



ROSEHALL PRIMARY SCHOOL

School Handbook

2024/25

Our address is:

Rosehall Primary School
Rosehall
Sutherland
IV27 4EU
<https://rosehallprimary.wordpress.com>

We can be contacted on:

Tel: 01549 441214
Email: rosehall.primary@highland.gov.uk

Dear Parents/Carers,

This handbook has been planned to give a comprehensive description of the educational provision at Rosehall Primary School and to provide any information required for the welfare of your child.

At our school, we respect each other and value everyone's contributions and qualities. We include everyone in our school and listen to what they have to say, encouraging them at all times. We aim to move forward in a positive way, striving to do the best we can.

We have an open-door policy and if you need to speak with either our class teacher or myself please contact school. If we are unable to speak with you immediately, we shall respond to you as quickly as possible.

We greatly value the support from all our parents, and enjoy working in partnership with you, to provide positive learning experiences for our pupils.

We actively encourage parents to join in with as many areas of school life as they can. If you are interested in coming in to help, in any way, please contact the school.

Please do not hesitate to contact us at the school should you require any further information.

Kind Regards,

Miss Lesley Morrison
Cluster Head Teacher

Vision Statement

OUR SCHOOL VISION:

Together we will:

- have big dreams and take small steps
- create respectful and responsible citizens
- develop a passion for learning

OUR SCHOOL AIMS:

We aim for all children to:

- Be who they are; equal and unique
- Become resilient
- Try their best
- Never forget the power of YET
- Respectfully share ideas thoughts and opinions
- Be honest and fair
- Be sensible and responsible
- Take care of each other; being kind and friendly
- Be prepared for life

SCHOOL VALUES:

RESPECT YOURSELF – listen to your heart, look at yourself, be happy, care for your body and mind

RESPECT EACH OTHER – listen, treat others how you want to be treated, be honest and kind

RESPECT LEARNING – knowledge; to know or find out and to succeed

Introduction

Rosehall Primary School is situated two miles east of the village of Rosehall in a rural location. The school is part of a cluster school arrangement, sharing a Head Teacher with Lairg Primary School, which is situated 8 miles away.

Rosehall School is ideally situated for our outdoor learning curriculum. Our outdoor environment offers us massive potential for fostering learning and enhancing experiences for all our pupils.

The school has three class size rooms. One is currently used as the classroom. The other rooms comprise of a GP room and an office/staffroom space. There are pupil toilets and a cloakroom area. There is a separate staff toilet.

The school has a kitchen facility, but this has been mothballed due to numbers. Our pupils are therefore required to take a packed lunch with them to school each day. We use our village hall for PE and other curricular activities, which require a bigger space. We have a fantastic playground area for the pupils to access at all times.

There is currently no nursery at Rosehall Primary School. Any parents wishing to enrol their child in nursery should contact Lairg Primary School.

Being ready for school

Please help to ensure that your child is in the right frame of mind and is ready to learn by ensuring that:

- Your child has a good night's sleep.
- Your child has a healthy breakfast.
- Your child has brought everything they need to school.
- Your child knows you are interested in what they are learning.
- You support your child with homework by finding time to be together in a quiet place with the television turned off.
- Your child attends regularly and is on time.
- Your child and staff know who will be collecting him/her.

Promoting Positive Behaviour

School rules are made for the safety of pupils and discipline exists in the school to ensure that pupils learn in a positive atmosphere. Rules are made through discussion with the pupils and are based on praise and encouragement. Self-discipline and co-operation are encouraged and also the development of a caring attitude towards others. Good behaviour is acknowledged through our Golden Time system. Sanctions for unacceptable behaviour include missing golden time, time out and detention. Where there is a constant problem, parents will be involved in an interview with the pupil, Head Teacher and outside agencies if appropriate.

School Rules

1. Children must stay within the bounds of the playground at all times during the day.
2. Footwear should be changed when indoors if dirty.
3. Valuables should not be brought to school, as we cannot accept responsibility for them.
4. All school property (i.e., buildings, furniture, books and equipment) must be properly cared for.
5. School must be contacted if the child has been absent from school. This is requested by Highland Council to check on unauthorised absence and truancy.
6. Litter should be put into the bins.
7. There will be no swearing. Offenders will be reported to parents.
8. Violence and bullying will not be tolerated. An Anti- Bullying Policy has been created by pupils, parents and staff.

Positive Relationships

We hope that all our children have positive relationships; however, most children argue and fall out with friends as part of the growing up process. Very occasionally, a child can take matters further and be very mean to others. We do not tolerate bullying in any form and work in line with Highland Council procedures. Should you believe that your child is being bullied at school, please inform staff immediately so that we can investigate any complaints fully.

The HC procedures can be viewed at-

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

School Improvement

We are proud of our achievements and share them regularly with you on Seesaw and on the school website. For more detailed information, a copy our current Standards and Quality report which celebrates our successes and progress from last session and includes our priorities for the future, after consultation with pupils, parents, staff and the wider community can be requested from school. A School Improvement Plan has been written. A copy of this plan can be seen in school. The plan is regularly reviewed and updated when necessary, at the end of the academic year.

In June 2017, a team of inspectors from Education Scotland visited Rosehall Primary School. During our visit, we talked to parents/carers and young people and worked closely with the head teacher and staff. They gathered evidence to evaluate the quality of leadership and management, learning provision and children's successes and achievements.

The inspection team found the following strengths in the school's work:

- Friendly, polite children with exemplary behaviour who are very enthusiastic and engaged in their learning.
- The improving quality of teaching and learning. Children engage very well in their learning and benefit from the creative experiences provided by staff.
- The quality of relationships between staff, children and parents. Staff know their children very well and have cultivated a nurturing ethos across the whole school community.
- Children's achievement in music including Gaelic music.

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=4222>

Pupil Power and Voice

Children are at the heart of Rosehall Primary School. We believe that it is important they have their say in school matters. We include their views on what they would like to learn about and how they would like to learn. Each child is given a role in school.

Rights Respecting Schools – Whole school group

Eco Committee – working on ‘eco’ issues in and around school and in the local community.

JRSO - Junior Road Safety Officers, encouraging others to use roads safely.

Pupil Council- Meeting to offer opinions on how school can be improved e.g., work on the Golden Rules, themes in learning and lots more!

Digital Leaders- Internet Safety and helping digitally in class.

Play Leaders-Organising sports and games within the school.

Staff at Rosehall Primary

Head Teacher: Miss Lesley Morrison

Class Teacher Ms Sheila Lall (maternity cover)
Mrs Sharon Singer (PT)
Miss Keira MacNeill

Clerical Assistant: Mrs Sarah Forrest

Pupil Support Assistant Mrs Elinor Vinni, Orla O’Reilly

Facilities Assistant Ms Alison Young

Support for Learning Teacher

Mr Keith Whitehead

Instrumental Instructors

Mr Cameron MacDougal (Piping)

Mr Dominic Adams (violin)

School Information

Denominational Status: Multi denominational – this means that children of any religion or cultural background may enrol.

Associated Secondary School: Golspie High School

Stages: P1 to P7 Present roll: 8
Nursery Currently no nursery at Rosehall. All nursery pupils enrol at Lairg Primary Nursery.

School hours:

Schools begins	9am
Morning break	10.45am – 11am
Lunch break	12.30 – 1.15 pm
School finishes	3.00pm

Involvement in the local and wider community

School encourages links with the local community e.g., a project with the Active Sports Coordinator, taking photographs with the Countryside Ranger, visiting the local woods, working with East Sutherland Rotary Club. We welcome opportunities to further strengthen links with local groups.

Rosehall Primary School socialises with other schools in the area. Pupils and staff in neighbouring schools often work together, particularly on special events such as Sports Relief and Children in Need.

Parents/Carers as Partners

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings
- Progress checks
- Target Setting
- Information on school website

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning. The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress. Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums. con is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting: Sarah Forrest. Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parent zone: <https://education.gov.scot/parentzone/>

Standards and Quality Report

Our current Standards and Quality report which celebrates our successes and progress from 2019-2020 and includes our priorities for the future, after consultation with pupils, parents, staff and the wider community. The Standards and Quality Report is available to parents: the full document can be found online through the Highland Council or requested from the school.

School Improvement Plan

1. Health and wellbeing
2. Learning, teaching and assessment

Please contact the school for a copy of this.

Attendance

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence,

What to do if your child is ill:

If your child cannot attend school for any reason, we would ask that you adopt the following procedures:

- Please telephone the school, **on the first day of the absence**, giving the reason. In the unlikely situation that it is not possible to telephone, or send a message, please send a note when your child returns to school.
- If your child is receiving treatment from a doctor or dentist and needs time out of school, please let the class teacher know (preferably in writing) the previous day. **Please make routine appointments for after school or in the holidays.**
- Please keep children at home for 48hrs after the last bout of sickness or diarrhoea.

School does monitor your child's attendance. We actively support parents and carers who may be experiencing difficulties at home which are impacting on bringing their child to school. If your child's attendance drops significantly, you will be contacted by school to arrange an appointment with Miss Morrison.

Parents are asked to note that should a child regularly be absent from school without such notification, the school is required to forward relevant details to the Area Education Manager once parents have been notified that such action is deemed necessary.

Lateness

It is very important that your child arrives at school on time each day. Children who frequently arrive late feel rushed and different from everyone else; this often makes them feel uncomfortable. Children need all the help they can have to feel confident and successful. A calm start to the day really does give children the best start every day.

If a pupil needs to leave during the school day for an appointment, pupils need to bring with them a note from a parent or guardian. Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the school day, parents or guardians are contacted for them to collect their child. It is therefore essential that we have up to date, daytime contact numbers and emergency contact numbers for all pupils.

Requests for Holiday Leave

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience.
- will result in a pressure to 'catch up' on missed work by pupils.
- could result in pupils missing assessments with consequential impact on pupils and teachers.
- could result in the loss of curricular activities.
- will affect school attendance records and efforts to raise standards of attendance.
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering.

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

Uniform

Pupils are encouraged to be clean and tidily dressed. There is a school uniform which all pupils are required to wear every day. Blue sweatshirts and white polo shirts with the school badge are available to purchase online from www.highland-embroidery.co.uk

• School trousers and/or skirts complete the uniform. The wearing of school uniform is encouraged as it helps the children identify with and feel proud of the school.

A P.E. kit of gym shoes, shorts and T-shirt is required every P.E. day, which will be intimated at the start of each session. Pupils must also have a change of shoes for indoor wear. Painting covers (old shirts or aprons) are requested for art lessons.

All clothing MUST be clearly labelled with the pupil's name.

Transport

Transport to and from school is provided for pupils under eight years of age who live more than two miles from the school and for those over eight years of age who live more than three miles away. Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live out with the school catchment area and their parents wish them to attend Rosehall Primary School, they can contact Lesley Morrison: 01549 441214 to arrange a visit.

At the end of the day in order to keep your child safe, those pupils in P1-3 will only be released from class into the care of a bone-fide adult. Please inform school in good time if another adult or young person is collecting your child. If there are any difficulties, please speak to the school.

School Meals

There are currently no school meals provided at Rosehall Primary. The lunch time for all children in full time school is at 12-30pm – 1-15pm. There is no canteen facility for children at lunch time. Your child will need a packed lunch. You should provide a balanced meal with a drink. Bars of chocolate, sweets and fizzy drinks are not allowed. Currently there is a nationwide initiative to provide all P1-4 children with a free hot meal each day. As there are no canteen facilities at Rosehall, parents of children in P1-4 can now claim funding in respect of this. Please contact the school office for more details.

When the children are visiting other schools in the area which serve meals, they may take advantage of the facilities there in the canteen. Hot, two course meals with a choice of main course are served. Children, whose parents are in receipt of Income Support, may be entitled to a free meal.

Application forms are available from the HC website. <http://www.highland.gov.uk/schoolmeals>

Drinks

Water is available to all children throughout the school day. Children are encouraged to drink water throughout the day to keep well hydrated. This will support their learning and helping them to be alert and able to concentrate. The bottles stay in school and are cleaned and refreshed daily.

Keeping Safe and Healthy

Health Care

Our policies ensure the health and safety of the children at all times. Parents are kept informed by the class teacher of any problems which have arisen during the day and are telephoned in the case of more serious accidents or illness. All accidents are recorded. Parents are notified of any serious incidents and those involving a knock to a child's head.

Head lice

Head lice is a problem in most schools. Please check your child's hair regularly and inform the teacher if you have found live lice. School will then inform the other parents of children in that class to be extra vigilant – no child will be named. Current health advice for dealing with the problem is to apply conditioner to wet hair and use special "nit" comb to comb sections of hair at a time. If you have found lice, this needs to be done regularly for 2 weeks. You will also need to check all other members of the family. Wash all bedding.

Health Care

The Health Service carries out health checks all pupils in P1 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 must 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.

Occasionally a child has a bump or a graze from an accident. Small accidents are treated in school but for more serious injuries the parent informed immediately and /or paramedics called. School will only deal with minor cuts and bruises; these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you provided will always be contacted and you will be advised to collect your child from school.

Please ensure that the school has up-to-date emergency contact details at all times. If this is a mobile phone number, this must be kept switched on or regularly checked.

Medication

Non-prescribed medicines will not be administered by staff in schools under any circumstances. Apart from very exceptional circumstances, parents should plan medication timings out with school hours or are able to come to school during the school day to administer prescribed medication. Medicines that are prescribed will only be administered on the basis of an individual health care plan

or where agreement is given for specific written instructions provided by the medical practitioner, pharmacist or optometrist or another prescriber. Verbal instructions will not be accepted.

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

Getting Started

We follow the Highland Council's admissions policy. All enrolment is now done online at:

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school

Enrolment dates for starting P1 in August and for Nursery enrolment can be found on the above link also.

Equality and Inclusion

Our policy on Equality & Diversity can be found at:

https://lairgprimary.files.wordpress.com/2019/01/lairg-rosehall-promoting_diversity_and_equality_policy_.pdf

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

For further information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

Exclusion

Should a child's behaviour be considered to put the safety of other pupils or staff at risk then school will follow the Highland Council's Exclusion Policy: -

https://www.highland.gov.uk/downloads/file/212/exclusion_policy

Bullying

Highland Council Policy on Bullying and Positive Relationships can be found here:

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Transitions

Transitions from Nursery to P1 and P7 to secondary school are made as smooth as possible through our transition programmes. Pupils are given opportunities to visit schools and work on transition projects within their new school setting.

Request for transfer to Secondary Schools out with our catchment area must be made to the **Area Education and Learning Manager (North Area), Education Offices, Drummuie, Golspie Tel. 01408 635338**. Placing requests are made online at:

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Moving On

The majority of our pupil's will transfer to Golspie High School at the end of Primary 7. There is a transition programme for children in P7 to prepare them for secondary education. Staff from the high school visits our school to get to know the children, and staff at Rosehall work closely with staff throughout the year to ensure that pupils have a smooth transition to S1. The children have opportunities throughout their time in later primary classes to attend events are held at Golspie High School. This helps pupils to become familiar with their surroundings when they move to S1.

Please contact Golspie High School for further information on secondary education: -

Headteacher: Mr Mark Evans

Email: golspie.high@highland.gov.uk

Alternative visit Golspie High School's website for further information: -

<https://www.golspiehigh.org.uk/>

School Placing Requests - Parental choice.

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the:

Area Education & Learning Manager, Education Offices, Drumbuie, GOLSPIE. Tel. 01408 635338.
Placing request forms can be obtained from

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live out with the school catchment area and their parents wish them to attend Rosehall Primary School, they can contact the school Office (01549 441 214) to arrange a visit.

Getting It Right for Every Child

We work within the Scottish Government's guidelines on '**Getting It Right for Every Child**' (GIRFEC) to support children and their families to ensure children are: -

Safe... protected from abuse, neglect or harm.

Healthy... experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices.

Achieving... receiving support and guidance in their learning – boosting their skills, confidence and self-esteem

Nurtured... having a nurturing and stimulating place to live and grow.

Active... having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future.

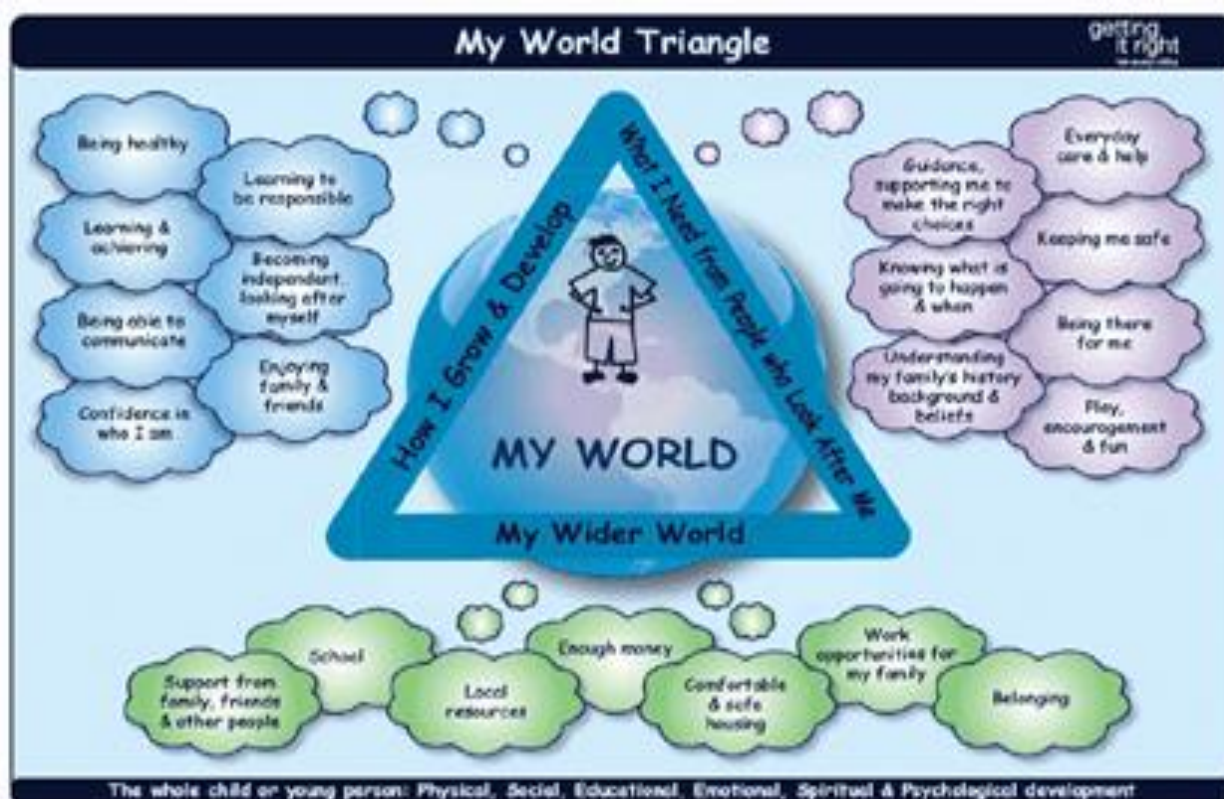
Respected... to be given a voice and involved in the decisions that affect their wellbeing.

Responsible... taking an active role within their schools and communities.

Included... getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn.

More information on GIRFEC can be found at:

<http://www.scotland.gov.uk/Resource/0039/00394308.pdf>



Protection of Children

Rosehall Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The Cluster policy on Child Protection can be found at:

<https://lairprimary.files.wordpress.com/2019/01/cluster-cp-policy-jan-2019.pdf>

Each child in Highland has a **Named Person** who supports each child to achieve and thrive. For P1 to P7 at Rosehall Primary this is **Miss L Morrison**. 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.

Copies of child protection policy guidelines are available from school or at:

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Ongoing support arrangements for pupils including pastoral support arrangements.

<http://forhighlandchildren.org/>

Being a Digital Citizen

Children at a young age, now use tablets, mobiles and laptops/Chromebooks on a daily basis. We are very conscious of the need to educate our children to use IT appropriately. Usage of IT in school is monitored carefully and filters are used via Highland Council procedures and policies. We also understand it is important to support parents to keep their children safe in this ever-increasing world of social media and the internet.

Mobile phones and tablets etc. from home should not be brought to school.

If a child does bring a device to school, it will be placed safely in the school office until home time and will not be allowed to be used.

More support for parents can be found at:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

<https://kidscape.org.uk/advice/advice-for-parents-and-carers/internet-safety-and-online-risk/>

<https://www.saferinternet.org.uk/>

Supporting children

Class/Subject teachers, in conjunction with **Additional Support Needs** Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met,

If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

If you have a concern about your child in primary school, please contact your child's class teacher in the first instance or the 'named person', who will usually be the head teacher.

At Rosehall Primary the named person is, Miss L Morrison, Head Teacher.

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school. Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress. Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning.

They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would always be involved in discussions beforehand, and this step would only be taken with full consent from parents and (where appropriate) the pupil themselves.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed or will want to talk to someone out with the

school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance.

If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

<http://www.highland.gov.uk/info/886/schools - additional support needs/1/support for learners>

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at:

<http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning>

There are also Information sheets available at: <https://www.thrivingfamilies.org.uk/>

The following organisations provide advice, further information and support to parents of children and young people with ASN:

- a) Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- (b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- (c) [Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children
- (d) [Scottish Child Law Centre](#), an organisation providing free legal advice to young people

Information about the 2009 Additional Support for Learning Act

2009 Additional Support for Learning Act:

<http://www.legislation.gov.uk/asp/2009/7/contents>

Getting Involved

All parents automatically become members of the Parent Council when their child starts school. Some parents choose to be active members and become involved in supporting the school with things such as fundraising and other local community events. Meetings are held regularly to plan events and to discuss aspects of school life so that parents' views are included in the school's evaluation of how it can improve further.

Parent Council meetings are held once a term and any issues you wish raised at them should be passed to either the Chair or the Secretary, who will arrange to have them added to the agenda. Parent representatives are elected at the beginning of every new school year and detailed in our monthly newsletters. New members are always welcome at any time.

Complaints and Requests for Service

If a parent has any concerns they should contact their child's Named Person in the first instance, Lesley Morrison.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the **Area Education and Learning Manager (North Area), Education Offices, Drummie, GOLSPIE Tel. 01408 635338**

Please note that transport is not a school responsibility, and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk

ParentLine is Scotland's free helpline, email and web-chat service, for anyone caring for or concerned about a child - open until 9pm Monday to Friday.

Call free: 08000 28 22 33

Email: parentlinescotland@children1st.org.uk

Text-chat: 07860 022844 (standard network charges apply)

Opening Times: Mon-Fri 9am-9pm

<https://www.children1st.org.uk/help-for-families/parentline-scotland/>

When we get it Right

If you are happy with the school, please tell a member of staff. It is good to know when we have got it right!



School Closures

We try to keep school open as much as we possibly can when we have adverse weather, a power cut or problems with fuel supplies. Occasionally it is necessary to close school early or not to open school on a particular day for safety reasons. It is usually possible to give advance warning to parents of early closing. In some circumstances such as power failure this may not be possible, and parents are asked to ensure that pupils know what to do and where to go if dismissed early from school. We shall contact you or your alternative emergency contact number if we need to close school.

It is crucial therefore that emergency contact numbers are kept up to-date.

Parents are notified each winter of action to be taken in the event of adverse weather. To enquire about school closures in such times :-

- Please telephone Highland Council messaging service **0800 564 2272**
- Enter school's own pin number when prompted **042890**
- **Press option 1 to hear the adverse weather message to find out if school is open or closed**

You can also find information on Highland Council's website:

<http://www.highland.gov.uk/schoolclosures>

Listen to Moray Firth Radio

<http://www.mfr.co.uk>

The Curriculum

Curriculum for Excellence is the curriculum that is taught in all Scottish schools. The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. These are summed up in the detailed wording of 'Four Capacities'.

Successful learners

With

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement.
- Openness to new thinking and ideas

And able to

- Use literacy, communication and numeracy skills.
- Use technology for learning.
- Think creatively and independently.
- Learn independently and as part of a group.
- Make reasoned evaluations.
- Link and apply different kinds of learning in new situations.

Confident individuals

With

- Self-respect
- A sense of physical, mental and emotional wellbeing
- Secure values and beliefs
- Ambition

And able to

- Relate to others and manage themselves.
- Pursue a healthy lifestyle.
- Be self-aware.
- Develop and communicate their own beliefs and view of the world.
- Live as independently as they can
- Assess risk and take informed decisions.
- Achieve success in different areas of activity.

Responsible citizens

With

- Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life.

And able to

- Develop knowledge and understanding of the world and Scotland's place in it.
- Understand different beliefs and cultures.
- Make informed choices and decisions.
- Evaluate environmental, scientific and technological issues.
- Develop informed, ethical views of complex issues.

Effective contributors

With

- An enterprising attitude
- Resilience
- Self-reliance

And able to

- Communicate in different ways and in different settings.
- Work in partnership and in teams
- Take the initiative and lead.
- Apply critical thinking in new contexts.
- Create and develop.
- Solve problems.

Lessons are carefully planned to ensure that the four capacities are taught through a series of experiences. Planning also considers what is to be achieved as outcomes from the learning.

Experiences' and 'Outcomes' are taught through eight curriculum areas: -

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

A majority of lessons are taught through 'interdisciplinary learning' e.g., a class might study a topic on 'The Rain Forest' which incorporates a series of lessons where the majority of the eight curriculum areas are taught over a number of weeks, at the heart of which is Literacy and Numeracy, along with Health and Wellbeing. Topics are planned with children so that lessons incorporate children's interests as well as making sure all curriculum areas are covered within a school year. There are also specific subject lessons to teach key skills.

More information about Curriculum for Excellence can be found at:

<https://education.gov.scot/curriculum-for-excellence/>

National websites for some of this information including Education Scotland e.g., Parentzone:

<https://education.gov.scot/parentzone/>

Curriculum for Excellence (CfE) Levels of Achievement

Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4 but, earlier or later for some
Second	To the end of P7 but, earlier or later for some
Third and Fourth	S1 – S3 but earlier for some The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.
Senior Phase	S4 to S6 and college or other means of study

Literacy and Languages

Literacy and Languages comprises of:

- Reading
- Writing
- Talking and Listening
- Modern Languages

Reading

We use strategies from the Highland Literacy Project (HLP) to develop the basic skills of word recognition and comprehension, foster a love of reading and develop the ability to read for information or to follow instructions and become aware of the purposes of reading.

We endeavour to give the children as wide an experience of books/reading materials as possible through a variety of resources. Each child is supported to learn to read with fluency, accuracy and understanding of material appropriate to their age and personal interest. They are initially taught to read by using ‘synthetic phonics’ – learning the sounds that letters and groups of letters make and then building words by the sounds they see, e.g. c a t, sh i p, t i.e.. They are also taught words that do not follow phonetic patterns. We call these words ‘tricky words’ and teach them individually.

Writing

We use strategies from “Big Writing” and “Talk for Writing” to develop the necessary skills of writing, including grammar, punctuation and neat handwriting. They are supported to learn the craft of writing for a variety of reasons and for a variety of audiences and to have a wide and varied vocabulary which can be used in discussion and in written communication. Spelling is given importance and both common spelling patterns and tricky words are taught in a variety of ways both formally and informally. Initially phonics are used to build and break words down into sounds. Then spelling patterns are taught along with tricky words.

The types of writing we teach are:

- Functional / Personal writing

E.g., instructions, recount, letter, diary entry, explanation, newspaper report/journalistic writing, non-chronological report, for/against discussion and persuasive writing

- Imaginative / Personal writing E.g., imaginative story, characterisation, creating setting, continuing a story and poetry

Listening and Talking

Talking, listening, reading and writing are all part of language. We provide experiences where a wide range of communication skills can be practised and used in a variety of situations. Listening and talking skills are developed across all areas of learning through group and class discussion work. Good talking and listening skills are essential to enable pupils to work co-operatively together on collaborative projects throughout their school experience. Children are given opportunities in most lessons to listen but also equally importantly to talk about their work and to share ideas and opinions. By talking and listening, it helps a child to clarify their thoughts and rehearse what they might write. We encourage children to listen to each other also to appreciate that other children may have a different approach or view.

Modern Languages

Learning other languages enables children to make connections with different people and their cultures and encourages them to become global citizens. Through topic work pupils at any stage may learn basic vocabulary for any language. Children are taught French from P1 onwards and the third language studied is Scots.

Numeracy and Mathematics

We provide a mathematically rich environment for all our pupils and use a range of active and written numerical strategies to ensure all pupils have the necessary mental ability to solve a range of numerical problems. We ensure that each child covers a common core of mathematics, that he/she

has a wide experience of basic number facts and is able to apply acquired mathematical skills to real life situations. Children have access to ICT to reinforce their mathematical skills.

We do this through the following Numeracy and Mathematics areas of learning and development:

- Number, money and measure
 - Estimation and rounding
 - Number and number processes
 - Multiples, factors and primes
 - Powers and roots
 - Fractions, decimal fractions and percentages
 - Money
 - Time
 - Measurement
 - Mathematics – its impact on the world, past, present and future
 - Patterns and relationships
 - Expressions and equations

- Shape, position and movement
 - Properties of 2D shapes and 3D objects
 - Angle, symmetry and transformation

- Information Handling
 - Data and analysis
 - Ideas of chance and uncertainty



Health and Wellbeing

Experiences of Health and Wellbeing help children to develop the knowledge and understanding, skills, capabilities and attributes they need for their mental, social, emotional and physical wellbeing now and in the future.

Physical Education lessons are taught weekly for approximately 2 hours in total and during the year cover all aspects of P.E. e.g., Gymnastics, Athletics, Games and Swimming. The daily km/movement session is run each day.

Relationships and Sexual Health is taught by the class teacher and supported by the School Nurse. Parents are informed when such lessons are to be taught. Topics on keeping healthy and safe such as Substance Misuse, Internet Safety etc. are taught through special events such as Choices for Life and Safer Highlander as well as within themed work within the classroom.

Good health and wellbeing is essential to effective learning and preparation for successful independent living. At Rosehall Primary we provide a happy, safe and nurturing learning environment, where all pupils are respected and included in the life of the school. We help pupils achieve good health and wellbeing through learning in the following areas:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes

- Physical education, physical activity and sport
- Food and Health
- Substance misuse
- Relationships

Science

Our pupils are actively encouraged to engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising. Through learning in the Sciences, our pupils develop their interest in, and understanding of, the living, material and physical world. They do this through the following areas of learning:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science



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 how it has been shaped. The three main areas of study are:

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

Pupils choose their class topics and are actively involved in planning what and how they will learn. We adopt an interdisciplinary approach to planning topics which will encompass many, if not all, areas of the curriculum. This is essential in ensuring pupils make links and connections across all areas of learning.

Religious and Moral Education

Religious and Moral Education makes an important contribution to the curriculum in helping pupils gain knowledge and understanding of different religions to reflect the school community and Scotland at large.

Religious and Moral Education is undertaken throughout the school by the teaching staff and is supplemented by visits from the school chaplain from The Church of Scotland.

Areas of study include:

- Christianity
- World Religions
- Development of beliefs and values

We appreciate the implications which local, cultural, religious practices may have on the planning of our programme and in our participation in religious festivals. We respect the wishes of parents in allowing children to participate, or not, in our programme.

Expressive Arts

The expressive arts are:

- Art and design
- Dance
- Drama
- Music

The expressive arts play a vital role in enabling children to enhance their creative talents, develop their artistic skills and express themselves in different ways. Learning through the arts develops confidence, self-esteem and a good ability to work cooperatively with others.

From P4 onwards, pupils have the opportunity to take up chanter or violin tuition from our visiting specialists.

Technologies

Learning in the area of technologies enables children to be informed, skilled, adaptable and enterprising citizens who understand the impact of technology in society.

Children will gain skills and confidence to use technologies and become capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues.

We develop knowledge, understanding and skills through the following areas:

- Technological and developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

Homework

Children are given weekly homework activities to follow. Activities and tasks will vary from week to week. Homework is usually given out on a Monday and should be completed for Friday. 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. Please let us know how your child gets on with his/her homework.



Enriching the curriculum

Wherever possible school visits are arranged to enrich and enhance learning. Sometimes we invite specialists; artists, sports coaches, environmental groups and actors into school to help make learning meaningful and fun. We try to give the children a variety of experiences such as visits to a pantomime, working with other small schools both at Rosehall and elsewhere.

At various times during the year, parents may be asked to make a voluntary contribution towards trips etc. Although the word voluntary is used, visits are unable to go ahead if parents / carers do not pay. We do try to subsidize trips through school funds as much as possible. Parents with difficulty paying the full amount should see the Head Teacher. No child is ever prevented from taking part in any activity because of an inability to pay. However, if insufficient money is raised, visits will have to be cancelled.

Extra-Curricular Activities

At present we do not run after school clubs at Rosehall due to the location of the school and because of school transport. However, children are occasionally transported by their parents to Lairg and other areas to other activities and are welcome to join in after school activities at Lairg Primary School. The East Sutherland Sports Association (ESSA) runs competitions and after-school activities.

Making Progress

Each child works with the teacher to set individual learning and personal targets. These targets are reviewed regularly. We encourage parents to be involved in supporting their child in working on individual targets and by using Parents Consultation Meetings to discuss a child's progress with targets.

We track the progress that children are making to ensure that every child is working to the best of his/her ability in Language and Mathematics. We do this by collecting evidence towards our judgements. Usually this includes teacher observations, pieces of written evidence, examples of thematic work, photographs etc. Informal assessment activities are included to provide additional judgements towards the level your child is working within.

Currently Highland Council is also using a computer assessment to support teacher judgements. Children in certain year groups are given short, computerised tests. Results are not published and are only used to provide further standardised evidence to how a child is progressing.

Each P7 child leaves the school with a 'Profile' which celebrates their achievements whilst at Rosehall including examples of written work, what the child thinks of his/her work including agreed next steps in learning for secondary school certificates they have gained both in and out of school. Parent views are included in the profile as we very much value your opinions about your child. You know your child better than anyone else!

Assessment and Reporting

We seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

Each child has a Pupil Learning Portfolio (PLP) which is updated each term and includes PLPs for English, Maths and H&W. This will be a key piece of school development. The school aims to have a system of continuous Reporting and Profiling by August 2018.

Records

Records kept are meaningful and worthwhile- Records support the Highland Council's tracking system, "Summary of Pupil Progress" which is completed in November and May each year.

Each year certain year groups undertake the Highland Council's testing online called Assessment for Excellence. If there are any discrepancies between the SPP and AfE staff will be able to produce work evidence/records to support their professional judgements.

Scottish National Standardised Assessments was introduced from Autumn 2017 in Scottish Schools for P1s, P4s and P7s to show progress towards the end of a Curriculum for Excellence level. . Results will not be published and are only used to provide further standardised evidence to how a child is progressing and to set targets for learning in class. Records are monitored throughout the year by the Head Teacher. A timetable of Assessments is carried out and used for future planning.

What if something goes wrong?

If a parent has any concerns they should contact their child's teacher in the first instance, or the Head Teacher for more serious issues. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership with them. Should a situation not be resolved, parents can contact the **Area Education and Learning Manager (North Area), Education Offices, Drummuie, GOLSPIE Tel. 01408 635338.**

Employment of Children

The employment of children byelaws regulates the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information, please see:

https://www.highland.gov.uk/downloads/download/19/employment_of_children

Public access to information

A full list of school policies are available from the school office which can be viewed at any time as well as past and current programmes of study etc.

Parents may be interested in reading further information available from: -

Highland Council Website <http://www.highland.gov.uk>

Education Scotland <http://www.educationscotland.gov.uk>

Parent Zone <http://www.educationscotland.gov.uk/parentzone>

Data Policy

Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Legislation

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

<http://hi-hope.org/directory/listing/16plus-planning>

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides an analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any

action in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils.
- plan and deliver better policies for the benefit of specific groups of pupils.
- better understand some of the factors which influence pupil attainment and achievement.
- share good practice.
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland.

Your data protection rights.

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website.

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print

Whilst information provided in this handbook is considered correct at the time of printing, it is possible that there will be changes affecting a matter dealt with in the document.

HOLIDAY DATES 2024-25

Highland School calendar 2024/25

Please note - Dates may be subject to change

August 2024							
wk	Mo	Tu	We	Th	Fr	Sa	Su
32				1	2	3	4
33	5	6	7	8	9	10	11
34	12	13	14	15	16	17	18
35	19	20	21	22	23	24	25
36	26	27	28	29	30	31	

September 2024							
wk	Mo	Tu	We	Th	Fr	Sa	Su
36							1
37	2	3	4	5	6	7	8
38	9	10	11	12	13	14	15
39	16	17	18	19	20	21	22
40	23	24	25	26	27	28	29
41	30						

October 2024							
wk	Mo	Tu	We	Th	Fr	Sa	Su
41		1	2	3	4	5	6
42	7	8	9	10	11	12	13
43	14	15	16	17	18	19	20
44	21	22	23	24	25	26	27
45	28	29	30	31			

November 2024							
wk	Mo	Tu	We	Th	Fr	Sa	Su
45					1	2	3
46	4	5	6	7	8	9	10
47	11	12	13	14	15	16	17
48	18	19	20	21	22	23	24
49	25	26	27	28	29	30	

December 2024							
wk	Mo	Tu	We	Th	Fr	Sa	Su
49							1
50	2	3	4	5	6	7	8
51	9	10	11	12	13	14	15
52	16	17	18	19	20	21	22
1	23	24	25	26	27	28	29
2	30	31					

January 2025							
wk	Mo	Tu	We	Th	Fr	Sa	Su
2			1	2	3	4	5
3	6	7	8	9	10	11	12
4	13	14	15	16	17	18	19
5	20	21	22	23	24	25	26
6	27	28	29	30	31		

February 2025							
wk	Mo	Tu	We	Th	Fr	Sa	Su
6						1	2
7	3	4	5	6	7	8	9
8	10	11	12	13	14	15	16
9	17	18	19	20	21	22	23
10	24	25	26	27	28		

March 2025							
wk	Mo	Tu	We	Th	Fr	Sa	Su
10						1	2
11	3	4	5	6	7	8	9
12	10	11	12	13	14	15	16
13	17	18	19	20	21	22	23
14	24	25	26	27	28	29	30
15	31						

April 2025							
wk	Mo	Tu	We	Th	Fr	Sa	Su
15		1	2	3	4	5	6
16	7	8	9	10	11	12	13
17	14	15	16	17	18	19	20
18	21	22	23	24	25	26	27
19	28	29	30				

May 2025							
wk	Mo	Tu	We	Th	Fr	Sa	Su
19				1	2	3	4
20	5	6	7	8	9	10	11
21	12	13	14	15	16	17	18
22	19	20	21	22	23	24	25
23	26	27	28	29	30	31	

June 2025							
wk	Mo	Tu	We	Th	Fr	Sa	Su
23							1
24	2	3	4	5	6	7	8
25	9	10	11	12	13	14	15
26	16	17	18	19	20	21	22
27	23	24	25	26	27	28	29
28	30						

July 2025							
wk	Mo	Tu	We	Th	Fr	Sa	Su
28		1	2	3	4	5	6
29	7	8	9	10	11	12	13
30	14	15	16	17	18	19	20
31	21	22	23	24	25	26	27
32	28	29	30	31			

School holidays

School days