



**Stirling Council**  
**Schools, Learning & Education**

**St Mary's Primary School**  
**Handbook**

2018/2019

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## **Stirling Council Schools, Learning and Education**

Stirling Council is committed to working in partnership with our communities to deliver the best possible services for all who live and work in the Stirling area.

We have a clear focus on achieving the highest standards in our schools and nurseries so that the children, young people and citizens of Stirling benefit from first class services.

Education is key to every child's future and enables us to create a fairer and more inclusive society, where our young people secure positive destinations when they leave school.

We attach great importance to lifelong learning, giving children the best possible start in life from nursery, through school, to life beyond school.

We want all children and young people growing up in Stirling to be: safe and happy; listened to and respected; engaging in a wide range of active learning opportunities; and achieving positive outcomes.

We will realise this ambition by putting children and young people first, promoting inclusion and delivering high quality services.

The needs of our children and young people will be best met by working effectively together with parents, carers and a range of partners. We want parents and carers to be involved in their children's learning.

We look forward to working with you, as your child embarks on their transition to a new school.

A handwritten signature in black ink, appearing to read "Kevin Kelman".

Kevin Kelman  
Chief Education Officer  
Stirling Council  
November 2017

## **WELCOME FROM THE HEADTEACHER**

Our school community is dedicated to providing a safe, secure and stimulating environment where all children can develop their skills and talents in a variety of ways and to the best of their abilities. We want the children to feel confident, to see themselves as successful learners and to have responsible attitudes towards themselves and others.

Education begins at home - parents are a child's first and most important teachers. By working together with parents we strive to build a partnership which will benefit all the children. We encourage parents to play an active role in the life of our school. We listen to and welcome parents' advice and views and look forward to your support.

We continually plan to develop the school and the curriculum we offer and we continually endeavour to raise the standard of achievement of all our pupils.

We hope you will find this brochure useful. It is intended to answer the kind of questions parents most frequently ask about the school. If you require any further information, please do not hesitate to contact me. Further information is also available on the school Blog: <https://blogs.glowscotland.org.uk/st/stmarysbannockburn/>

Theresa O'Hanlon  
Headteacher

*“St Mary’s demonstrates an outstanding sense of inclusion, nurture and commitment to children’s welfare and learning, based firmly on its statement of mission and promotion of Gospel values. Staff have created an environment which promotes good, confident learning.”*

*HMIe October 2015*

## DESCRIPTION OF THE SCHOOL

St Mary's Primary school has been on its present site since April 1936. It is a traditional style school built around a quadrangle which houses a pleasant garden area shared with Park Drive Nursery School, which is housed in the front part of the building. A large hall allows for the whole school to take part in Assembly, P.E. lessons and religious services. It also allows the school to host a variety of functions using its stage area. There is a Library/Computer Suite, Dining Area, Meeting Room, ELF Room and two Multi-Purpose Rooms.

## SCHOOL INFORMATION

<b>School Address</b>	St Mary's RCPS Park Drive Bannockburn Stirling FK7 0EH
<b>Telephone Number</b>	01786 812294
<b>E-mail address</b>	<a href="mailto:stmarybps@stirling.gov.uk">stmarybps@stirling.gov.uk</a>
<b>School Roll</b>	320
<b>Headteacher</b>	Mrs Theresa O'Hanlon
<b>Depute Headteacher</b>	Mr Thomas Joyce
<b>Principal Teacher</b>	Mrs Jennifer Toft
<b>Teaching Staff</b>	Mrs Abraham Mrs Calway Mrs Cameron Miss Collins Miss Davies Miss Dowd Miss Hamill Mrs Kellas Miss McDougall Miss McCabe Mrs Ross Mrs Sorley Mrs Stone
<b>Visiting Specialists</b>	PE
<b>School Chaplain</b>	Father Mike Bagan
<b>School Secretary</b>	Mrs B Strathie
<b>School Janitor</b>	Mr A Ivatt

**Support Staff**

Mrs D Armitage  
Mrs M Bowman  
Mrs M Cooper  
Mrs R Craig  
Mrs M Finlay  
Mrs E McLaughlin  
Mrs J Moorhouse  
Mrs A Schofield

**Kitchen Staff**

3 Part-time (meals are not cooked on premises)

**Cleaning Staff**

4 Part-time

**The School Day**

Morning Session	9.00 am -12.20 pm (Interval Break 10.35 am -10.50 am)
Lunchtime	12.20 pm - 1.05 pm
Afternoon Session	1.05 pm - 3.00 pm

**Formation of Classes**

Our school currently has thirteen classes from P1– P7. At present some classes are arranged with two classes at each stage but we also have two composite classes.

There are times when the distribution of children over the various stages of the school necessitates the formation of composite classes. This is where children from two stages of the school compose one class. Primary teachers are trained to teach in differentiated groups. Consequently, composite classes, organised in flexible teaching and learning groups, operate in the same way as a single stage class allowing children to study at their own level.

A composite class will not exceed 25 in number, unlike single stage classes that may contain 30 in P2 and P3 and 33 in P4–P7. Primary 1 classes will also have a maximum of 25 children.

Where we have composite classes we do provide meaningful opportunities for children to learn and work alongside their peers. The school has produced a CD containing information about composite classes. If you wish to view the CD then please contact the school office.

**School Mission Statement**

As a Catholic school St Mary's aims to provide conditions and experiences which promote the spiritual, moral, physical, social and intellectual development of the pupils who are held in high regard and whose dignity, worth and individuality is respected. A welcoming and encouraging atmosphere pervades the school promoting security and confidence in pupils.

We strive to ensure the Gospel values of trust, honesty, forgiveness, self-respect, self-discipline, loving and caring for one another are part of everyday life in our school. This stems from a common prayer and worship programme which is a distinctive feature of a Catholic school where an effective partnership links home, school and parish.

## **SCHOOL VALUES AND AIMS**

At St Mary's we are committed to providing a quality educational experience which promotes the highest possible standards of achievement allowing each and every child to develop, personally, intellectually, emotionally, socially and spiritually.

### **To ensure that:**

- All members of the school community feel valued and their contribution important
- Learners enjoy learning and teachers enjoy teaching
- A culture of high expectation and praise exists to promote the best possible conditions for learning and teaching
- Effective teams work towards a shared vision for improvement
- Opportunities for children and young people to be involved in decision making are in place and they are encouraged to make a valuable contribution to the life of the school.

## **ETHOS**

### **Positive Behaviour Approaches**

It is important that we succeed in establishing and maintaining in our school that atmosphere which permits good teaching and learning to take place and which fosters a happy relationship between staff and pupils and indeed among pupils themselves.

We encourage all children to co-operate with the staff in establishing a climate of respect for everyone within the school and we ask for the support of parents also in this matter.

The school regularly rewards good behaviour patterns in the 'House Points' system at House Assemblies - Meetings and whole school Assemblies.

Staff continually recognise and reward good behaviour. Positive behaviour is encouraged at all times. A strict anti-bullying policy is in place.

The children should know and follow all these rules in the form of the six 'Golden Rules':

- We work hard
- We look after property
- We listen
- We are honest
- We are gentle
- We are kind and helpful.

St Mary's supports equal opportunities at all times within the school and actively supports a multicultural and anti-racist approach to life.

If a pupil's conduct gives cause for concern parents are informed and the support of parents is very important.

Children are not allowed on to grass areas or to enter the football pitch during or after wet weather.

We encourage children to have a change of footwear on the days when they are on the grass areas.

## SCHOOL IMPROVEMENT PLAN

### Main priorities for 2017 - 2018

- By continuing to work together to moderate planning, learning and teaching and assessment, teachers will raise attainment in Literacy and Numeracy.
- We will continue to make effective use of assessment and moderation opportunities to plan next steps, share best practice and build confidence in teacher judgement.
- Teachers will continue to develop the curriculum in line with Curriculum for Excellence (CfE) and the National Improvement Framework (NIF) by implementing Stirling Council Pathways across curricular areas.
- We will embed a new Health and Wellbeing Programme introduced last session to support social and emotional learning and skills development.
- In line with developing the Young Workforce, there will be a clear focus on promoting leadership skills and creativity skills across the stages.

## CURRICULUM

Curriculum for Excellence challenges us to think differently about the curriculum. It encourages us at St Mary's to plan and act in new ways. It also poses challenges for learning and teaching.

All staff in St Mary's Primary School have a key role in ensuring that Curriculum for Excellence develops in such a way that enhances the educational experiences and achievements of all of our young people. Building the Curriculum states:

*'Teachers are the key to successful implementation of a Curriculum for Excellence. The quality of learning and teaching in every classroom and the inspiration, challenge and enjoyment which can come from teachers' enthusiasm and commitment – will be critical to achieving our inspirations for all young people. The children and young people of Scotland need teachers who themselves exemplify the four capacities, who have a sense of community with their colleagues and who share in responsibility for the success of the school and all that happens within it.'*

The purpose of the programme is to improve the learning, attainment and achievement of children and young people in Scotland. It is also about ensuring that pupils achieve on a broad front, not just in terms of summative assessment. It is important to ensure that children and young people are acquiring the full range of skills and abilities relevant to growing, living and working in the contemporary world. Curriculum for Excellence aims to ensure that they will enjoy greater choice and opportunity to help realise their individual talents.

Curriculum for Excellence offers the opportunity to unify the curriculum by including initiatives that already exist within our own establishment. At St. Mary's this includes Assessment for Learning, STEM (Science, Technology, Engineering and Maths), Enterprise Education, Health Promoting Schools, Eco Schools, Talking Listening Learning, Active Learning and Connecting the Learning.

All these initiatives are focused on enriching the learning experiences of pupils and Curriculum for Excellence provides the canvas upon which the landscapes of these other initiatives can be painted. This is a new way of looking at the curriculum. It is not just about subject areas and content, but the whole school experience for every child.

In St Mary's our focus has remained firmly on delivering effective learning and teaching as the key vehicle for improving our young people's education. This remains the vital element, as we use a wide range of key documentation that will support us in defining the structural changes that will be required to revise the curriculum and all that our young people will experience in school.

**Our aspiration is to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.**

## **LEARNING AND TEACHING**

### **How we teach**

All teaching staff use a variety of teaching methods to meet the needs and suit a range of children's abilities and learning styles. This may involve class, group or individual work. In addition, children are encouraged to take responsibility for their learning.

As part of our development towards implementing a Curriculum for Excellence we have a focus on developing children in the four capacities through:

**Active learning:** Through a variety of carefully chosen tasks children are encouraged and supported to think for themselves.

**Talking, listening and learning:** We have a whole school approach to support the children to express themselves and become active listeners, using hand gestures to facilitate discussions. Teachers are also using a range of questions to encourage and challenge children towards deeper thinking.

**Design for Learning:** Children learn and develop skills such as problem solving, communication and cooperation which will equip them for life and the work place.

### **Planning**

Within the school, teaching staff plan the children's work both on a daily basis in response to the children's needs and for a block of time as a means of planning out the programme of work, taking account of all curricular areas.

## ASSESSMENT

At St Mary's we follow the principles of 'Assessment is for Learning'. This means we use assessment in three main ways:

**FOR learning** - which focuses on the gap between where a learner is in their learning, and where they need to be – the desired goal. This can be achieved through processes such as sharing criteria with learners, effective questioning and feedback.

**AS learning** - reflecting on evidence of learning. This is part of the cycle of assessment where pupils and staff set learning goals, share learning intentions and success criteria, and evaluate their learning through dialogue and self and peer assessment.

**OF learning** - involves working with the range of available evidence that enables staff and others to check on children's progress. We are in the process of refining and developing assessment procedures in line with CfE.

The children are continually assessed throughout their time in school. Teachers informally assess children whenever they teach a class, as well as when they mark a child's work, listen to them read or take part in a discussion or activity. Teachers gather information also from written assessments e.g. weekly spelling tests, mental maths scores and end of topic assessments sheets. The children are encouraged in peer and self-assessment practices also. Standardised assessments are administered at various stages of the school and this helps confirm the teachers' judgement.

The main benefits of assessment enable each teacher to find out what pupils know, understand and can do and then plan appropriately for the child's next steps.

Twice each session the children will complete their written tasks in a "Snapshot" jotter which goes home with the child at the end of the week for parents to see. This provides parents with the opportunity to see the standard and variety of work their child has been involved in.

**Religious Education** is at the centre of everything we do in St Mary's. It is a process where children and young people engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed. We use "This is Our Faith," which provides detailed guidance to teachers on the religious education curriculum which has been developed for children in Catholic schools in Scotland and provides a framework for religious education in Catholic schools. We work closely with the different parishes and priests and support children as they prepare for the sacraments. We also use God's Loving Plan which provides guidance on the teaching of relationships education in Catholic primary schools including sexual health. The programme provides positive, competent and relevant moral and relationships education.

**Health and Wellbeing (HWB)** Learning in HWB ensures that children develop knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. This also includes a spiritual dimension therefore runs intrinsically with the Religious Education (RE) curriculum.

Our approach to HWB therefore should be seen in the context of the School Aims, and the Charter for Catholic Schools. As a Catholic school we are committed to the education of the whole person. The statements of experiences and outcomes are structured into the following organisers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

### **Physical Education (P.E.)**

Lessons are undertaken by the P.E. specialist. Class teachers also provide lessons on a regular basis. Promoting fitness is encouraged throughout the school and children take part in a variety of activities which encourage activity. Primary 5 pupils have swimming lessons for a term. Older pupils regularly encourage the younger pupils to take part in more traditional games in the playground after completing a training programme themselves. Active Stirling coaches, parents and teachers provide a programme involving a variety of different sports throughout the session both during and after the school day.

**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*.

Throughout the stages we promote 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. A broad range of learning opportunities are provided for the children which contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

### **Language and Literacy**

The literacy experiences and outcomes promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. They reflect the need for children to be able to communicate effectively both face-to-face and in writing through an increasing range of media. They also recognise the importance of listening and talking and of effective collaborative working in the development of thinking in learning.

The three organisers within the literacy and English framework are:

- Listening and talking
- Reading
- Writing

This session French will be taught at every stage. Our French curriculum concentrates on the spoken word and using the language in day-to-day situations. This is the language taught to pupils in first year at St Modan's High School. Spanish is also being introduced this session.

## **Numeracy/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.

Within the mathematics framework, some statements of experiences and outcomes are also identified as statements of experiences and outcomes in numeracy. These form an important part of the mathematics education of all children and young people as they include many of the numerical and analytical skills required by each of us to function effectively and successfully in everyday life. The numeracy subset of the mathematics experiences and outcomes is also published separately; further information can be found in the numeracy principles and practice paper.

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

### **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.

From the early stages onwards, children and young people should experience success in mathematics and develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong. They will enjoy exploring and applying mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions to others in a variety of ways. At all stages, an emphasis on collaborative learning will encourage children to reason logically and creatively through discussion of mathematical ideas and concepts.

Through their use of effective questioning and discussion, teachers will use misconceptions and wrong answers as opportunities to improve and deepen children's understanding of mathematical concepts.

The experiences and outcomes encourage learning and teaching approaches that challenge and stimulate children and young people and promote their enjoyment of mathematics. To achieve this, teachers will use a skilful mix of approaches, including:

- planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect
- modelling and scaffolding the development of mathematical thinking skills
- learning collaboratively and independently
- opportunities for discussion, communication and explanation of thinking
- developing mental agility
- using relevant contexts and experiences, familiar to young people
- making links across the curriculum to show how mathematical concepts are applied in a wide range of contexts, such as those provided by science and social studies
- using technology in appropriate and effective ways
- building on the principles of Assessment is for Learning, ensuring that young people understand the purpose and relevance of what they are learning
- developing problem-solving capabilities and critical thinking skills.

## **Sciences**

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. They will 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 key concepts within Science have been clearly identified using five organisers:

- Planet earth
- Forces, electricity and waves
- Biological Systems
- Materials
- Topical science

## **Social Studies**

This area encourages children and young people to 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.

Social Studies have been structured under three main organisers:

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

## **Technology**

Technologies include creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile and information technologies. These enable children to become informed, skilful, thoughtful, adaptable and enterprising citizens.

All children will be actively involved in Enterprise activities, developing in them knowledge and skills which will prove invaluable in real life. We are also increasing our use of critical skills approaches to learning and teaching to ensure children have a role as leaders of learning.

Our children have ready access to ICT equipment including computers, laptops, Internet, digital cameras, kindles and video cameras. Children use technology in all areas of the curriculum and it is very much built into the day to day life of the school.

## **Expressive Arts**

Includes art and design, dance, drama and music. These activities are an important element in the curriculum which the children enjoy, and they contribute to the all round development of the child. We have visiting specialists for Music and P.E. who make a valuable contribution to the development of these subjects in our school.

## **Homework**

There are many ways parents can support children in their learning. Homework reinforces what your child is learning in school. It also gives you a chance to become involved in the learning process. Homework is provided in St Mary's for a number of different reasons:

- To provide more practice in a topic introduced in school
- To encourage children to become independent learners
- To make parents more aware of the child's work in school
- To provide parents with an opportunity to share in their child's learning at home

Homework is more likely to be valued by pupils when it is related to class work, well planned, has a clear purpose and is interesting. It will vary according to the needs of the individual and should be challenging but not too difficult and should promote confidence through success.

Homework can only be successful if it is regarded as a partnership between home and school.

We also provide the children with homework diaries which list the tasks the children have to complete. We encourage parents to regularly look at the diaries and also sign them to say that the homework has been completed. Parents are also encouraged to communicate with the class teacher through the diary where necessary.

## **PARTNERSHIP WITH PARENTS**

We value partnership working with parents and realise that good communication is essential. There will be opportunities throughout each session to visit the school:

September	Primary 1 The Summer Before I came to School, Workshop Primary 1 Curricular Information Workshop
September	P2 – P7 Meet the Teacher open morning
October/November	Parents Evenings
April	Parents Evenings
May	Written Progress Reports distributed to parents

We also send out newsletters regularly to update parents on things that have been happening in school and alert you to up and coming events. Information on topic work will be sent to parents before a new topic is undertaken. The information sheets give a brief account of the topic work and provide suggestions as to how parents can support their children's learning. Newsletters and other important information will also be emailed to parents who regularly use email. At present over 90% of parents receive information this way.

Please don't hesitate to contact the school at any time throughout the session if you have a concern or require additional information about your child. All staff in the school are keen to further promote partnership working with parents. This can be done by contacting the school office to arrange an appointment, by phoning to speak to a member of the Senior Management Team; Mrs O'Hanlon, Mr Joyce or Mrs Toft, by writing a note to the class teacher or by making a comment in your child's Homework Diary.

**Please remember that in line with safety procedures parents should not enter the school building without calling at the school office first.**

### **Parent Council**

All parents are welcome to attend Parent Council meetings which are held regularly throughout the session. The Parent Council play a very valuable role in the school promoting partnership with parents for the benefit of all the children. We try as far as possible to limit meetings to one hour in order to make childcare easier for parents. Attending the Parent Council is also a good way to meet other parents particularly if you are new to the school or area.

## **SCHOOL UNIFORM**

We encourage the wearing of school uniform. The following can be purchased or ordered from the school office.

Red Sweatshirt (P1-P6)  
Black Sweatshirt (P7)  
Red Cardigan (P1-P6)  
Black Cardigan (P7)

Black, Grey skirt/ trousers  
White blouse or school polo shirt  
Red and black tie

Sweatshirts and polo shirts may be purchased at the school office. P7 children can easily be spotted as they wear black sweatshirts with a red school badge.

Sweatshirts and polo shirts may be purchased at the school office. P7 children can easily be spotted as they wear black sweatshirts with a red school badge.

	<b>Adult</b>	<b>Child</b>
Sweatshirt	£12.00	£ 9.00
Polo Shirt	£ 9.50	£ 7.50
Cardigan	£14.00	£13.00
Tie	£5.00	£5.00
Winter Reversible Jacket	£20.00	£18.00
Summer Reversible Jacket	N/A	£18.00

## **SECONDARY SCHOOL**

At the end of P7 pupils normally transfer to:

St Modan's High School  
Royal Stuart Way  
Stirling  
FK7 7WS

## **TRANSITION**

When the children transfer from Nursery to Primary they are supported through a very comprehensive transition programme allowing the children to visit the school and experience first-hand, many aspects of primary school life. This includes meeting teachers and support staff, joining in with a real playtime in the playground, having a school dinner. All new entrants are supported by a Big Buddy who not only looks after them during the transition visits but also at times during P1.

As the children progress through the stages much work is done to ensure that their transition from stage to stage is also smooth, with teachers knowing a great deal about your child even before the session begins.

The children begin their transition to St Modan's High School in P6 when they make several visits to the school and take part in lessons delivered by the St Modan's staff. This programme continues into P7 when once again the children visit the High School and take part in a series of lessons. The P7 children also take part in an activity day in June which begins with a year Mass and is followed by various practical or physical activities.

We ensure that children are supported as they move from stage to stage in August and that they are supported during this change. Children have the opportunity to meet their new teacher and classmates in June. Teachers ensure a good handover of information in order to support the children and ensure continuity and progression.

## **ATTENDANCE**

It is important that the school and parents work together to achieve good attendance as there is a strong link between good attendance and achievement. The school aims to encourage attendance by creating a welcoming and supporting ethos. If there are difficulties with your child's attendance, the school will contact you to discuss ways of resolving this.

If your child is unable to attend school due to illness or for any other reason, we ask that parents should notify the school as early as possible in the school day.

Parents should also give careful consideration to the impact on a child's education of taking holidays during term time. All schools are required to record attendance and absence of pupils and report on these figures to parents, the Council and the Scottish Government.

The Scottish Government's guidance – Included, Engaged and Involved: Attendance in Scottish Schools - issued to all local authorities in December 2007 provides guidance on how attendance and absence at school is recorded. This document clarifies that the majority of family holidays taken during term time will be categorised as **unauthorised absence** and that schools may only authorise a family holiday during term time under very exceptional circumstances.

Regular attendance scans are undertaken by the management team. When a child's attendance drops below 90%, parents will be notified by letter and asked to come in to talk to the headteacher about how best to support your child's progress.

Persistent latecoming also causes regular interruptions for some classes. It disrupts learning and teaching not only for the latecomer but for the whole class.

At no time during the school day should a child be removed by a parent from the school without informing the staff of the school. This includes lunchtime "disappearances". If a child is reported missing we will try to contact the parents or we will ask for help from the emergency contact or neighbours. If we fail to locate the child the Police will be informed. Please help us to keep your child safe. Poor attendance falls into the Council's Staged Intervention Framework and action will be taken to address patterns of poor attendance.

## **CHILD PROTECTION AND SAFEGUARDING**

All children in Scotland have the right to be protected from abuse or neglect.

Schools and nurseries play an important role in the prevention of abuse and neglect through creating and maintaining safe learning environments and teaching children and young people about staying safe from harm and how to speak up if they have worries or concerns.

Effective safeguarding and child protection procedures are in place in school and all staff are aware of their responsibilities to pass on information relevant to child protection concerns.

## **CLOTHING GRANTS**

Some families may be eligible for clothing grants. Application forms can be obtained from Stirling Council, telephone 01786 233210 or downloaded from the Council website at <http://my.stirling.gov.uk/services/education-and-learning/childcare,-school-and-educational-grants/schools-clothing-grants-and-vouchers>

Please take your completed application form, along with the documents requested, to your nearest local office, or Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling, FK7 7QA.

## **COMPLAINTS**

You can complain in person, by phone, email or by letter. We regard a complaint as any expression or dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

### **Who can complain?**

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf, for example, a child's grandparent. This would normally mean a note to show that the person responsible for the child has agreed.

### **What can't I complain about?**

Here are some things we can't deal with through our complaints procedure:

- A routine first time request for a service or action e.g. informing the school that your child told you she is being bullied and asking them to resolve this.
- Requests for compensation from the Council.
- Things that are covered by a right of appeal e.g. exclusion from school which has its own statutory process. In these cases we will give you information and advice to help you.

You have 6 months to make a complaint after the event that you want to complain about takes place. If you first learn of the issue about which you want to complain after this point, you have a further 6 months to complain. In exceptional circumstances, the Service may investigate matters more than a year old, but it is not obliged to do so.

We have a 2 stage complaints procedure.

### **Stage One - Frontline resolution**

In the first instance please complain to your child's school or nursery, telling them as much as you can about the complaint, what has gone wrong and what you want them to do to resolve the matter. A senior member of staff, either the head of establishment or depute head, will be responsible for looking into the complaint. On occasion, the head of establishment may refer the complaint to the Schools, Learning and Education team centrally e.g. if it is about the conduct of the head of establishment.

The school or nursery will provide a response to the Stage One complaint within 5 working unless there are exceptional circumstances. If we need further time we will ask you to agree an extension of up to 5 further days. If the Stage One complaint has been referred to the Schools, Learning and Education team, your response will come from there.

## **Stage Two – Investigation**

If you are dissatisfied with your Stage One response you can move to Stage Two. Stage Two deals with 2 types of complaints: those not resolved at Stage One and those not appropriate for Stage One, for example, the conduct of a head of establishment or complaints which are too complex for a head of establishment to deal with.

To move to Stage Two, you should e-mail ([info@stirling.gov.uk](mailto:info@stirling.gov.uk)) or you can ask the head of establishment of the school or nursery to move the complaint to Stage Two on your behalf.

### **When using Stage Two:**

- We will acknowledge your complaint within 3 workings days.
- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g. if your complaint has been made in writing and is clear, there may be no need to meet. It is helpful if you present any evidence that you can offer in support of your complaint, e.g. contact details for witnesses, reports from other professionals etc. if appropriate.
- We will write to you confirming the details of your complaint, what you want to achieve, and what the investigation can cover.
- We will give you a full, written response to the complaint as soon as possible and within 20 working days. If our investigation takes longer than 20 working days we will agree revised time limits with you and keep you updated on progress.

After we have fully investigated your Stage Two complaint, if you are still dissatisfied with our decision or the way we dealt with your complaint you can ask the [Scottish Public Services Obudsman](#) (SPSO) to look at it.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure.
- Events that happened or you become aware of, more than a year ago.



## Stirling Council Schools, Learning and Education

### Enrolment Arrangements : Primary & Secondary School Education in 2018

The 2018/2019 school year starts on 20 August 2018. This is the **only** date for beginning school education for that year.

All children who are five years old on or before 20 August 2018 are of school age and **must** start their primary school education on 20 August 2018, children who are five years old between 20 August 2018 and 28 February 2019 **may** start their primary school education on 20 August 2018.

If your child is starting their primary school education in August 2018 you **must** enrol him/her at their catchment school **by 26 January 2018**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website [www.stirling.gov.uk](http://www.stirling.gov.uk) or by contacting us on 01786 233185. As part of the enrolment process we check the residency of all parents wishing to enrol their child at their catchment school, please bring your child's birth certificate, child benefit book/award letter, tax credit award letter, two recent household utility bills and a recent council tax bill with you when you enrol your child.

The list of dates when schools are enrolling pupils will be available on our website [www.stirling.gov.uk](http://www.stirling.gov.uk) from 4 December 2017.

#### Gaelic Medium Provision

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 474128 email: [rvrsdeps@stirling.gov.uk](mailto:rvrsdeps@stirling.gov.uk) . Any parent wishing to enrol their child in our gaelic medium provision should contact the school for further information.

#### Notice to Parents and Guardians of Children due to Transfer from Primary to Secondary School

Children currently in P7 will transfer from primary to secondary education in August 2018. You will receive notification of transfer arrangements through your primary school and your child will be automatically enrolled in their catchment secondary school. Should you wish your child to attend a secondary school that is not their catchment school a placing request must be submitted.

#### Placing Requests for Session 2018/2019

In accordance with the Education (Scotland) Act 1980 as amended, Stirling Council hereby informs parents or guardians who wish to make a placing request for the school session 2018-2019, to do so in writing **by no later than 15 March 2018**. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. You can apply online at <http://my.stirling.gov.uk/akeforms/view/placingrequestapplicationform> or, alternatively, application forms and guidelines are available from Schools, Learning and Education, Wolfcraig, Dumbarton Road, Stirling on 01786 233185.

**It is essential that you enrol your child at the school that serves your local area even if you are making a placing request for another school.**

**Please note that if your placing request is successful school transport will not be provided for your child.**

#### Schools Information

Information on local authority schools in Stirling Council is available on our website [www.stirling.gov.uk](http://www.stirling.gov.uk) or by contacting us on 01786 233185.

Parents wishing to apply for enrolment to Our Lady's RC Primary School, St Mary's RC Primary School, St Margaret's RC Primary School, St Mary's Episcopal Primary School and St Modan's High School should contact the school to discuss enrolment policy. Details are also available on the Council website [www.stirling.gov.uk](http://www.stirling.gov.uk)

**Stirling Council  
Schools, Learning and Education  
October 2017**

## **EQUALITIES**

Everyone deserves to be treated equally, fairly and without prejudice.

Educational establishments create inclusive cultures by working in partnership with the wider community to agree positive values, by promoting and celebrating diversity and through delivering appropriate learning opportunities within their curriculum.

Schools and nurseries operate within Stirling Council's duty under the Equality Act (2010) to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people by removing or minimising disadvantage, meeting the needs of particular groups which are different from the needs of others and encouraging participation in public life.
- Foster good relations by tackling prejudice and promoting understanding.

The Equality Act 2010 identifies 9 protected characteristics from discrimination, harassment or victimisation:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Following any prejudice based incident, schools are required to report their investigations and outcomes to the local authority for monitoring purposes.

## **INCLUSION**

The 2009 Act strengthens the duties placed on Stirling Council Education to identify and meet the additional support needs of children and young people. We continue to do this through the Staged Intervention process.

The 2009 Act clarifies the definition of additional support needs and increases the rights of parents and young people in respect of requesting assessments, making placing requests as well as access to the Additional Support Needs Tribunal for Scotland (ASNTS). The Act also places a duty on Stirling Council to provide access to mediation and dispute resolution services free of charge to parents in certain circumstances. A leaflet - A Guide to Getting Help and Resolving Disagreements, is available on the council website.

The Act deems all Looked After children to have additional support needs unless the education authority determines otherwise. Stirling Council have procedures in place to assess these needs through the Staged Intervention process, as with all children and young people who may require additional support.

We have produced a series of leaflets for parents, carers and young people and these are available from school and other council establishments. The series includes guides to:

- Additional Support for Learning in Stirling
- Co-ordinated Support Plans (CSPs)
- Enhanced Transition for Leaving School
- Getting Help and Resolving Disagreements
- Going to Meetings
- Individualised Educational Programmes (IEPs)
- Pre-school Children with Additional Support Needs
- Psychological Services
- Staged Intervention

More information on The Education (Additional Support for Learning) (Scotland) Act 2009 is provided by 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 – 0345 123 2303
- An email enquiry service – [info@enquire.org.uk](mailto:info@enquire.org.uk)
- Two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners)  
[www.reach.scot](http://www.reach.scot) (for children and young people)

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

The Scottish Government have a duty to provide an advocacy service to parents and young people following a reference being made to the Additional Support Needs Tribunal for Scotland (ASNTS). Ministers have also agreed that the advocacy service should also provide support for parents and young people from the time they have grounds to make a reference to the ASNTS. It will be a national service and available to parents and young people on request and free of charge.

This is a partnership between Kindred Advocacy Service and the Govan Law Centre referred to as “Let’s Talk ASN”. The two organisations will work together to deliver lay and legal advocacy for parents and young people. The service will focus on non-legal representation, but where appropriate in complex cases legal representation will be available. For further information on this advocacy service please contact the Govan Centre on:

- Telephone: 0141 445 1955
- E-mail: [letstalkasn@edlaw.org.uk](mailto:letstalkasn@edlaw.org.uk)

Stirling Council Education is committed to working in partnership with all parents and carers of children and young people with additional support needs and seeking their views on all aspects of the support provided in educational establishments. We encourage parents to contact the school/establishment in the first instance if there are any queries or concerns, and we will always try to resolve any difficulties as soon as possible.

Further information on how support for learning is organised in Stirling is available by contacting either the school, or the ASN & Wellbeing team at Wolfcraig: telephone 01786 233179 or e-mail [additionalsupportneeds@stirling.gov.uk](mailto:additionalsupportneeds@stirling.gov.uk).

## GETTING IT RIGHT FOR EVERY CHILD

**Getting It Right for Every Child** is the national approach in Scotland to improving outcomes and supporting the wellbeing and rights of children and young people by offering the right help at the right time from the right people. The approach has been developed over the last ten years and is based on key principles including:



- *child-focused* – ensuring the child or young person, and their family, is at the centre of decision-making
- *tackling needs early* – identifying needs as early as possible to avoid bigger concerns or problems developing.
- *joined-up working* – ensuring services work together with families in a coordinated way.

### Wellbeing

A child or young person's wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives.

Every child or young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.

These eight indicators help make sure everyone – children, parents, and the people who work with them have a common understanding of wellbeing.

### Named Person

Most children and young people get all the help and support they need from their parent(s), wider family and community. Sometimes, families may need a bit of extra help; the Named Person is available to listen, advise and provide information or help access other services.

Children and young people from birth to 18, or beyond if still in school, and their parents will have access to a Named Person, normally the health visitor for pre-school children and the head or depute head teacher for school age children.

A Named Person will only offer advice or support in response to a request from a child or parent, or when a wellbeing need is identified and there is no obligation to accept the offer of advice or support from a Named Person. Where a child may be at risk of harm, Child Protection procedures will be followed.

### Child's Plan

The Children and Young People (Scotland) Act 2014 ensures a single planning framework, Child's Plan, will be available for children who require extra support that is not generally available to address a child or young person's needs and improve their wellbeing.

The Child's Plan is part of the GIRFEC approach to promote, support and safeguard the wellbeing of children and young people. The Scottish Government is working with Parliament to agree a timetable to enable commencement in 2018.

Stirling educational establishments have long established staged intervention procedures which provide appropriate and proportionate assessment, planning and review to ensure children and young people have their individualised needs met. Further information is detailed in [Staged Intervention Guidance](#).

## **INSURANCE INFORMATION**

### **1 Public Liability**

Stirling Council has Public Liability Insurance in respect of claims against the Council for bodily injury to any person or for loss or damage to any person's property for which the Council is legally liable. Negligence or failure to fulfil a statutory obligation on the part of the Council or its employees resulting in injury, loss or damage to property must be established.

#### **Pupils' Property**

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school. Parents should be aware of the following points:

- a) Parents' house contents policy may give some measure of cover for personal effects of family members.
- b) It is suggested that parents may wish to consider taking out additional individual personal cover.
- c) Pupils should be encouraged not to bring valuables to school.

The general rule is that pupils bring property to school at their own risk. There may be situations where the school accepts responsibility for pupils' property, but otherwise the council is not responsible if property is lost, damaged or stolen in school.

### **2 Personal Accident/Travel Cover – Educational Excursions**

The Council has arranged insurance cover for Educational Excursions organised by the Council.

A brief summary of the cover is as follows:

**Persons Covered:** Organisers, participants, members, employees and others on excursions or trips organised by or under the auspices of the Council.

**When Covered:** While participating in any activity organised by or on behalf of the Council beyond the limit of the school grounds.

If you require further information please contact the Council's Insurance Team on 01786 233437.

## **SCHOOL HEALTH SERVICE**

The Forth Valley NHS has a statutory obligation to provide a health service for all school-age children in the Stirling Council area. The aim of the service is to make sure that all children are in the best possible health to benefit from their education and to provide the education service with advice and support about the spread of infections and the promotion of good health.

Parents/carers will be given the opportunity to meet the named nurse for the school when their child starts school in Primary 1. This will involve parents completing a health questionnaire for their child. The nurse may make contact with parents/carers based on the information provided by them. Teachers and parents/carers are encouraged to report any concern about hearing, especially in primary one pupils. Hearing is no longer part of the routine checks done in school.

If you have any concerns with your child's health which may affect their education, an appointment can be arranged with your named nurse (contact details below). School staff, with parents' permission, can request an appointment with the named nurse at any time. The named nurse will also liaise closely with the Team Leader who has overall responsibility for primary school children.

The community paediatric doctor will see children at their clinic who have additional support needs or who have any significant ongoing medical or developmental conditions affecting their education.

School staff and parents can contact the named nurse if they have any health concerns regarding children which may affect their educational needs. The nurse will then offer a Health assessment in school or in the child's home.

All children within P1 will receive a toothbrush, toothpaste and leaflet- "Make your smile count" A dentist from the Salaried Dental Service will carry out a dental inspection of your child in P1 and again in P7. Dental treatment can be offered to those children unable to register with a general dental practitioner through the Salaried Dental Service.

The School Health Service can be contacted at:

Area Community Child Health Department  
Stirling Royal Infirmary  
Livilands  
Stirling FK8 2AU  
Telephone: 01786 434150

### **Infectious Diseases**

Colds, flu and gastro-enteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea. Children who have had diarrhoea should stay off school for 48hrs after the last episode of diarrhoea. It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from your named school nurse or staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps please consult your GP or School Nurse.

### **Head Lice**

Head lice are spread through head to head contact. This can happen at home, in the community, or in school. Regular combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, you need to get the correct lotion from your doctor, health visitor or pharmacist. The instructions need to be followed carefully. If this is not done then re-infection is likely.

If lice are found, all family members and close friends of your child should be checked. Treatment should only be applied if live lice are found. Products used for treating head lice must be ones that can be left in the hair for 12 hrs, this treatment requires to be repeated after 7 days. You should advise others of this possible problem in the same way as you would tell family and friends about other infections which might affect them.

Further advice can be obtained from the Health Board. A head lice leaflet is available in all schools and health centres.

### **SCHOOL MEALS**

Lunches are provided every day for children and young people in all schools. All food and drink provided meets national requirements for nutritional standards as well as guidance aimed at encouraging uptake and removing the stigma attached to free school meals.

Meals are provided by the Council's catering service. Menus are seasonal and are changed twice a year, spring/summer and autumn/winter. All recipes are analysed to make sure that they provide a healthy and well-balanced meal. The catering service tries to suit the majority of tastes by offering choices which include a daily vegetarian option as well as a range of packed lunches. Children having packed lunches are supervised. We encourage parents to ensure home packed lunches are healthy and do not contain fizzy drinks, sweets and Nuts.

Pupils and their parents have opportunities to provide feedback and have a say about the content of future menus and the catering service is committed to introducing new products and to promoting healthy food choices.

Stirling Council achieved the Silver Food for Life Catering Mark in March 2014. This guarantees that all menus are prepared using non GM ingredients, are 75% freshly prepared, use only free range eggs, avoid additives and trans fats with meat and poultry sourced in a way that ensures animal welfare is taken care of. All milk provided to the children to drink or within their meals is organic. More information about the standard can be found at <http://www.sacert.org/catering>.

Menus and current prices can be viewed on the Council's website at <http://my.stirling.gov.uk/services/education-and-learning/schools/schools-catering>.

Special diets can be catered for and parents should contact the headteacher to discuss any special dietary requirements.

The Catering Service can also provide a healthy packed lunch for school trips.

Some families may be eligible for free school meals. An application form is available from the school or can be printed from the Council's website at:

<http://www.stirling.gov.uk/services/education-and-learning/parental-support/parental-support-schools-and-education/free-school-meals>.

This form should be completed and returned to Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling FK7 7QA.

## **TRANSPORT**

Stirling Council provides free transport to children who live more than two miles from their catchment school, or where there is no safe walking route available.

Further information is available on the Stirling Council website at:

<http://www.stirling.gov.uk/services/education-and-learning/schools/schools-travel-and-trips/schools-transport>.

## **UNEXPECTED CLOSURES**

While schools have contingency planning in place to cope with a number of circumstances, sometimes it is necessary to close schools or amend the normal school day. e.g., storm damage, power cut.

In the event of this happening, we have to ensure school record of parents place of employment and childcare arrangements are up to date. Please make sure we have an emergency contact telephone number and address. We will issue an annual update form to check the accuracy of contact details and other information held by the school.

Please make sure your child knows who to go to if you are not at home.

## **EDUCATION STATISTICS PRIVACY NOTICE**

### **Annual Data Check**

On an annual basis schools request that parents and carers update the information that they hold for administrative purposes. It is important that this information contains up to date details as the school may use it in the event of an emergency. This information is also used to submit secondary school pupils for SQA examinations.

When you receive an Annual Data Check you should make any corrections or additions in pen and return to your child's school.

If you move address or change your mobile phone number please remember to notify the school.

Pupil record information is used in accordance with the Council's Data Protection Notification.

## **Transferring Educational Data About Pupils**

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) 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.

### **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.

### **Data policy**

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 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 actions 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 about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.**

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act 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>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

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 to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. 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 or linkage 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, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

## STIRLING COUNCIL – EDUCATION

### 2017-18 School Dates

<b>Autumn Term</b> Starts  Ends	Monday 21st August 2017 Tuesday 22nd August 2017 Friday 6th October 2017	Teachers return <b>Pupils return</b>
<b>October Holiday</b> Starts Ends	Monday 9th October 2017 Friday 13th October 2017	
<b>Winter Term</b> Starts	Monday 16th October 2017	
Staff Development Day Staff Development Day	Thursday, 23rd November 2017 Friday 24th November 2017	
<b>Winter Term</b> Ends	Friday 22nd December 2017	
<b>Christmas Holiday</b> Starts Ends	Monday 25th December 2017 Friday 5th January 2018	
<b>Spring Term</b> Starts	Monday 8th January 2018	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 12th February 2018 Tuesday 13th February 2018 Wednesday 14th February 2018 Thursday 15th February 2018 Friday 16th February 2018	
<b>Spring Term</b> Ends	Thursday 29th March 2018	
<b>Spring Holiday</b> Starts Ends	Friday 30th March 2018 Friday 13th April 2018	
<b>Summer Term</b> Starts	Monday 16th April 2018	
<b>Local Holiday</b>	Monday 7th May 2018	
<b>Summer Term</b> Ends	Friday 29th June 2018	
<b>Summer Holiday</b> Starts Ends	Monday 2nd July 2018 Friday 17th August 2018	
	Monday 20th August 2018 * Tuesday 21st August 2018 *	Teachers return Pupils return

\* To be confirmed

# STIRLING COUNCIL – EDUCATION

## 2018-19 School Dates

<b>Autumn Term</b> Starts Ends	Friday 17 August 2018 Monday 20 August 2018 Friday 12 October 2018	Teachers return <b>Pupils return</b>
<b>October Holiday</b> Starts Ends	Monday 15 October 2018 Friday 19 October 2018	
<b>Winter Term</b> Starts	Monday 22 October 2018	
Staff Development Day Staff Development Day	Thursday, 29 November 2018 Friday 30 November 2018	
<b>Winter Term</b> Ends	Friday 21 December 2018	
<b>Christmas Holiday</b> Starts Ends	Monday 24 December 2018 Friday 4 January 2019	
<b>Spring Term</b> Starts	Monday 7 January 2019	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 11 February 2019 Tuesday 12 February 2019 Wednesday 13 February 2019 Thursday 14 February 2019 Friday 15 February 2019	
<b>Spring Term</b> Ends	Friday 29th March 2019	
<b>Spring Holiday</b> Starts Ends	Monday 1 April 2019 Friday 12 April 2019	
<b>Summer Term</b> Starts	Monday 15 April 2019	
Good Friday Easter Monday	Friday 19 April Monday 22 April	
<b>Local Holiday</b>	Monday 6 May 2019	
<b>Summer Term</b> Ends	Friday 28 June 2019	
<b>Summer Holiday</b> Starts Ends	Monday 1 July 2019 Friday 16 August 2019	
	Monday 19 August 2019 * Tuesday 20 August 2019 *	Teachers return Pupils return

\* To be confirmed