take place to discuss matters concerning us all. Throughout the year, Academy staff and Primary Head Teachers work closely together to ensure continuity of education by providing adequate information about our pupils in Primary 7 at the transfer stage.

In the Spring and Summer terms, English, Mathematics and Support for Learning Staff from the Academy visit the school for discussion, observation and assessment which will highlight pupils likely to have support needs in the secondary school.

In June there is a two day visit to the Academy by the P7 Teachers and P7 pupils.

The children enjoy this visit and feel rather more confident about the next stage of their school career when the visit is completed.

Parents of P7 children meet with Depute Heads from the Academy at Nairn Academy during the spring term and later in the Academy at a Parents' Evening at the same time as the pupil visits; this gives the parents an opportunity to see the buildings and have any questions answered.

From a social point of view pupils have the opportunity to meet with P7 pupils from the other Nairn primary schools at a variety of events: Christmas celebrations, Hawaiian disco and Active Team sports day.

Pupils with additional support needs can have extra visits arranged with a view to improving their transition in light of their specific requirements.

SCHOOL HOLIDAYS 2009 - 2010

New Year 2010:	Re-open:	Monday, 11 th January 2010
February 2010:	Close on:	Thursday, 11 th February 2010 (Tues 16 th February and Wed 17 th Feb are In-Service Days for Staff)
	Re-open:	Thursday, 18 th February 2010
Easter 2010:	Close on:	Friday, 26 th March 2010
	Re-open:	Monday, 12 th April 2010
May Holiday 2010:	Closed:	Monday, 3 th May 2010
Summer 2010:	Close on:	Friday, 2 nd July 2010
	Re-open:	Tuesday, 17 th August 2010 (Monday, 16 th August is an Inservice Day for Staff)

SCHOOL HOLIDAYS 2010-2011

Please note: In-Service training days have yet to be allocated for this session.

School Starts:		Tuesday, 17 th August 2010 (Monday, 16 th August is an Inservice Day for Staff)
October Holidays	Close on:	Friday, 8 th October 2010
	Re-open:	Monday, 25 th October 2010
Xmas Holiday:	Close on:	Thursday 23 rd December 2010
	Re-open:	Monday 10 th January 2011
February Long Weekend	Close on:	Thursday 10 February 2011
	Re-open:	Tuesday 15 th February 2011
May Day	Close on:	Friday 29 April 2011
	Reopen:	Tuesday 3 rd May 2011
Easter Holiday	Close on:	Friday 8 th April 2011
	Re-open:	Tuesday 26 th April 2011
Summer Holiday:	Close on:	Friday, 1 st July 2011
	Re-open:	Tuesday, 16 th August 2011 (Monday, 15 th August is an Inservice Day for Staff)

INFORMATION FOR PARENTS 2009 PRIMARY SCHOOLS

School: Rosebank School	Id No.: 270 - 5153220
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Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	401
Total School Running Costs at April 2009 (£)	1,195,458
Cost per Pupil (£)	2,981

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

Attendance And Absence For School Year 2008/2009

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	18,064	19,374	17,368	23,516	21,922	24,146	21,876	146,266
Percentage Authorised Absences	4.6	5.4	3.3	4.4	4.1	3.5	2.9	4
Percentage Unauthorised Absences	0.2	0.4	0.4	0.5	0.7	0.4	0.4	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 (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	17.6	16.9

INFORMATION FOR PARENTS 2009 PRIMARY SCHOOLS

Education Authority: Highland

Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	16,954
Total School Running Costs at April 2009 (£)	65,492,706
Cost per Pupil (£)	3,863

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

Attendance And Absence For School Year 2008/2009

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	834,249	840,416	874,520	906,856	888,768	1,008,417	978,095	6,331,321
Percentage Authorised Absences	4.6	4.3	3.9	3.9	3.9	4.0	4.0	4.1
Percentage Unauthorised Absences	0.5	0.6	0.5	0.5	0.5	0.5	0.5	0.5

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 (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	17.1	17.5

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 2009 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	368,411
Total School Running Costs at April 2009 (£)	1,454,313,470
Cost per Pupil (£)	3,948

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

Attendance And Absence For School Year 2008/2009

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance (Pupil Half Days)	18,770,340	18,657,477	18,947,576	19,308,118	19,728,279	20,392,937	20,734,700	136,539,427
Percentage Authorised Absences	4.1	4.0	3.7	3.6	3.7	3.7	3.7	3.8
Percentage Unauthorised Absences	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Key to symbols:

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- 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 (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	18.6	18.3

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.

