

**DUNDEE CITY COUNCIL EDUCATION DEPARTMENT**

**ST ANDREW'S RC PRIMARY SCHOOL**



**HANDBOOK 2013-2014**

**INTRODUCTION**

It is with pleasure that I welcome all existing and prospective parents, carers and pupils to St Andrew’s Roman Catholic Primary School.

St Andrew's is a denominational school, catering for boys and girls from nursery to primary 7. Our current roll is 406 pupils, including our nursery pupils.

In choosing to enrol your child into our school, you can expect, with your support and co-operation, based on our vision, values and aims, that we at St Andrew’s will endeavour to provide the very best education for your child. This will include catering for their academic, emotional, physical, spiritual and social needs.

At St Andrew’s we believe that each pupil is an important, unique individual, created in the image and likeness of God, who should feel that school is an important and happy place to learn and develop the necessary knowledge and skills to be successful learners, confident individuals, effective contributors and responsible citizens.

As a school community, we aim to promote an ethos of openness and partnership as, working together, we will enable your child to reach his/her full potential. We appreciate that this can only be achieved if parents are kept well informed and consulted about the school, its curriculum, policies and procedures. As a staff, we continue to develop these in partnership with parents, carers and pupils and with national and local guidance from both government and church. We do not have the facility to provide Gaelic medium education.

St Andrew’s RC Primary School was officially opened by Councillor Kevin Keenan, Leader of the Administration, Dundee City Council, on Monday 1st December 2008.

Our school community already enjoys the benefits of a modern, well-equipped school where facilities have been designed to provide learning and teaching environment fit for the twenty first century. The building offers generous accommodation including an assembly hall with stage, a drama studio, a community room and a very spacious games hall. There are 14 classrooms, a purpose built nursery and a modern, open planned library area, equipped with computers, shared learning areas and community and conference rooms.

I do hope that this handbook provides you with all the information required about our school community.

Should you have any concerns or queries, please do not hesitate to contact the school to arrange an appointment with myself or any member of staff, as appropriate.

With kind regards

***Avril Barnett***

**Head Teacher (Acting)**

**A CHARTER FOR CATHOLIC SCHOOLS IN SCOTLAND**

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

**All Catholic schools in Scotland,** in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

* *a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;*
* *an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;*
* *a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person’s unique God-given talents;*
* *a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;*
* *the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;*
* *a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;*
* *a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;*
* *a commitment to ecumenical action and the unity of Christians;*
* *the promotion of respect for different beliefs and cultures and for inter-faith dialogue;*
* *a commitment to support the continuing professional and spiritual development of staff.*

**All staff appointed to a Catholic school** are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

**Mission Statement**

St Andrew’s R.C. Primary School promotes excellence and ambition with high expectations for all learners within a caring and nurturing school community.

Our current role is 336 primary and 60 part time nursery pupils.

We strive to provide opportunities for every learner to fulfil their own potential within a positive, spiritual and inclusive school environment, irrespective of race, culture, religion and ability.

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

Aims

At St Andrew’s R.C. Primary we aim to develop:

Successful Learners

* by encouraging a passion for learning
* by creating a happy and secure environment where challenges are set, needs are met and skills and abilities are encouraged and developed.
* by promoting high expectations and achievement for all

Confident Individuals

* by celebrating the individuality and uniqueness of all
* by developing confidence
* by encouraging respect for themselves, each other and their belongings
* by developing the values of compassion, respect and love

Responsible Citizens

* by encouraging responsibility in building a community of mutual respect and understanding
* by enabling everyone to experience a sense of belonging
* by developing a safe and secure environment for all
* by valuing respect
* by sharing rules and consequences
* by celebrating differences

Effective Contributors

* by creating a healthy school environment
* by providing children with opportunities to work in partnership with peers and others
* by providing opportunities for pupils to contribute to the life of the school and wider community

**SCHOOL INFORMATION**

**Postal address 45 St. Leonard Place, DD3 9HD**

**Telephone Number 01382 307830**

**Website http://standrewsprimary.ea.dundeecity.sch.uk**

**Twitter http://twitter.com/standrewsrcprim**

**E mail address** [**saintandrews.primary@dundeecity.gov.uk**](mailto:saintandrews.primary@dundeecity.gov.uk)

**SCHOOL STAFF**

**Head Teacher Mrs Avril Barnett (Acting)**

**Depute Head Teacher Mrs Alison Curran**

**Principal Teacher (from January 2012) Mrs Anna Marie Flynn**

**Class teachers Mrs P McGlone**

**Mrs A M Flynn Mrs D Carstairs**

**Mr D Quinn Mrs S Mitchell (Maternity Leave) Mr J Laing Mrs A Wise**

**Mrs A Matheson**

**Miss S Pennycook Mrs M Barile Ms J Koelmeyer**

**Mrs G Robertson**

**Miss Tweedie**

**Mrs J Clarkson & (Mrs Cathcart jobshare from October**

**Miss Hill**

**Mr S McMahon**

**Reduced Contact Time Miss L Kennedy/Mrs Curran/Mrs Flynn**

**Link Nursery Teacher Mrs P McGlone**

**Support for Learning Mrs G Cathcart (Wed to Fri)**

**1.4 fte vacancy**

**Classroom Assistants Mrs L Jackson**

**Miss A Flynn**

**Early Years’ Practitioners Mrs L Keillor**

**Ms D Smith**

**Ms L Clark**

**Mrs W Anderson**

**Active Schools’ Co–ordinator Mr J Mulholland**

**Administrative Officer Mrs N Ferguson**

**Clerical Assistants Mrs H Storrier**

**Mrs S Caird**

**Breakfast Club Supervisor Mrs K Brown**

**Breakfast Club Assistant Ms R Cabrelli**

**Breakfast Club Cook Ms M Gardener**

**Cook in Charge Mrs K Douglas**

**Cooks Ms P Hodgeson**

**Ms A McIntosh**

**Ms V Diamond**

**Ms M Middleton**

**Ms A Williamson**

**School Auxiliary Mrs J Cassidy**

**Healthy Earing Assistant Mrs Nicky Cavanagh**

**Lunchtime Supervisors Mrs P Tolmie**

**Mrs M Moran**

**Robertson’s Facility Management Mr R Hutchison**

**Mr R Anderson**

**School Crossing Patrollers Mr D Fleming**

**Mr D Duff**

**Mr J Mannion**

**Parish Priest Fr. Neil Gallagher**

**Educational Psychologist Mrs Fiona Ewen**

**Quality Improvement Officer Mrs Olivia Menzies**

**Education Manager Mrs Pam Nesbitt**

**School Community Support Services Ms Sarah-Jayne McBride**

**ENROLMENT**

A notice in the local press will advise the parents of prospective Primary 1 pupils when to enrol their child in school. This will usually be in early December for enrolment the following August. Applications for places close on the first Monday in February. Only pupils living in the catchment area should be enrolled at the school. Parents are invited to make an appointment with the Head Teacher in order to complete the appropriate registration forms. The child’s birth certificate and proof of residency must be produced before registration can be completed.

Any parent/carer from out with the catchment area should contact Dundee House, North Lindsay Street, to make an application. Dundee City Council Education Department endeavour to grant all placing requests. However, where this is not possible then details of the reasons why and the appeal process will be given.

When the final list of Primary 1 entrants has been confirmed by the Education Authority parents will be notified of the date for an open afternoon for both parents and children to visit the school. Parents will have the opportunity to ask questions and to share informal discussions concerning procedures for starting school.

The children will be invited to return at a later date and spend some time in a primary 1 classroom to help familiarise them with members of school staff and their new surroundings.

This first taste of school life can go a long way to boosting confidence for the August start and we would encourage every parent to take advantage of this opportunity.

School staff will also make visits to local nurseries to meet with parents and children to offer support to enrich the transitional process. Early in the first term there will be an opportunity for parents to meet with teaching staff to discuss the curriculum and resources being used and ways in which parents can support the learning process.

Arrangements for enrolment to our nursery will be also in the press around the end of February and information will be available from the school office also.

We welcome new pupils throughout the session to all stages of the school, where places are available. We are very happy to meet with prospective parents/carers to show you our school and to answer any questions you may have. Please contact the school office to arrange an appointment in the first instance.

**School Catchment Area**

North: Eastwards from Strathmartine Road by Old City Boundary to a point just east of Trottick Mains to meet the Dighty then by centre of Claverhouse Road.

East: Southwards by centre of Claverhouse Road and Forfar Road to Kingsway.

South: Westwards from Forfar Road by centre of Kingsway to Strathmartine Road.

West: Northwards from Kingsway by the centre of Strathmartine Road to New City Boundary.

**Hours of Attendance**

**Morning Session: 9.00am - 12.15pm**

**Morning Interval: P 1- 3 - 10.25 - 10.40 am**

**P 4-7: - 10.40 - 10.55 am**

**Lunch: 12.15pm - 1.15 pm**

**Afternoon Session: 1.15pm - 3.15 pm**

**Primary 1 pupils attend for the morning session only for the first three weeks of school.**

**Nursery Sessions**

**Morning Session: 9.00 am - 11.30 am**

**Afternoon Session: 12.45 pm - 3.15 pm**

**Emergency Closure of School**

In most circumstances every effort will be made to inform parents at least 24 hours before hand. Where this is not possible, then we shall endeavour to contact all parents as soon as possible. No child will be sent home without contact with either a parent or emergency contact.

**Emergency arrangements**

In the event of an emergency, such as an unplanned closure, every effort will be made to ensure that every pupil has a safe place to go. Pupils who must remain in school will be supervised at all times until collected by an adult.

***It is very important that the emergency contact form for your family is kept up to date to use in an emergency. Please advise us immediately should your contact details changes.***

**Our Curriculum**

The school implements the Scottish National Curriculum: ***A Curriculum for Excellence*** which has been developed to provide a more coherent, flexible and enriched curriculum for all learners between the ages of 3 and 18.School session 2010-2011 saw the curriculum’s formal implementation across the country.

The Curriculum for Excellence has been designed around seven main principles which will enable all children to reach their full potential. These principles are: ***challenge and enjoyment; coherence; relevance; breadth; depth; progression and personalisation and choice****.* Through appropriately incorporating these seven principles of learning, we hope for our children to become ***Successful Learners, Confident Individuals, Responsible Citizens*** and ***Effective Contributors*** in all that they do.

**What does this mean for our school?**

As a school staff, St Andrew’s will continue to build on that which we already do successfully and well whilst continuing to drive forward specific planned improvements which spur us on to achieving excellence for every pupil in our care. This includes:

\*Children having more involvement in what they are learning.

\*Learning activities which are relevant and engaging for the children.

\*Learners given opportunities to develop a range of skills in all areas of the curriculum.

\*Encouraging creativity within all learners.

\*Continuing to foster partnership working.

\*Valuing all learners as individuals and celebrating their achievements both within and outwith school

\*All learners being supported in developing skills for learning, life and work

\*Planned learning experiences which encompass the seven principles of learning

\*Preparing all learners to take an active role in their world and be able to meet future challenges.

\*Enabling all learners to become confident individuals who will succeed in reaching their full potential.

**What does this mean for my child?**

“A Curriculum for Excellence has a key role to play in helping young people take their place in a modern society and economy.”

‘Building the Curriculum 3’, 2008

To ensure that all children realize their God-given potential, a Curriculum for Excellence has been designed to help pupils develop skills for learning, skills for life and skills for work through a broad, general education incorporating the principles of curriculum design.

**From age 3 – 18, your child will experience:**

* active and interactive learning
* interdisciplinary learning as well as individual subject teaching
* opportunities to learn about the things that interest them
* learning that is relevant to the constantly changing world
* a focus on Scottish contexts, where appropriate
* sustained focus on the development of health and wellbeing
* all teachers across all schools: early years, primary and secondary, working to improve, enhance and extend literacy and numeracy skills
* partnership working with those whose skills and knowledge can benefit our learners

**Personal support for pupils will include:-**

* identifying and sharing learning intentions and criteria for success
* reviewing learning and planning next steps
* learning that meets their needs
* target setting linked to learning
* recognition of all of their achievements both in school and out of school
* addressing times of change and transition

**Curriculum for Excellence and levels of learning**

Children and young people between the ages of 3 - 18 years will have their learning organised into five different levels:

**Early Level:** The pre-school years and P1 or later for some

**First Level:** Learning generally undertaken until the end of P4

**Second Level**: Learning generally undertaken until the end of P7

**Third and Fourth Levels** Learning undertaken between S1 and S3

**Senior Stage** Learning undertaken between S4 and S6including college or other means of study, undertaking National Qualifications

**What does this mean for parents and carers?**

Parents can be reassured that:

* Schools will remain what they always have been for children and young people - a good place to learn with a focus on the individual
* Teachers will continue to assess pupils’ progress and report back to parents and carers
* As Curriculum for Excellence develops, Dundee City Council is committed to keeping parents and carers up to date with information and involving them in supporting young peoples' learning at school and at home.

**Assessment**

Much of the assessment in school is carried out in an informal basis by means of the teacher’ s professional skill and judgement in observing both written and oral work and engaging in informed discussions with children. More formal procedures are in place to assess progress in language and mathematics and to identify any learning difficulty.

Within a Curriculum for Excellence, schools can make use of the developing National Assessment Resource (NAR) to confirm a child’s progress within language and mathematics. A teacher’s professional judgement, based on a child’s progress from term to term, is an extremely vital assessment tool which we at St Andrew’s make very good use of through timetabled professional discussions between teaching staff and the school’s Senior Management Team. Diagnostic tests such as ‘PIPS’ and ‘INCAS’ are used to gauge children’s attainment and assist in planning each individual’s ‘next steps’ in learning.

**Curriculum Areas**

Within a Curriculum for Excellence, subject areas have been named to illustrate that which will be taught and the specific content of each curriculum area. The eight curriculum areas are: *Literacy and English; Mathematics; Social Studies; Sciences; Technologies; Health and Wellbeing; Expressive Arts and Religious Studies.*

**LITERACY AND ENGLISH**

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. In developing literacy, children and young people develop a confidence and an appreciation of language which enables them to take their place in society and the wider world. It enables children to gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland’s literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*.

The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

*Literacy and English, Principles and Practice, 2008*

**Talking**

Spoken language is given a central place in the primary school curriculum. We encourage the children to talk, as we believe that it is important that the children express themselves clearly, appropriately and accurately. Many opportunities will be given to facilitate discussion with the pupils regarding their learning in all subjects. They will be encouraged to put forward their views and opinions on various topics and issues. Children gain confidence in giving information and instructions, talking about feelings and opinions, talking about texts and learning to talk to different audiences and in different situations. They learn how to be involved in a group discussion where everyone’s contributions are respected and valued.

**Listening / Watching**

As another important aspect of language development, pupils will be encouraged to look for meaning in what they hear and see. Children are encouraged to listen individually and in groups to receive and use information. They will be encouraged to hold polite conversations and discussions and will be taught the techniques of good listening. Through observation and discussion, pupils will develop an awareness of language and literacy in the world around them.

**Reading**

Reading has always been one of the most important areas of the curriculum. We will provide a full range of purposeful reading tasks within meaningful contexts in all curricular areas. Beginning in Nursery, children are encouraged to ‘read’ picture books and discuss the content. These pre-reading skills build a foundation upon which the love of language and literacy can be built. In the infant stages of school, all children continue to learn through enjoyable, interesting, appropriate material and related activities, encouraging in the pupils a desire to read. The importance of reading for pleasure cannot be overstated. Parents can help greatly by showing an interest in the books their children read, by taking them to the library and by allowing them to purchase their own books. Pupils are encouraged to use their reading skills using a wide range of resources and texts including Scottish materials. Children have access to fiction and non–fiction materials through their classwork and school library.

**Writing**

At all stages, writing is a tool for purposeful, meaningful activity and children will be given many opportunities to practise their writing skills and to continue to develop and advance their knowledge and skills. Pupils will also be given opportunities to write on their own and in groups. They will be given time to discuss their work with others and all children will be encouraged to respond positively and constructively. From the pupils’ written work teachers will make assessments and look for ways of assisting each child to further improve their writing. Grammar and punctuation will be taught to meet the needs of the children as they encounter the many different aspects of writing and critical reading.

The teaching of accurate letter formation and attention to detail in handwriting will be taught throughout the school. This is an important skill which encourages, among many things, a just pride in one’s work; a sense of satisfaction with a piece of written work; aspirations to always give strive for high standards; an ability to develop a legible, fluent style of writing and a focused mind with a lack of carelessness.

**MATHEMATICS**

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

*Mathematics, Principles and Practice, 2008*

The mathematical concepts taught in the primary school fall into the following categories: number, money, measure, shape, positional maths, movement of shape and information handling. These concepts are taught using oral, mental and written maths whilst encompassing the key life skill of problem solving where children working both independently and collaboratively as appropriate. All concepts are taught according to the age and stage of development of each child.

**SOCIAL STUDIES**

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people’s experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland.

Children and young people 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.

**The Social Studies experiences and outcomes are organized under three main headings:**

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

**Within Social Studies, your child will learn through a variety of effective learning and teaching approaches including:**

* active learning which provides opportunities to observe, explore, experiment and play
* use of relevant contexts and experiences familiar to children and young people
* appropriate and effective use of technology
* building on the principles of Assessment is for Learning and Learning Together in Dundee methodologies
* both collaborative and independent learning
* discussion and informed debate
* interdisciplinary learning experiences
* learning outdoors, field trips, visits and input by external contributors.

**Through the Social Studies subjects, your child will also develop a range of skills including:**

* observing, describing and recording
* comparing and contrasting to draw valid conclusions
* exploring and evaluating different types of sources and evidence
* development of curiosity and problem solving skills and capacity to take initiatives
* interacting with others and developing an awareness of self and others
* planning and reviewing investigation strategies
* developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
* discussion and informed debate
* developing reasoned and justified points of view
* developing and using maps in a variety of contexts
* developing and applying skills in interpreting and displaying graphical representation of information
* developing an awareness of sequence and chronology
* presentation skills – oral, written, multimedia.

Knowledge and skills will be continually developed throughout our nursery and primary school. The teaching and learning contained within each Curriculum for Excellence level will broaden and deepen that which has gone before.

**SCIENCES**

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

**The content of our National Science Programme is taught under five main areas:**

* Planet earth
* Forces, electricity and waves
* Biological systems
* Materials
* Topical Science

**Your child will experience learning and teaching approaches appropriate to their age and stage of development. Approaches will include:**

* active learning and planned, purposeful play
* development of problem solving skills and analytical thinking skills
* development of scientific practical investigation and inquiry
* use of relevant contexts, familiar to young people’s experiences
* appropriate and effective use of technology, real materials and living things
* building on the principles of Assessment is for Learning
* collaborative learning and independent thinking
* emphasis on children explaining their understanding of concepts, informed discussion and communication.

Science is a key area in developing skills for learning, skills for work and skills for life. Children are naturally curious about the world around them and enjoy investigating its potential, whether in Nursery, P1 or P7!

**TECHNOLOGIES**

The technologies framework offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. It provides progression in cognitive skills.

Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our children and young people are to play a major part in the global economy and embrace technological developments in the 21st century.

**Learning within the technologies enables our children to:**

* develop understanding of the role and impact of technologies in changing and influencing societies
* contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
* gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
* become informed consumers and producers who have an appreciation of the merits and impacts of products and services
* be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
* broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
* broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
* experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.

**The content of our National technologies programme is taught within the following main areas:**

* technological developments in society
* ICT to enhance learning
* business
* computing science
* food and textiles
* craft, design, engineering and graphics.

As with sciences, children will show progress in this area of learning by responding enthusiastically to more demanding and challenging concepts in technologies, showing increasing depth of understanding in their explanations, and applying knowledge and skills in more demanding or unfamiliar contexts. They can also demonstrate progress through their increasing independence and confidence when carrying out tasks and their increasing resilience in facing challenges. Progress includes increasingly well-structured explanations and well-argued opinions and conclusions, including developing informed views on environmental, ethical and economic issues.

**Expressive Arts**

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

**In St Andrew’s, learning in, through and about the expressive arts enables children and young people to:**

* be creative and express themselves in different ways
* experience enjoyment and contribute to other people’s enjoyment through creative and expressive performance and presentation
* develop important skills, both those specific to the expressive arts and those which are transferable
* develop an appreciation of aesthetic and cultural values, identities and ideas and, for some,

prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

*Building the Curriculum 1 [amended]*

The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. It is therefore important that all of our teachers and educators look for and use opportunities within their own teaching approaches for interdisciplinary learning and to foster partnerships with professional arts companies, creative adults and cultural organisations.

The key learning areas are:

***art and******design dance drama music***

**Within the areas of expressive arts, learners’ experiences will include:**

* active involvement in creative activities and performances
* tasks or performance opportunities which require a creative response
* opportunities to perform or present to an audience

partnerships with professional performers or artists and other creative adults

* raising awareness of contemporary culture and connecting with young people’s experiences
* appropriate, effective use of technology
* building on the principles of Assessment is for Learning and Learning Together in Dundee methodologies
* both collaborative and independent learning
* establishing links within the expressive arts subjects and with the wider curriculum
* opportunities to analyse, explore and reflect.

As previously mentioned, all children have a natural sense of wonder and awe of the world around them. Whilst science enables children to investigate and make sense of this, the expressive arts enables children to express their feelings, emotions, knowledge and understanding in a naturally creative way.

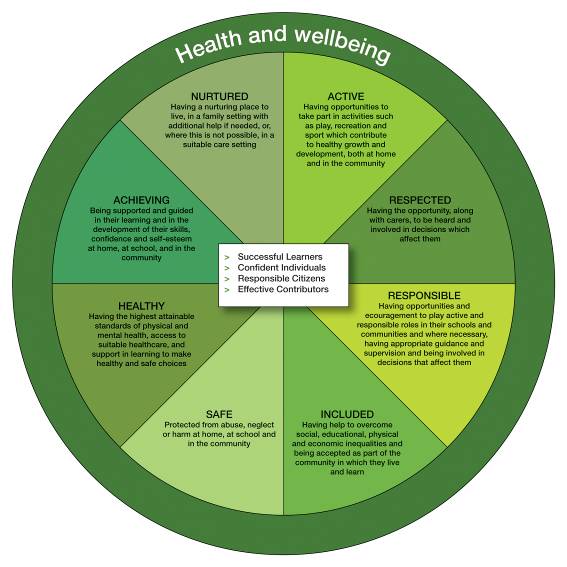
Self-expression is an important part of our development and links closely with our mental and emotional health and wellbeing. Expressive arts is therefore an important subject area in enabling children to convey their love and exuberance for life!

**HEALTH AND WELLBEING**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

* make informed decisions in order to improve their mental, emotional, social and physical wellbeing
* experience challenge and enjoyment
* experience positive aspects of healthy living and activity for themselves
* apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
* make a successful move to the next stage of education or work
* establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

**This diagram shows the entitlements of every child in our society.**



It is therefore imperative that schools, parents and relevant partner agencies work together to ensure that each child can achieve his/her full potential.

**Learning and teaching within this curricular area is experienced through:**

* Mental, emotional, social and physical wellbeing
* Planning for choices and changes
* Physical education, physical activity and sport
* Food and health
* Substance misuse
* Relationships, sexual awareness and parenthood (within a Catholic context)

As a school, we are committed to the good health and wellbeing of all pupils at every stage of their education. For this reason, effective communication with all involved in a child’s upbringing is essential. In accordance with Scottish Government expectations, all children will be involved in 2 hours of physical education. Parents will be consulted on sensitive issues and be given the opportunity to discuss courses and programmes with school staff with the aim of providing reassurance and answering any questions which you may have.

**RELIGIOUS EDUCATION**

Scotland in the 21st century is an increasingly multi-cultural and diverse nation. The great majority of Scottish denominational schools are Roman Catholic, while a small number serve other faith communities.

For parents who choose St Andrew’s Roman Catholic Primary School for their child, our curriculum reflects our Catholic faith perspective, based on respect and dignity for each human being, created in the image and likeness of God. It builds on the openness of Catholic schools to all children, regardless of denomination or faith.

Religious education in Catholic schools takes place within the context of the wider Catholic faith community, in partnership with home and parish. It is an integral part of the Catholic school, which is itself a community of faith. It is designed to assist children and young people to be increasingly able to make an informed and mature response to God in faith and to nurture that faith. It offers opportunities for both evangelisation which is proclaiming the Gospel message to all, and catechesis, the deepening of existing faith commitments among believers.

*Roman Catholic Religious Education, Principles and Practice, 2008*

In accordance with Dundee City Council’s Religious Education policy and that of the Diocese of Dunkeld, your child will be enabled to take part in a full religious education programme with teachers working in close co-operation with parents, parish priests and school chaplains. Teachers in Catholic schools are appointed on the basis of their commitments to the Christian way of life as well as for their academic and teaching qualifications.

As a school, our religious education programme supports all children in their personal search for truth and meaning in life and so is central to the broad, general curriculum that we provide.

Our core resource is ‘This is our Faith’, used nationally in all Catholic schools and designed to meet the expectations of a Curriculum for Excellence. It is our newest, most focused resource and is endorsed by the Bishops’ Conference of Scotland and the Vatican. At St Andrew’s, we hope to work closely with parents and our parish community in embedding this new resource. We actively teach our faith through eight main aspects:

* *Mystery of God*
* *In the Image of God*
* *Revealed Truth of God*
* *Son of God*
* *Signs of God*
* *Word of God*
* *Hours of God* and
* *Reign of God*

Any parent who wishes to exercise their right to withdraw their child from religious instruction and observance should contact the Head Teacher in the first instance.

**Extra-Curricular Activities**

A variety of activities are on offer to the children and some of those supported by our Active Schools’ Co-ordinator. In addition, school staff run a comprehensive menu of lunchtime and after school activities for our pupils. This session these include hockey, football, gardeners club, dance, karate and storytelling.

**Support for Pupils**

From time to time, for a variety of different reasons, children require additional support in their learning. If this is the case, a meeting would be arranged with yourselves as parents and carers, a member of the support for learners’ team/class teacher and the school’s management team. We can then discuss the most appropriate form of support, which may involve seeking your approval to involve other people who can support your child e.g. Educational Psychology. At all times you will be involved in planning and reviewing your child's support and progress towards agreed targets.

Mrs Anna Marie Flynn, Principal Teacher, has responsibility for all aspects of Support for Pupils and you should arrange to meet with her, in the first instance, to discuss any queries or concerns you may have about any aspect of your child's progress or wellbeing.

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundeecity.gov.uk/education/support/>

The following are available for you at the above internet page.

* Assessing Additional Support Needs
* Attending Pupil Support Planning Meetings
* Co-ordinated Support Plan
* Dispute Resolution
* Dispute Resolution Referral Form
* Mediation - Parent to Parent leaflet
* Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
* Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the school office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. We try to keep all our documents as current as possible. They are in the process of being revised to reflect the amendments brought in by the 2009 Act to ensure the information is as up-to-date as possible.

Information on additional support needs is also available to you from outside Dundee City Council.

**Enquire - the Scottish advice service for additional support for learning**

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - [info@enquire.org.uk](mailto:info@enquire.org.uk)

an online enquiry service

two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

**The Scottish Independent Advocacy Alliance Ltd**

The Scottish Independent Advocacy Alliance: is a charitable body under registration number SC033576. It offers a free of charge advocacy service which provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained from their website - [www.siaa.org.uk](http://www.siaa.org.uk)

**Scottish Child Law Centre**

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741.” It offers advice and support for families in regard of additional support needs.

**Reporting to Parents**

St Andrew’s Primary School promotes very open and positive school/home relationships and there are regular opportunities throughout the school year when the school invites parents to come into school and gain an insight into the learning environment which supports all learners. Parents will be informed of these events at appropriate times.

In addition, there are two planned, formal occasions specifically for reporting to parents on individual pupil progress and these take place during the months of November and March.

By the end of May you will receive a formal written report which sets out your child's strengths and next steps in learning. This report is also used to help ensure that your child's next teacher plans appropriately for your child.

A copy of this report is kept in the relevant file in school and each child’s progress record is passed to the appropriate secondary school at the end of P7 or to any other primary to which the child may transfer.

**The School Pupil Records (Scotland) Regulations 1990**

These regulations make provision for granted access by parents and pupils to manually maintained records held on pupils.

Parents and pupils wishing to avail themselves of this service must submit their request on an application form obtainable from the Head Teacher.

**Attendance**

Dundee City Council operates an Attendance Initiative for pupils in school. This forms part of the city-wide drive to improve pupil attainment. In order to succeed in their studies, pupils must attend school regularly and punctually, as indeed most pupils do. In order to assist parents in ensuring their children’s regular attendance, the Council has improved its procedures for keeping in touch with you and letting you know if your child has been absent without explanation.

If your child is ill and is unable to attend school, we ask that you telephone the school on the first day of absence to notify the office. When your child returns to school, we request that you send a note to confirm the reason for, and the length of the absence. This informs us that you are aware of the absence.

If your child is to be absent from school for a medical appointment or a family holiday, consider if you can do this during the school holidays or before/after the school day. If this is not possible, we ask that you inform the school, in writing, in advance of the absence. The absence should be kept to a minimum. In following Dundee City Council’s policy and procedures, designed to protect and support children’s education, we may have to record certain absences as unauthorised.

If your child is absent and no contact is made by you, the school will send an automated text message asking you to telephone to explain the absence. If an unexplained absence continues for three consecutive days, a referral will be made to the School Community Support Services who will arrange for an officer to visit you and your child at home. These procedures are in place to ensure the safety and protection of all our children.

It is also important to ensure that your child comes to school on time. Lateness , for no good reason, can disrupt a class routine and seriously impair your child’s learning experience. As a school, we are duty bound to investigate any disruption to a child’s learning. We are keen to work with parents/carers to ensure that children are in school, on time and ready to learn. We operate a supervised Breakfast Club from 8am every day , where children can have a nutritious and sociable start to the day. This may support your child to be on time. If you would like to find out more about our Breakfast Club then please contact Mrs Curran, Depute Head Teacher, to discuss in more detail.

**Health Care**

Routine medical examinations are carried out at the primary 1 and primary 7 stages. In the first year of school, the children will be screened for hearing, sight and speech. Parents are encouraged to attend when the children are seen by the medical officer so that any concerns can be discussed. Parents are advised of dates and times and will also be informed if any follow-up procedures are necessary.

Dental inspections, for which parental consent is sought, take place periodically and parents will be advised if dental treatment is necessary.

Should your child suffer from a specific medical condition e.g. asthma, diabetes etc., it is vital that this information is given to the school so that appropriate action may be taken, if and when necessary. The school **is not** required to administer any medication, therefore, it is necessary that you contact the school if your child requires medication at school. We then issue an ‘Administration of Medication’ proforma which  **must** be completed before we can allow pupils to take prescribed medication. Medication brought in to school must be prescribed, with the pupil’s name and date of birth on it. The medication must be in its original packaging, include an expiry date, dosage and times to be given. The amount of medication received will also be recorded. In accordance with Dundee City Council’s ‘Administration of Medication’.

The school can provide a safe place for all medication including inhalers for children suffering from asthma. If you wish your child to carry their own medication, e.g. an inhaler, you must have completed the appropriate consent form. These forms are available, on request, from our school office. All informationregarding your child’s health will be treated in the strictest confidence. For further information please contact Mrs Flynn, Principal Teacher.

Head Lice infection is a condition which can occur when a person who has head lice has sustained head to head contact with another person. It is a problem which is as much a social issue in the community as a health matter. If head lice are seen in your child’s hair, you will be informed and advised by the school.

It is the responsibility of every parent to regularly check their child’s hair and, where necessary, take appropriate action. The school nurse is Nicky Burke and she can be contacted for further advice on telephone number 443502.

**Accidents & illness while at school**

In the event of a child having a serious accident or becoming ill at school we will give due care and attention to the child whilst attempting to contact parents so that you can collect your child from school. If we are unable to make contact with the parent/carer we will contact the **named emergency contact.** It is therefore essential that parents keep us informed of any changes of circumstances and contact details.

**N.B.** Should a child have a serious accident or condition requiring immediate attention, we will take whatever steps we feel necessary to ensure the wellbeing of the child e.g. taking the child straight to hospital or sending for emergency services. We will inform the parents as soon as possible of any action taken.

**Safety**

Parents are asked to co-operate by ensuring that their children walk on the pavement in the vicinity of the school and cross at the School Crossing Control Points which are as follows:

1. the junction of Macalpine Road and St Marys Road
2. the junction of Macalpine Road and St Leonard Place
3. the junction of St Leonard Place and Cox Street

The patrols are on duty at the following times:-

8.24 – 9.10 am 12.15 – 1.25 pm 3.00 – 3.30 pm

Appropriate arrangements will be made in the event of early closing of the school.

**Parking**

The school car park is not designed to accommodate vehicles coming in to drop off or collect children from school/nursery. The car park is for school staff and visitors to the school, during the school day only. In order to protect our children from danger and avoid serious accidents, we ask that parents/families **DO NOT** use the school car park to drop off or collect children from school at the beginning or end of the school day. We respectfully ask that vehicles are parked in our parish church car park or surrounding roads where parking is allowed. This is essential not only for the safety of all but also to en sure that the school is accessible to emergency vehicles if required. Thank you for your continued co-operation in this matter.

**Transfer to Secondary**

Pupils attending St Andrew’s Primary School will normally transfer to St. Paul’s RC Academy at the end of P7. Contact details are as follows:

St Paul’s RC Academy

Head Teacher: Mr John Carroll

Gillburn Road

DUNDEE

DD3 0EH

Tel: 01382 307701

Parents who wish to enrol their child in a school other than the one allocated by the Education Authority must submit a placing request form by 31st January. Details of this procedure can be obtained from the school office or the Education Department at Dundee House.

We have a very full transition programme in place with St Paul's Academy to ensure that our primary 7 pupils are fully supported as they prepare to make the move to secondary education. Parents are fully involved in this process and will be invited to meet and greet staff at St Paul's and tour the school. Staff from St Paul's visit St Andrew's to meet pupils, parents/carers and staff in preparation for the move to secondary.

**School and Community Links**

St Andrew’s Primary School is part of a cluster of schools which includes all the feeder primaries for St Paul’s RC Academy. The other schools are St Clement’s Primary, St Fergus’ Primary, St Luke’s & St Matthew’s Primary, St Pius X Primary and St Vincent’s Primary. The Head Teachers and management team meet regularly to plan joint curricular projects and the teaching staff work together on various occasions throughout the school year e.g. In-Service days and on planned visit days to other schools, departments etc.

Senior pupils from St Andrew’s have the use of the swimming pool at St Paul’s for a block of time for class swimming lessons.

St Andrew’s is one of two Primary Schools in the Parish of S.S. Leonard and Fergus R.C. Church, St Leonard Place, Dundee. Our pupils receive the Sacraments of Reconciliation, Confirmation and Holy Communion in S.S. Leonard and Fergus Church. Our Parish Priest is Father Neil Gallagher who provides pastoral care to the school and its community.

Members of the Parish are welcomed to school concerts, events etc. and the Parish kindly supports the school by their prayers, encouragement and involvement. Newsletters from the Parish and the school are shared and, where possible, the school supports Parish events. Pupils will be encouraged to attend the 10am Sunday Mass at SS Leonard and Fergus or the 11.30am Mass in St Columba’s church, both of which include a Children’s Liturgy especially for Nursery/Primary school pupils. This provides an excellent opportunity for younger children to learn about and appreciate the Gospel message. We encourage all parents/carers/pupils to make use of this wonderful opportunity.

Throughout the year, our school links with local, national and global charities in order to raise funds to help those less fortunate than ourselves. These include, in particular, Mary’s meals and SCIAF.

We are building community links with a range of businesses and organisations as we recognise the value of working within our community to benefit our pupils.

**Child Protection**

As one of Dundee City Council’s professional services, the Education Department has an important responsibility in keeping the children and young people of Dundee safe from harm. This is an extension of the care and protection which you as a parent provide for your child and consequently, we see our partnership with you as extremely important in meeting that responsibility. Supporting us in this work is MASH (Multi-Agency Support Hub) and all concerns are referred to MASH for advice and guidance.

As a school we have a responsibility to act in the best interests of our pupils.

This may mean using our city wide child protection procedures which will involve communicating with other agencies, taking immediate action and recording sensitive information in order to keep your children safe.

If at any time you have child protection concerns about your child or any other child who attends this school, you are encouraged to talk about your concerns with a member of the school staff. It will also be useful for you to know that in every school, there are specially trained members of staff who are the school’s Designated Child Protection Officers. This person takes a co-ordinating role whenever a child protection concern is reported.

In our school the Designated Child Protection Officer (DCPO) is-

**Mrs Ali Curran. Mrs Smith is the named person in the nursery.**

**All staff at St Andrew's are briefed annually on Child Protection procedures and how to respond in the event of a concern or disclosure. All staff have a responsibility to protect and care for all of our pupils.**

Alternatively, you can telephone Dundee’s Child Protection Line on (01382) 307999.

**Complaints Procedure**

Should you have cause to be unhappy or concerned about any aspect of the school, then we ask that you contact the school to arrange an appointment to discuss your concern as soon as possible. Staff can either discuss with you by telephone or a meeting can be arranged to discuss with you in person. We find that the vast majority of concerns are successfully resolved in this way. However, if you remain unhappy with the outcome of your complaint then you can contact the Education Department's Advice, Information and Support Manager, Kerry Gethins. Kerry is based in Dundee House and can be contacted by e.mail: [Kerry.Gethins@dundeecity.gov.uk](mailto:Kerry.Gethins@dundeecity.gov.uk) or by telephone: 01382 433477.

**Uniform**

Pictured below is our school uniform. All items can be purchased from the Schoolwear Shop in Commercial Street, Dundee with a few core items available in school. Please ask!



**GIRLS:**

* Mid grey pinafore/skirt
* Blue gingham check dress with white socks (summer)
* White/grey socks or grey tights
* Mid grey trousers
* White/blue school shirt with St Andrew’s school tie or a white/blue open-necked summer blouse and V-neck mid grey pullover/cardigan OR
* White St Andrew’s polo shirt with St Andrew’s sweatshirt (with school badge)
* Black/dark shoes/sandals (summer)

School Blazer/St Andrew’s Jacket/warm alternative



**BOYS:**

* Mid grey trousers
* White/blue school shirt with St Andrew’s school tie and V-neck mid-

grey pullover OR

* White St Andrew’s polo shirt with St Andrew’s sweatshirt (with school badge)
* Black/dark footwear/sandals (summer)
* School Blazer/St Andrew’s Jacket/warm alternative

Please ensure that ALL items of uniform have your child’s name on them. This is immensely helpful if items are misplaced or lost and helps us to ensure that lost items are returned to their rightful owner. Unfortunately, we cannot guarantee this if school items are not named. Should this happen, the school has a ‘lost property’ box which parents are welcome to check.

**PE KIT**

In order for our pupils to fully benefit from their entitlement to quality physical education, we request that all pupils wear:

* A short-sleeved, plain coloured t-shirt or school polo shirt
* Plain coloured sports (not fashion) shorts
* Ankle socks
* Black gym shoes/indoor trainers

NB – **NO** football tops or shorts please.

Sports’ strips/kits will be provided for our school teams.

**School Clothing Grants**

These are available if you are in receipt of any of the following:

Income Support;

Income Based Job Seekers Allowance;

Income Related Employment and Support Allowance;

Support under Part VI of the Immigration and Asylum Act 1999;

Working Tax Credit or Child Tax Credit and an annual income of less than £15,860.

The Education Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable your children, up to the age of 16, to attend school. The school clothing grant will be given in the form of a cheque or by direct payment into your bank account.

Application forms may be obtained from your child's school, Main Reception, Dundee House or download from the Council website.

**Instrumental Tuition**

There will be opportunities for a limited number of children to receive Instrumental tuition. Requests should be made to the school. Pupils are selected on the results of tests administered on behalf of the Adviser in Music for Dundee Division. Normally tuition cannot begin until the start of a school session. Fees are subject to change and are payable within 6 weeks from the start of tuition.

Should your child be selected for Instrumental Tuition, no fees will be charged if you are in receipt of any of the following:

A clothing grant and/or free school meals;

Income Support;

Income Based Job Seekers Allowance;

Income Related Employment and Support Allowance;

Support under Part VI of the Immigration and Asylum Act 1999;

Guaranteed Pension Credit;

Child Tax Credit or Working Tax Credit and an annual income of less than £15,860.

No application is necessary as you will be contacted by the school if your child is selected for tuition.

**School Meals**

The school offers pupils and their parents three choices at lunch time. These are:

* Staying in school for a school lunch
* Staying in school with a packed lunch
* Returning home for lunch

School meals are provided by Tayside Contracts catering. All pupils will have a set meal with a choice of main course. Menus are sent home each time they are changed in order for parents to be aware of the options available to their children. Each morning, at initial registration, pupils choose from a selection of main courses. A choice of pudding and drink is also available and starters are also available on certain days.

If your child will be staying every day for a school lunch, please try to pay the weekly amount on a Monday morning. This ensures registration and administration tasks are completed promptly and our teachers can begin their core business of learning and teaching as soon as possible. The present cost of a school meal is £2.00.

Tables will be available in the dining hall for those who bring a packed lunch. For safety purposes, all drinks should be carried in plastic/unbreakable containers.

As with all other times during the school day, a high standard of behaviour is expected in the dining hall, to ensure the safety of all pupils. Should a child’s behaviour give cause for concern during this time parents will be notified so that alternative arrangements for his/her supervision may be made.

**As a school, we do not allow pupils to leave school during the day without permission as we cannot ensure their safety. We therefore do not allow children to go to the nearby shops for lunch as there are two very busy roads to cross and we feel that this may compromise their safety. We advise parents not to allow their children to go to the shops for lunch. If you do decide to allow your child to go then we can only allow this if written permission is received in advance.**

**Free School Meals**

Free School Meals are available to all pupils whose parents are in receipt of any of the following:

Income Support;

Income Based Job Seekers Allowance;

Income Related Employment and Support Allowance;

Support under Part VI of the Immigration and Asylum Act 1999;

Guaranteed Pension Credit;

Child Tax Credit and an annual income of less than £15,860;

Working Tax Credit and an annual income of less than £6,420.

Application forms may be obtained from the school office, the Main Reception, Dundee House or download from the Council website.

**Transport**

The Local Authority’s policy is as follows:

For pupils attending the local school proposed by the Authority, the Authority provides transport for all primary school pupils attending their delineated area school and living over 2 miles from that school.

Where a pupil is, at the parent’s request, granted a place at a school other than the school proposed by the Authority, the parents have to make their own transport arrangements.

**Insurance**

“The Authority insures against its legal liability for:

a Accidental personal injury or

b Loss or damage to property of third parties.

Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have a legal liability. Parents may wish to consider their own insurance arrangements.”

**Parent Council**

The Parent Council is a group of parents who have been selected in accordance with the Parent Council constitution to represent all the parents of children at our school. Parents of any child at St Andrew’s Primary can seek to be part of the Parent Council in line with arrangements set out in the constitution. All parents are deemed to be part of the wider Parent Forum.

The Parent Council can co-opt other members as it sees fit.

The aims of the Parent Council are:-

To work together with everyone involved in school life - parents, pupils, teachers, school staff and the wider community

To make sure that all parents have a say in their children's education - and are able to express their views and wishes and be consulted on all aspects of school life

To build links between the school, parents, pupils, nurseries and pre-school groups and the community.

Our Parent Council meets at least once each term and meetings are open to all parents. The Parent Council is always looking for new members who would like to play a fuller role in the life and work of the school. The school highly values the contribution the Parent Council makes to the supporting our pupils and the life and work of the school.

If you would like more information about the Parent Council please contact the school or any member of the present Parent Council. We also work closely with Mrs Taletta Jamieson, the Parent Services Officer for the Education Department and Mrs Jamieson comes to school regularly to operate drop ins for parents. Mrs Jamieson is a valuable support to the school and parent council and can also offer information and guidance on becoming involved more.

Current Office Bearers for session 2013/14

CHAIR Mrs Anne Todd /Mrs Susan Johnston

SECRETARY Mrs Sylvia Bachelor

TREASURER Mrs Alison Colgan

**Pupil Council**

We also have an elected pupil council with representative elected by classes. The pupil council meets with staff on a monthly basis and are a very important voice in our school. The council tell us what it is like to be a learner in our school and what we can do to make this even better. We very much value the views of our pupil council.

**Standards & Quality Report**

Every school in Scotland must publish an annual Standards & Quality Report which sets out the schools successes and achievements in the previous session. It also sets out the schools progress towards identified improvement priorities and how the school has improved standards for pupils in relation to numeracy, literacy and health & wellbeing. The report is submitted to the Parent Council for discussion and is available to all parents/carers on request. If you would like to receive a copy of our report for session 2012-2013 then please contact the school office. Copies can be e-mailed or a paper copy can be made available.

**School Holiday Terms and In-service for Session 2013-2014**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Autumn Term** | Start | Staff | Monday 12 August 2013 | In Service Day (1) |
|  |  | Pupils | Tuesday 13 August 2013 |  |
|  |  |  |  |  |
|  | End |  | Friday 4 October 2013 |  |
| **Autumn Holiday** | Start |  | Monday 7 October 2013 |  |
|  | End |  | Friday 18 October 2013 |  |
| **Winter Term** | Start |  | Monday 21 October 2013 |  |
|  |  |  | Thursday 14 November 2013 | In Service Day (2) |
|  |  |  | Friday 15 November 2013 | In Service Day (3) |
|  | End |  | Friday 20 December 2013 |  |
|  |  |  |  |  |
| **Christmas Holiday** | Start |  | Monday 23 December 2013 |  |
|  | End |  | Friday 3 January 2014 |  |
|  |  |  |  |  |
| **Spring Term** | Start |  | Monday 6 January 2014 |  |
|  |  |  | Thursday 13 February 2014 | In Service Day (4) |
|  |  |  | Friday 14 February 2014 | Mid-Term Holiday |
|  |  |  | Monday 17 February 2014 | Mid-Term Holiday |
|  | End |  |  |  |
|  |  |  | Friday 28 March 2014 |  |
| **Spring Holiday** | Start |  | Monday 31 April 2014 |  |
|  | End |  | Friday 11 April 2014 |  |
|  |  |  |  |  |
| **Summer Term** | Start |  | Monday 14 April 2014  Friday 18 April 2014 | Good Friday |
|  |  |  | Monday 5 May 2014 | May Day Holiday |
|  |  |  | Friday 23 May 2014 | In Service Day (5) |
|  |  |  | Monday 26 May 2014 | Victoria Day Holiday |
|  | End |  | Friday 27 June 2014 |  |