



KILLEARN PRIMARY SCHOOL



2009

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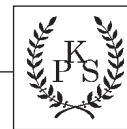
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DIRECTOR'S FOREWORD

Introduction

Welcome to Stirling Council and Killearn school.

Children's Services want all children and young people growing up in Stirling to be happy and safe, to enjoy good health, to be listened to and respected, to engage in a wide range of positive experiences and opportunities and to be ready to succeed. We will work together to realise this ambition by putting children and young people first, promoting inclusion and delivering quality services.

The needs of children and young people cannot be met by any one service or organisation and our schools and nurseries are committed to working together with our partners to achieve the Scottish Government's vision for children and young people who are:

**confident individuals,
effective contributors,
successful learners, and
responsible citizens**

We aim to ensure that all our schools and nurseries offer the range of experiences for learners that make this a reality.

We want all parents to be involved in their children's learning and welcome you as an active participant in the life of the school. The Parental Involvement Act aims to strengthen and support parental involvement in education and introduces a more flexible system for parental representation.

Stirling Council is keen that all services work in partnership with families in order that we can continue to improve. We depend on your aspirations and expectations to ensure that the highest standards are being achieved.

David Cameron
Director of Children's Services
December 2008



WELCOME FROM THE HEADTEACHER

Dear Parent/Carer

A warm welcome to Killearn Primary School.

Killearn Primary School is a values based community where we pride ourselves on our development of the 'whole child'. We look to foster in our children positive attitudes to work, achievement, self esteem and the wider world. We want to develop our children as successful learners, confident individuals, effective contributors and responsible citizens. To this end we build partnerships with you and the community to help in the important task of preparing our children for the challenges and opportunities faced in the future.

We do not wish to focus only on academic achievement but also to recognise and celebrate all aspects of our children's development. We have a very strong Pupil Council where our pupils are consulted and make decisions on their learning and the life of our school.

We offer you opportunities to share in your child's learning and there are regular planned activities where we invite parents, friends and families to see some of the fantastic work and learning taking place in Killearn primary School.

Many other activities are organised by the partnership groups in our school: the Parent Council, PTA, Parent Helpers, ECO School as well as the Health Promoting Schools Group. We look forward to welcoming you to the school and meeting you on as many of these occasions as you can manage.

Please be assured that no worry concerning your child is too small or unimportant to share with us; please contact us at any time.

We hope the following pages will give you a flavour of our school. Should any of your questions remain unanswered, we will be happy to help.

I look forward to meeting you.

Pat MacCowan
Headteacher



OUR SCHOOL AIMS

At Killearn Primary School we aim to develop every child 'to be the best he/she can be' by providing quality learning and teaching in a nurturing environment. To achieve this we plan for continuous school improvement and work with parents, children and the wider community whilst being supported by Stirling Council's Children's Services.

Our work at Killearn Primary is firmly grounded in a vision for a Learning community that puts children first, that practises principle centred leadership, nurtures genuine care and concern for all, by all, and promotes core values that impact positively on our school community.

Our School Values are:

Honesty, Fairness, Respect and Responsibility

These values provide a framework for the continuous growth and development of our school community. The development of the whole child is paramount and this is reflected in our school aims:

- Raising standards of attainment and achievement by providing an appropriate, challenging, stimulating and enjoyable curriculum
- Promoting excellence and the personal growth and continuous development and self evaluation of all school community members within an environment that is conducive to effective learning and teaching
- Providing a happy, secure and nurturing environment for all, where equality, honesty, fairness and respect are valued and practised
- Promoting and developing the important partnership between school, children, parents and the wider community
- Supporting children in becoming Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens by developing confidence, positive attitudes and lifelong learning skills.

Welcome to our school!



OUR SCHOOL

Killearn Primary School is set in an enviable location amidst beautiful grounds and scenery, close to the centre of the village of Killearn. We provide for all stages from Nursery to Primary 7. This is an age range of 3 years to 11 years and older. The school is co-educational and non-denominational. We currently have 209 primary pupils and 40 nursery children.



The School Building

Our modern and well equipped building was completed in August 2002 and offers excellent learning and teaching facilities.

This building signifies the third educational establishment built to educate the children of Killearn and the surrounding rural area. Each school has provided improved facilities and opportunities for its children. This tradition is continued in the latest Killearn Primary School. Although the building bears no physical resemblance to those of old, the positive ethos, the community spirit and the commitment to developing the whole child remain constant features of school life.

The entrance to the school is by way of a very attractive conservatory style welcome area. The security of our children is ensured through controlled access and CCTV.

The interior design of the building is bright and airy, creating a calm and purposeful ambience. Features such as solid beach doors, detailed window and door design, careful use of colour and excellent workmanship create a unique and quality environment.



The building provides 9 bright and well equipped modern classrooms. One classroom has been developed to provide an ICT suite offering leading edge facilities, now possible due to the excellent IT infrastructure provided within the school. Every class has an Interactive Whiteboard and access to the school network.

As is appropriate, we are equipped to ensure inclusion for all, with ramped access, internal lifts, disabled toilet facilities and a well resourced Medical Room.

We have the advantage of separate dining and gym facilities. A General Purpose Room, which operates as a dining room and flexible learning space, is in much demand. Opportunities for physical activity both inside and outside are much improved. We enjoy the use of a large, gym hall complete with changing rooms, additional playground space and a Multi-Sports Court. Our "peaceful patio" provides a "running free zone" for those who wish a quiet place to sit and chat. We also have a wonderful 'Outdoor Classroom' which allows for active learning in an outdoor setting.

Other facilities include an administration wing, central storage for resources, a 'Learning Zone', the janitor's room and a larger staff room area. The piece de resistance however, is the children's toilets. These are particularly bright and colourful facilities, chosen by the children themselves. Features include electrically controlled air fresheners and hand driers and much requested mirrors!

Outwith the building but on the school campus is our nursery class which is enjoying tremendously improved facilities. The Saplings boast a bright and well equipped playroom, complete with outdoor decking, a garden and a play area within the nursery setting.

In August 2007 we opened a tenth classroom to extend our accommodation.





SCHOOL DEVELOPMENT PLAN

KEY PRIORITIES FROM THE DEVELOPMENT PLAN 2008-2009

Our Priorities for developing and improving our children's education during next session include:

In our school:

- Continue to evaluate our policy and practice to reflect the Curriculum for Excellence
- Review and evaluate our practice in the teaching of Maths
- Continue to develop our practice in the teaching of Reading
- Review our policy for the teaching of Spelling
- Work with the Balfron Cluster to develop our practice in the teaching of Writing
- Work with our parents and pupils to review our Behaviour Management and Anti-Bullying Policy
- Continue to develop and embed key strategies in Assessment is for Learning
- Develop our policy for Learning and Teaching using the 'Let's talk Learning' initiative.

In the Nursery class:

- Further develop formal and informal monitoring procedures to enhance Quality Assurance throughout the Nursery
- Further develop the Documentation Approach with particular reference to prolonged conversation with and between children
- Continue to embed evaluative language and clear differentiation throughout programmes
- Share regular teaching and learning opportunities with parents/carers, school and local community.



WHO'S WHO IN OUR SCHOOL

Teaching Staff

Head Teacher: Patricia MacCowan **Principal Teacher:** Lizzie MacLeod
Depute Head: Isabel Tempest **Principal Teacher:** Catriona Mackenzie

Catriona Mackenzie	P1	Lynne McDonagh	P5
Ali McLean	P1/2	Ray Kohli/Lizzie MacLeod	P5/6
Ailsa Woodrow	P2/3	Angela Salgo	P6
Sandra McLean	P3	Fiona Hornbuckle	P7
Ian McDonald/Isabel Tempest	P4		

Lizzie MacLeod RCCT
(Reduced Class Contact Time)

Agnes McGrory Support for Learning Teacher

Nursery Staff:

Senior Early Childhood Educator	Margaret Campbell
Early Childhood Educator	Kate Edmonds

Classroom Support Staff	Janitor	Hector MacDonald
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Dorothy Pattenden	Kitchen Staff	Bill Bolton
Linda Riddell		Liz Norval
Catriona Thomson		Barbara Roberts
Margaret McCann (Supply)		

Clerical Support Staff

Jean Pairman
Anne Arnold
Lesley Findlay

Cleaning Staff Francis Devoy

Anne
Karen Campbell

Classification

Our school currently has nine classes from P1 to P7. The classes are currently arranged as detailed above.

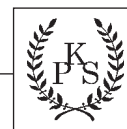
There are times when the distribution of children over the various stages of the school necessitates the formation of composite classes. This is where children from two stages of the school compose one class. Primary teachers are trained to teach in differentiated groups. Consequently, composite classes, organised in flexible teaching and learning groups, operate in the same way as single stage classes and **allow children to study at their own level**. A composite class will not exceed 25 in number, unlike single stage classes that may contain 25 children in P1, 30 in P2-3 and 33 in P4-7. After August 2007 the maximum in P1 is 25. Furthermore, where we have composite classes we try to provide meaningful opportunities for children to learn and work alongside their peers. This does take considerable time and effort to organise and maintain, however we recognise the value of providing this for our children.



OUR SCHOOL YEAR

School Holidays 08-09

Autumn Term	starts	Monday 18th August 2008 (teachers only)
Staff development day		Monday 18th August 2008
		Tuesday 19th August 2008 (pupils return)
Local Holiday		Monday 8th September 2008
		(Except Balfron Cluster)
Local Holiday		Monday 29th September 2008
		(Balfron Cluster Only)
	ends	Friday 10th October 2008
October holiday	starts	Monday 13th October 2008
	ends	Friday 17th October 2008
Winter Term	starts	Monday 20th October 2008
Staff Development Day		Monday 10th November 2008
Staff Development Day		Tuesday 11th November 2008
	ends	Friday 19th December 2008
Christmas holiday	starts	Monday 22nd December 2008
	ends	Friday 2nd January 2009
Spring Term	starts	Monday 5th January 2009
Staff Development Day		Monday 16th February 2009
Staff Development Day		Tuesday 17th February 2009
Local Holiday		Wednesday 18th February 2009
Local Holiday		Thursday 19th February 2009
Local Holiday		Friday 20th February 2009
	ends	Friday 3rd April 2009
Spring holiday	starts	Monday 6th April 2009
including		Friday 10th April 2009 (Good Friday)
		Monday 13th April 2009 (Easter Monday)
	ends	Friday 17th April 2009
Summer term	starts	Monday 20th April 2009
Local Holiday		Monday 4th May 2009
	ends	Friday 26th June 2009
Summer holiday	starts	Monday 29th June 2009
	ends	Monday 17th August 2009 (teachers only)
		provisional
		Tuesday 18th August 2009
		(pupils return) provisional



OUR SCHOOL YEAR

2009-2010 School Dates

Autumn Term	starts	Monday 17th August 2009 (teachers only)
Staff development day		Monday 17th August 2009
		Tuesday 18th August 2009 (pupils return)
Local Holiday		Monday 7th September 2009 (Except Balfroon Cluster)
Local Holiday		Monday 28th September 2009 (Balfroon Cluster Only)
	ends	Friday 9th October 2009
October holiday	starts	Monday 12th October 2009
	ends	Friday 16th October 2009
Winter Term	starts	Monday 19th October 2009
Staff Development Day		Monday 9th November 2009
Staff Development Day		Tuesday 10th November 2009
	ends	Tuesday 22nd December 2009
Christmas holiday	starts	Wednesday 23rd December 2009
	ends	Monday 4th January 2010
Spring Term	starts	Tuesday 5th January 2010
Local Holiday		Monday 15th February 2010
Local Holiday		Tuesday 16th February 2010
Local Holiday		Wednesday 17th February 2010
Staff Development Day		Thursday 18th February 2010
Staff Development Day		Friday 19th February 2010
	ends	Thursday 1st April 2010
Spring holiday	starts	Tuesday 6th April 2010
including		Friday 2nd April 2010 (Good Friday)
		Monday 5th April 2010 (Easter Monday)
	ends	Friday 16th April 2010
Summer term	starts	Monday 19th April 2010
Local Holiday		Monday 3rd May 2010
	ends	Friday 25th June 2010
Summer holiday	starts	Monday 28th June 2010
	ends	Friday 13th August 2010
		Monday 16th August 2010 (teachers only) provisional
		Tuesday 17th August 2010 (pupils return) provisional



OUR SCHOOL DAY

The School day begins at 9.00am and ends at 3.15pm

Morning interval	10.30 a.m - 10.45 a.m
Lunch	12.15 p.m - 1.15 p.m

Play Time

Children have a 15 minute break at 10.30 a.m. Children can bring a snack for this time or choose to purchase some fresh fruit from the school's healthy tuck shop.

Are the children supervised at playtimes and lunchtimes?

Yes. At morning playtime there are five adults in the playground, Mr. McDonald, Mrs Arnold, Mrs. Pattenden and Mrs. Riddell. They all assist children and ensure that they are safe and playing appropriately. In addition, our senior pupils who may be monitors and/or buddies have a role in helping and playing with children at playtime.

This year, Primary 7 children have been trained as the Playground Squaddies and on specific days will set up organised games to encourage children to participate in active pursuits during their break. However, we recognise that some children prefer a quiet break and have designated the 'Peaceful Patio' as an area where children can sit and chat or read without fear of noisy games or running children disturbing their playtime.

The school also provides a variety of outdoor games to keep children occupied. Children in P3-P7 will be allocated times on the Multi-Court where they can participate in more active ball games.



Lunch Time

Our children have a full hour for lunch, this allows for time for lunch and an opportunity for play. Parents can choose to allow their children to remain in school or go home for lunch.

Children electing to stay in school may purchase from a choice of three hot lunches, (blue tray, green tray or red tray), a school packed lunch or indeed bring their own packed lunch.



Paying for Lunch

Parents are asked to pay on a weekly basis – this should be done on the first school day of the week. It is preferred that payment is made by cheque although cash will be accepted in an envelope. Whether paying by cheque or cash, details of your child's choice of snack or lunch will be essential, either on the reverse of the cheque or on the envelope. This involves choosing the colour of tray relating to the menu option.

Payments can be made by children, at the till point, at lunchtime, for unplanned days but we ask that weekly payments is the norm. This is due to difficulties in banking cash.

Parents/carers must ensure that lunches are paid for as the Catering Staff are under no obligation to provide lunches for those who have not paid.

Parents may also opt to pay for more than one child's lunch on the same cheque, details should be as follows:

<u>John P2</u>	<u>Kirsten P4</u>	<u>Lucy P7</u>
M - Red	M - Blue	M - Green
T - Red	T - Blue	T - School Pack
W - Green	W - Blue	W - Red
T - School Pack	T - Blue	T - Home Pack
F - Blue	F - Home	F - Blue

School lunches and school packs that are prepared on the premises currently cost:

All lunches - £1.70 daily and £8.50 weekly

These prices are reviewed by Stirling Council each April.

The menu which changes daily runs on a four week cycle focuses on nutritional balance and is part of the Scottish Executive's 'Hungry for Success' initiative. Each child in school is given a menu chart to take home.

Due to the large number of children remaining in school for lunch, we operate a staggered entry, with three sittings: one at 12.15 p.m. the next at 12.30 p.m. and the third at 12.45 p.m. This is organised on a rota basis.

Some families may be entitled to free school meals. Application forms are available from the school and the district offices at 32 Buchanan Street, Balfron. The school recognises that this may be a sensitive issue for children/families and do all we can to ensure that this is managed carefully.

Parents are asked to discuss with the Headteacher if their child requires a special diet that has been medically prescribed due to food allergy, for example, nuts or for religious reasons.



OUR SCHOOL UNIFORM

Killearn strongly encourages the wearing of school uniform. We believe that the many advantages to pupils far outweigh any 'disadvantage'. We are eager to promote high expectations and high standards in all aspects of school life and would wish the school's dress code to reflect this. Encouraging all our pupils to be smart and readily identifiable as pupils of Killearn Primary contributes positively to the school ethos and school security.

Our Uniform consists of:

- grey school skirt/ pinafore/ trousers
- navy jumper/ cardigan or navy sweatshirt with school motif
- white school shirt/ blouse or white polo shirt with school motif
- navy and white school tie
- blue and white school summer dress (optional)
- black shoes (preferably not trainers)
- navy blazer with school badge (optional)



Whilst many children and parents will favour the sweatshirt and polo shirt I would ask, that particularly on special occasions e.g. official outings, church services, photographs and school assemblies, that children are encouraged to make an extra effort to look especially smart and wear the school shirt and tie.

In addition, Primary 7 monitors have a special merit tie that signifies their role in our school.



WHERE TO GET THE UNIFORM.....

Most High Street stores sell the general items.

School ties, polo shirts and sweatshirts with the school logo are available from Macarees. The uniform specialists are situated in the Town Centre in Stirling, Tel. No. 01786 465646. Endrick Merchandise. Further details will be available nearer the enrolment date.

The school currently has a stock of ties available. For Primary 7 pupils who have the honour and responsibility of being a monitor their special tie is only available directly from the school.

Dress for PE

In the interest of health and safety we ask that children have shorts, T-shirt and rubber soled sandshoes for physical education (heavy training shoes are not suitable).

It would be best for infants if they kept their soft shoes in a shoe bag that remains in school all the time.



Indoor Shoes

All children are asked to change their shoes in school. Most children wear gym shoes but children may wear any other footwear that has not been worn on the journey to school. Children leave these shoes in school. By changing their shoes it means that carpeted classrooms are kept free of mud and allows children to sit or work comfortably on the floor without fear of sitting on a muddy footprint.

Clearly a successful uniform policy depends heavily on effective parent partnership. We are delighted at and very grateful for the tremendous level of support and encouragement from our parents on this issue.



PARENT COUNCILS

The Parental Involvement Act introduced a new system of parent representation in schools to replace School Boards or Parents Groups.

The aims of Killearn Primary School Parent Council are to:

- Pursue common issues raised by parents
- Explain school policies etc to parents
- Contribute to school policy & decisions
- Consult on school policy & decisions
- Suggest sources of help to parents with individual issues
- Liaise with Balfron High School, Stirling Council etc
- Ascertain & represent parents' views
- Contribute knowledge / skills to the school
- Inform parents about events etc which may interest them
- Support Pupil Council objectives
- Encourage parent participation in school events, study topics and classroom activities.

Each class in school including the Nursery will be represented on the Parent Council. Any parent of a child at the school can volunteer to be a member of the Parent Council.

This important new structure to support the school needs your involvement. Be a part of what happens at Killearn Primary School.



PARTNERSHIP WITH PARENTS

Killearn Primary School is extremely fortunate to have a dedicated and active group of parents who work tirelessly to enrich school life. As well as raising funds to improve the provision we offer our young people, their work contributes significantly to building a sense of community in our school.

Parents are involved in many ways, e.g. organisation of and participation in

- Summer Barbecue
- Halloween Disco
- Bag to School Fund Raising
- Christmas Fayre
- Burns Coffee Morning
- Development of our school grounds
- Food and gifts for Christmas Parties
- School Book Fair
- Summer Fete
- Weekly support with practical tasks in school
- Sharing expertise in Classwork
- SNAG (School Nutrition Action Group)
- Shoebox Appeal
- Accompanying Classes on Educational Outings
- Helping out in Nursery
- After School Clubs
- Healthy Tuckshop
- Nursery Garden Developments
- Sports Days
- School Performances
- Classroom Celebrations



OUR PARENT/ TEACHER ASSOCIATION

Each and every parent of a child at Killearn Primary School is automatically a member of the Parent-Teacher Association.

The PTA is, as its name suggests, an association who aims to facilitate mutually beneficial contact between parents and teachers and other school staff. The primary function is to raise funds for the school through events that involve parents, children and the community, events that can be enjoyed by all.

The PTA meets regularly to plan and organise events. These meetings are open to anyone who wants to come along. Sometimes parents cannot commit to attending regular meetings however they may be able to help out at events and will be made most welcome.

As well as a healthy number of committee members we also have a loyal band of helpers who greatly assist at events. The success of the PTA is due to a great extent to an ability to work together as a team.

There is an Annual General Meeting in September when the new Committee is formed. The AGM also gives us the opportunity to display items funded by the PTA and to celebrate achievements with some cheese and wine. Last year we raised over £5,000 - a magnificent effort, which makes significant difference to providing learning and teaching resources.

There are several annual events such as the Burns Coffee Morning, Jumble Sale and Fete, which are guaranteed fundraisers. New events are tried and if successful are repeated. The PTA is always open to new ideas from parents.

The PTA seeks to support the Headteacher and staff in promoting a positive attitude towards encouraging parental involvement in Killearn Primary School.

Come along, be informed, and get involved!

OUR PUPIL COUNCIL

Our school places a high priority on listening to our children's views and to this end we have established a Pupil Council. Each school year Pupils in P3-7 elect, by secret ballot, two class representatives, a boy and a girl for a consultative group. The pupils meet with the Headteacher on a regular basis, providing a focused opportunity to consult pupils, as appropriate, on issues relating to making our school the best it can be. Equally, it is an opportunity for pupils to raise matters of concern or make suggestions for improvement and development.

This year's Pupil Council members:

P1 & 2 Reps:	Amy Gibb and Tom Hughes (P7)
P3	Kim Denton and Hamish Finn
P4	Monica Sloan and Rory Harper
P5	Caitlin Hillman and Aiden Sloan
P5/6	Lucy Girven and Sandy McLaughlin
P6	Carys Nuttall and Angus McVicar
P7	Morven Paterson and Charlie Hordern

In the past the council have played a significant role in:

- Deciding which charities to support
- Acquiring cycle racks
- Developing our work as an Eco School
- Acquiring playtime games





OUR HOUSE SYSTEM

Our school operates a House System, whereby all children are members of a house. The houses are named after trees: Willow, Beech, Oak, Maple, and Rowan.

The purpose of the House System is to further develop the community spirit of the school, whereby 'houses' will be recognised for making an effort to make our school a good place to be. House points are awarded to pupils to reward good social skills and caring and thoughtful behaviour towards others and our school environment.

The children are grouped vertically, providing opportunities to get to know children of different ages and classes within the school. Each child wears a house badge, the colour denoting which house they belong to: willow - blue, oak - yellow, beech - green, maple - orange and rowan - red. The school's staff selects two House Captains for each House. Being a House Captain is very much seen as an honour and a very responsible position, which I am happy to say that our children also take very seriously.

In choosing our House Captains, we look at the following areas:

- Demonstration of the school values
- Willingness to support others
- Ability to lead but not dictate
- Respect for the opinions of others
- A positive approach to work - consistently shown
- Good relationships with peers and all other members of the school community
- Working well in partnership - there are 2 House Captains for each house and they need to work well together
- A pro-active approach to the school ethos

House of the Week, Term and Year awards and house challenges provide many opportunities for children to develop team working skills to benefit the whole school community.

Our House Captains for this session are:

Willow	-	Emily Brown and Christopher Svensson
Oak	-	Shona Michie and Ross Stevenson
Beech	-	Emily Gardner and Erin Edwards
Maple	-	Lucy Howie and Louisa Pettigrew
Rowan	-	Robin Brown and Harry Johnson



Eco Committee

P1	-	Jack MacLaren Freya Esdaile
P2W	-	James Girven Hannah Gibson
P2M	-	Andrew Duff Elizabeth Thompson
P3	-	Fiona Millar Rory Harper
P4	-	Aidan Sloan Tamzin Whitley
P4/5	-	Scarlett McQuillan Jacob Lennox
P5	-	Breagh Hannan James Neufeld
P6	-	Shona Michie Ross Stevenson
P7	-	Fraser Boland Jill Barrett





ETHOS AND BEHAVIOUR CODE

Updated June 2008

ETHOS AND PRINCIPLES

At Killearn Primary we aim to help every child to be the best that he/she can be. The development of the whole child is paramount. To achieve this it is crucial that the environment and relationships within our school community contribute positively to an ethos of achievement. Promoting high standards and high expectations of behaviour and a commitment to a positive school community is central to the success of our school and our children.

Our behaviour policy is based on care, courtesy, co-operation and self-discipline, in a supportive atmosphere of warmth and mutual respect. We believe that children learn best in a positive environment where they are happy and free from tension and anxiety. As such, all staff will seek to promote good behaviour, not only in the classroom, but also in the playground, dining room and throughout the school generally. Consistency and fairness in approach to all will be important to the success of our policy.

PROMOTING POSITIVE BEHAVIOUR

Our school community has agreed that all members will follow our Values. These are: Honesty, Fairness, Respect, Responsibility and Determination. In doing this we agree to:

Be gentle
Be kind and helpful
Be honest
Work hard
Look after property
Listen to and respect each other

In fostering a positive ethos it will be important that rules and expectations are clear, understood and shared. To ensure this:

- Pupils, parents/carers and staff will together formulate, implement and review our Managing Behaviour Policy
- Recognition and rewarding of positive behaviour will be celebrated
- Parents/carers will receive a copy of our policy and be asked to discuss this with their children
- Children will have many opportunities to be familiar with school rules and expectations, specifically:
 - full class discussion at the beginning of each session
 - focus at Circle Time
 - copies displayed in every classroom and around the school
 - indepth discussions during PSD activities
 - focussed house/school assembly discussions

In effect, all that we do in school will promote and reinforce positive behaviour. Recognition of positive behaviour and achievements will have high profile in our school. All staff will use positive behaviour strategies to praise, encourage and reward children. In addition, children will have opportunities to praise and reward their peers.



DEALING WITH INAPPROPRIATE BEHAVIOUR

Despite the emphasis on promoting positive behaviour there will be times when a child's behaviour falls short of the expected model. Pupils, parents/carers and staff have decided that the following is unacceptable behaviour:

- fighting
- hitting
- swearing / rude gestures
- spitting
- excluding others
- bullying
- vandalism
- theft
- discriminatory name calling

Inappropriate behaviour is not acceptable at Killearn Primary and the school will respond by:

- reminding children of the boundaries of acceptable behaviour
- providing individuals with support in changing their behaviour
- informing parents/carers, at an early stage, of children's inappropriate behaviour
- enlisting the support of parents/carers in helping a child to modify their behaviour
- implementing fair and appropriate sanctions as detailed in the policy

BULLYING

At Killearn, bullying will not be tolerated. Our aim is to make our school a 'bully free zone'. The term bullying is defined as:

'The continual and persistent abuse of power over another, physically, emotionally, verbally, socially, or electronically'

We encourage all children **NOT** to accept bullying behaviour and to report it **PROMPTLY** to an adult – staff member, parent or carer. Only through intervention and collective refusal to accept such behaviour will the achievement of our aim be possible.

Where children are found to be displaying bullying behaviour parental involvement will be sought to determine a positive change in a child's behaviour.

All schools in the Balfron Cluster worked together to create a common strategy and policy on bullying. A leaflet detailing this is available in school.

PRACTICE

In managing inappropriate behaviour the following strategies will be adopted:

- verbal warning 1
- verbal warning 2 or class warning system
- loss of Playtime, Lunchtime Play or Golden Time if behaviour at playtimes is inappropriate and dangerous or hurtful to others. This involves children being sent to the corridor outside the Office, not the conservatory. Office staff must be informed before a child is left. Details of the incident must be recorded as soon as possible and class teacher informed.
- Parents/carers informed if there is attendance at No Golden Time on three occasions within a short space of time
- Other sanctions, as detailed in the policy, implemented by class teacher and/or HT
- Where misbehaviour continues the class teacher will discuss this with parents/carers. The HT must be informed of this.



- Class teachers should access the support of our Behaviour Coordinator, Mrs MacLeod if children's behaviour continues to cause concern
- Serious incidents must be reported to the HT immediately
- Should any child fail to respond and not improve their behaviour the HT and Class Teacher will meet with the child and/or parents/carers to discuss the matter further and find a solution
- School support staff (GSLA, SLA, School Helpers) will be enlisted to support behaviour
- The school psychologist may also be involved in supporting the management of behaviour

Inappropriate behaviour/incidents will be logged by the class teacher in the class log book and Records at the Office which will be monitored by the HT/DHT. The HT will keep a log of those children experiencing loss of Playtime and Golden Time. Staff must state length of Golden Time/ Playtime to be missed.

SANCTIONS

The following sanctions have been agreed:

- Loss of Golden Time - HT and DHT supervise those children missing Golden Time, using the opportunity to discuss why their behaviour has led to this
- Loss of Playtime
- Loss of class/house/school privileges, which could be:
 - jobs / responsibilities
 - monitor / house captain status and badge
 - representing class/house/school at various activities
 - enrichment outings
 - special treats arranged by the school
- banned from football for a specified time (only if football is part of the problem)
- punishment activity - to be completed in school and signed at home or completed and signed at home
- Parents/carers informed if children's inappropriate behaviour becomes a pattern

Sanctions should:

- Be immediate and time contained
- Be fair, appropriate and in proportion to the cause of the sanction
- Be applied consistently but take into account individual circumstances
- Avoid the humiliation of children at all times
- Be explained clearly to the child

ROLE OF PARENTS/CARERS

Our school recognises and responds positively to the important role of parents/carers in their children's education. We seek to involve parents/carers in policy formulation where appropriate. This policy is an example of our school working in partnership with parents/carers and pupils.

Where children's behaviour gives cause for concern it is anticipated that we would enter into a joint problem solving approach with parents/carers as early as possible - with both parties listening to concerns and mutually agreeing strategies for progress. Parental support of the child and the school will make a significant impact on the development of a positive school ethos.



ROLE OF CHILDREN

We will seek to actively involve our children in defining and evaluating expectations, rules, rewards and sanctions. This will foster a greater sense of ownership and commitment to our school community. All children will be expected to accept responsibility for their own behaviour and contribute positively to the ethos of the school.

ROLE OF SCHOOL

All staff members are committed to developing positive relationships within the school community. Implementation, by all staff, of our agreed Managing Behaviour policy will contribute effectively to the ethos of our school.

It must be recognised that young children will make mistakes, from time to time, and that these should be considered as learning opportunities.

However, some children may experience difficulty in modifying their behaviour and will require much support in managing this effectively. Consequently, staff must take time to listen to and investigate concerns, in order that:

- All children learn that inappropriate behaviour will be exposed
- Incidents require to be reported honestly and without bias
- Children are reminded often of acceptable codes of conduct
- All children are afforded the opportunity to develop positive behaviour
- All children can live harmoniously together

THE CURRICULUM

As part of the curriculum, children will follow a programme of Personal and Social Development throughout the 7 primary years. This will involve counselling on behaviour, on self-esteem, and on strategies to deal with their own and other people's behaviour. These are essential skills that will serve them well as children and later as adults.

- **Bounce Back**

This strategy and programme which teaches young people the personal skills which build resilience i.e. the capacity to 'bounce back' after encountering problems, difficulties and down times is a key tool in our PSD programme.

Consultation on the formulation of our practice and policy involved the following:

All school staff All Parents The Parent Council
Children, through Pupil Council, House/School Assemblies



OUR HOMEWORK POLICY

Our school believes that homework is valuable in supporting learning and in giving parents an opportunity to become involved in their children's learning experiences. It is essential that homelearning tasks are meaningful, interesting and that each party; teacher, child and parent understands their role if maximum benefit is to be achieved. Activities will be designed that take into account different styles of learning and the importance of choice and creativity as far as is practical.

In addition it is important to ensure that homework is not overburdensome for children, parents or staff. Homelearning tasks will present opportunities to practise and consolidate class work and also promote independent learning.

Aims:

- To consolidate and practise knowledge and skills
- To challenge and extend children's learning
- To encourage independent learning and a positive work ethic
- To involve parents in their children's learning

Frequency:

Homework will be allocated as follows;

In Primary 1 to Primary 4 ongoing practice and consolidation will be issued on a daily basis.

In addition more indepth tasks will have weekly or longer timescales. Children and parents will be informed of the timescale of tasks.

In Primary 5 to Primary 7 ongoing practice and consolidation will be issued on a weekly basis, normally to be completed by Friday. However this could be extended to Monday by arrangement with class teacher. The majority of homelearning tasks will have longer timescale ie between 2 to 4 weeks for completion.

Time Allocation:

Although tasks will be allocated for completion over a period of time children should spend the equivalent of:

P1 - P2 approximately 10 minutes each school day

P3 -P4 approximately 15 - 20 minutes each school day

P5 - P7 approximately 20 / 30 minutes each school day

Although we do not give homework over the weekend period we are aware that some of our parents and children would like the option of completing homework at this time therefore handing in dates will tend to be a Monday for more indepth tasks allowing families a greater choice of when homework will be completed.

Content:

Homework is an opportunity to consolidate and develop work introduced in the classroom. No new concepts will be introduced.

The school has developed a comprehensive Framework for Homework that all staff must implement. This provides a wide range of interesting and challenging tasks for homelearning. Implementation should be planned at the beginning of each planning block using the yearly overview. There will be times when activities will require to be customised to meet the needs of different classes and this is expected. **However any major changes in implementation should be discussed with the head teacher** in the first instance. In addition to the tasks from the Framework for Homework teachers will allocate consolidation and practice activities to meet the needs of all children.



Parents' Role:

Parents have a crucial role in supporting the success of their children's learning by taking an active interest in his/her work, valuing and praising achievements and remembering that only reasonable and achievable expectations can successfully be met by children. Parents can best help by:

- Ensuring children work in an appropriate environment
- Taking an active interest in work brought home (but not doing it for them)
- Helping children plan lengthy tasks
- Supporting tasks e.g. use of library, visits, suggesting sources of information
- Discussing errors with children – encourage them to correct errors – but not excessive rewriting
- Checking that your child has achieved the task
- Making a comment on their child's work
- Parents are not expected to 'mark' homework.
- **Signing homework to say that they have seen the completed work and that they are satisfied with their child's efforts**

Child's Role:

Children have a responsibility to:

- Complete their work in the allocated timescale
- Do their best work
- Discuss any difficulties with their teacher as soon as possible
- Ensure that parents are aware of what they are working on
- Ask for support from parents and teachers
- Ask parents to sign / comment on their homework

Teachers' Role:

- To allocate appropriate homework
- To ensure that tasks are fully understood
- To support children in completing the tasks
- To provide feedback to pupils
- To display children's work
- To inform parents of school practice at "Meet the Teacher" evening.

Keeping in Touch:

Homework will be recorded in a Keep in Touch Book or Student Planner and teachers and parents may use these to keep in touch, making comments or asking questions

Incomplete Class Work:

As a rule classwork should not be sent home to be completed unless:

- An agreement has been made with teacher / parents beforehand
- *The teacher feels the work has not been completed due to lack of application on the child's part

*This should not be an ongoing experience for any child. If so this will require further investigation. Parents should be informed if class work is being sent home in these circumstances. Care will always be taken to ensure that incomplete tasks are not due to overstretching the child.



CURRICULUM FOR EXCELLENCE

In 2004, the Scottish Executive introduced 'A Curriculum for Excellence'. This important document sets out the future of the curriculum from 3 – 18 in Scottish schools. In providing structure, support and direction to our children's learning, we should enable them to develop. Our work at Killearn Primary School will be in continuing to develop our existing curriculum to embrace these aspects in all areas.

Curriculum for Excellence aims to:

- focus classroom practice upon the child and around the four capacities of education:
- successful learners
- confident individuals
- responsible citizens
- effective contributors
- simplify and prioritise the current curriculum
- encourage more learning through experiences
- create a single framework for the curriculum and assessment 3-18.

The intention is to alter the balance between a process that is heavily dependent on content, and learning and teaching approaches that improve pupils' understanding of what is being taught. This is not a one-off change but the start of a continuous process of review to ensure that the curriculum remains up to date.

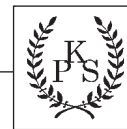
Curriculum areas

The curriculum areas are the organisers for setting out the experiences and outcomes. In drawing up the experiences and outcomes, learning in each curriculum area has been reviewed and updated to emphasise the contributions it can make to developing the four capacities.

The curriculum areas are:

- Sciences
- Languages
- Mathematics
- Expressive arts
- Social studies
- Technologies
- Health and wellbeing
- Religious and moral education

Curriculum areas are not structures for timetabling: we have the freedom to think imaginatively about how the experiences and outcomes might be organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of our children and young people.



Principles for curriculum design

Challenge and enjoyment

Children should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their effort.

Breadth

All children should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

Progression

Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

Depth

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

Personalisation and choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

Coherence

Taken as a whole, children's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children's learning, including opportunities for extended activities which draw different strands of learning together.

Relevance

Children should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.



LANGUAGE

Teaching in language will be under four main headings:

Talking skills are formally developed to enable pupils to be effective communicators, for all life situations. Children will be encouraged to express their own ideas, opinions and feelings confidently and articulately.

Listening is the key to all learning. The various skills required to be effective listeners will be developed throughout the seven years at primary school.

Reading is a fundamentally important skill. Emphasis will be placed at the early stages on reading out loud, i.e. decoding the printed word into spoken word. The teaching of phonics will feature strongly. Thereafter more sophisticated reading skills will be developed e.g. research and reference skills, inference, speculation, in-depth understanding of complex passages etc. Recreational reading will be stressed at all stages. The main reading resources are:

Story World
All Aboard Scheme
A Wide Variety of Novels

Writing skills for all life purposes will be developed alongside the important technical skills of spelling, handwriting and grammar.

MATHEMATICS

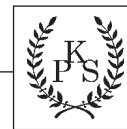
Our mathematics programme is at present based on the programmes of study from Level A to F in accordance with 5-14 National Guidelines. The principle resources are Scottish Heinemann Maths/TeeJay Maths and Maths in Action. All aspects of arithmetic and mathematics are covered including:

Number, Money and Measure
Shape, Position and Movement
Problem Solving
Information Technology

The development of skill with mental maths will also receive an important focus in our school. This is done through a programme of interactive learning - making it fun and relevant to the children.

ENVIRONMENTAL STUDIES

Our Environmental Studies policy is based on a structured programme of progressive learning largely delivered through 'topics' of study. This programme aims to offer balance across each of the subjects - science, technology and social subjects. However they are not covered in isolation as many of the learning activities will cover all areas of the curriculum. There is a particular focus on 'active' learning - where children learn for themselves rather than 'taught to'.



EXPRESSIVE ARTS

This heading covers subjects such as Art and Design, Music, Drama, Dance. While much of art & design and drama are developed in the context of topic work there will also be a focus on skill development.

Children also have many opportunities to enjoy musical activities where they will develop singing, music making using percussion and experience music appreciation. We currently have the Music Express programme, and enjoy a range of specialist music tutors. Throughout the school year we offer a range of activities which encourage pupils to participate in music, art, craft and drama.

At present we also have specialist teachers for Art and Music.

RELIGIOUS AND MORAL EDUCATION

This area of the curriculum deals with the development of the pupil in relation to self-awareness, relationships with others, the range of beliefs, values and practices that go to make a religious outlook on life.

Christianity will remain the core of study, focusing on education and observance, rather than instruction. Our local Minister, Mr. Malloch, participates in our school assemblies on a monthly basis. The school also participates in Church Services at the end of terms and parents are most welcome to join.

Study will also be made of other world religions and cultures with a focus on Islam, Sikhism and Judaism and other major religious festivals.

Children will be encouraged to appreciate the common values of honesty, liberty, justice, fairness and respect for, and tolerance of others, regardless of creed, colour or religion.

Any parents wishing to exclude their child from participation in religious education may do so by informing the Headteacher in writing. Such pupils will be set alternative tasks by the teacher.

HEALTH AND WELLBEING

Health and wellbeing includes opportunities for personal and social development, understanding of health, physical education and physical activity. It also includes activities such as physical activity which will include gymnastics, games, fitness and dance. All Primary 5 children participate in a lengthy block of swimming lessons throughout the summer term. We also use a programme called Bounce Back to build resilience in our children. All these activities promote the health and wellbeing of our children.

Health and Wellbeing will cover the following contexts:

- health - mental, social, emotional and physical
- physical education and physical activity including sport
- eating for health, and safe, hygienic practices
- personal safety
- drugs, alcohol and tobacco
- relationships, sexual health and family life.

At present we have a specialist teacher for PE, working in the school for one day per week.



EDUCATIONAL VISITS AND VISITORS

At Killearn Primary we recognise the many benefits that educational outings and visitors to the school offer. We strongly believe that children should experience that learning can be fun and something that doesn't just happen in the classroom. To this end we often organise excursions and visitors which will enrich classroom learning.

We will inform parents of all educational outings, seeking permission and sometimes assistance with supervision and finance. For health and safety reasons we always comply with the council's policy of only hiring coaches which are fitted with seatbelts.

The following are examples of some of the different experiences our pupils enjoy:

Theatre and Concert Outings
Hunterian Museum
Bannockburn Heritage Centre
Vikingar
Glasgow Science Centre
Members of local and national Government visiting class
Forest Ranger Visits to School
RSNO workshop
Visits to the Mosque and Synagogue
Deep Sea World
Science Roadshow and Workshops
Hopscotch Theatre Group
Residential Visit to Ardentiny Outdoor Activity Centre
Scotland St. School Museum
Museum of Scotland, Edinburgh
The Peoples' Palace
The MacRobert Theatre
The Observatory, Glasgow
Aberfoyle Sheep Centre
Amazonia



SUPPORT FOR PUPILS AND THE STAGED INTERVENTION PROCESS

Staged Intervention is a process implemented by Stirling Council to support the learning and general progress of children and young people. It provides schools and educational establishments, parents, children and young people, support services and other agencies with a structured system for identification, assessment, planning and review and record keeping for individual children and young people who require additional support of any kind.

The Additional Support for Learning (Scotland) Act 2004 became law in November 2005 and places a duty on Education Authorities to ensure all children and young people get extra help if faced with a barrier to their learning. Stirling Council's system of Staged Intervention has been revised and updated in the light of the Additional Support for Learning (Scotland) Act 2004.

Staged Intervention is used in all schools within the authority and while the process aims to support any child with additional learning needs, in reality 80% of children in Stirling Council are not on Staged Intervention.

Stage One

- Initial concerns identified by class teacher, parent, child or young person, or others working directly with child or young person.
- Those working directly with child or young person implement required support.
- Parents are actively involved as necessary.
- Support is reviewed and evaluated.

Stage Two

- Involvement of support staff, parent, child or young person; consultation with other agencies.
- Assessment Profile compiled by relevant personnel.
- Additional support strategies identified and agreed.
- Stage 2 Action Plan created, implemented and reviewed. Parents and child/young person actively involved.
- Mediation/dispute resolution process available to parent/young person

Stage Three

- Support through a multi-agency approach.
- Direct, significant involvement with one or more services or other agencies.
- Additional support strategies and resources identified and agreed. Parents and young person actively involved.
- Action Plan agreed. This will include an IEP.
- Action Plan implemented and reviewed.
- Mediation/dispute resolution processes available to parent/young person.

Stage Four

- Formal multi-agency assessment process in place including parents, young person.
- Specialist resources or placement identified and agreed.
- Action Plan agreed and implemented, including IEP.
- Formal review annually and at transition points.
- Mediation/dispute resolution processes available to parent/young person.
- In appropriate cases, consider eligibility for a Co-ordinated Support Plan.



The pupil support co-ordinator who oversees the management of Staged Intervention in Killearn Primary is Mrs Tempest. If you have any questions regarding the process of Staged Intervention please do not hesitate to contact the school. Alternatively further information can be obtained from

- Children's Services, Stirling Council - www.stirling.gov.uk/childrensservices or telephone 01786 442658
- The Scottish Advice Service for ASL - www.enquire.org.uk or telephone 0845 123 2303
- Free and independent advice is available from Advocacy ASL - telephone 0845 223 5385/6 or email iblair@childreninscotland.org.uk

Home School Links

At Killearn we actively encourage the involvement of parents in the educational development of their children. Taking a supportive interest in your child's schoolwork, including homework, is an obvious means of demonstrating interest and sharing in your child's learning. It is important to your child's success that you value what he/she does at school, that you ensure he/she attends regularly and on time, and that he/she behaves.

A crucial part of an effective partnership is the recognition of our shared aims and for children to recognise that school and home value one another.

Information on what's happening in the school is generally conveyed by our 'Tuesday News'. We try to send out all letters, handouts or information on that day. Please check your child's bag on a Tuesday.

The school also has scheduled contact with parents for a formal discussion of pupil progress. These are held in November and March. The interviews are confidential and organised by an appointment system.

Throughout the session we seek to develop parental links by providing opportunities for parents to become more familiar with the life of the school. This is done through a Meet the Teacher Evening in early September, an Open Afternoon in February/March and curriculum specific meetings for new entrants parents. In addition parents may be invited to focus group meetings, whole school performances, class performances related to topics or indeed encouraged to share their knowledge and expertise with our children. There will also be opportunities for parents to volunteer for parent/staff development groups. The focus of these will be related to our Development Plan priorities.

Multi-Cultural and Anti-Racist Education

In line with the school aims, we endeavour to teach our pupils to respect all people and to understand that though differences may exist, there should be no barriers between cultures.



ASSESSMENT

Children are assessed continuously as they progress through the school. By continuous assessment we aim to:

- Improve the quality of teaching and learning for all pupils
- Enable a continuum in provision for pupils across the range of stages through primary and into secondary school
- Enable more effective reporting to parents and pupils

Various methods of assessment are employed on an ongoing basis. These include both formal and informal observations, structured assessments of practical tests, the Edinburgh Reading Test at P3, P5, P7 and also the National Assessment to confirm the teacher's ongoing assessment that attainment at a given level has been attained.

National Assessments

We implement National Assessments to confirm children's level of attainment and to provide an overview of how the whole school is performing. Testing is currently carried out only in reading, writing and mathematics.

When do we assess?

Our policy is to assess pupils when they have successfully completed a programme of study for one specific level, before moving on to do work for the next level. The class teacher will use his/her professional judgement, based on evidence, to decide if a child is consistently performing at a specific level of study. When this is so, the child will be tested. A child should not be presented for a National Assessment unless the teacher judges that they are likely to attain that level. Children can be presented for assessment at any time throughout the school year. The overriding factor of when a child should be assessed is determined by the child's progress.

Implementing assessment

In accordance with National Guidelines assessments are administered as part of the normal class routine. Generally groups of children will undertake this during their usual language or maths block. Every effort is made to help the child feel secure. Children will be told that this is an important piece of work or indeed a test, depending on age. The success criteria will be shared with them beforehand so that they know exactly what is expected of them. Clearly how this is done will differ from year to year as it will be presented in an age appropriate manner



Assessing children

Sometimes a child doesn't achieve the level expected. When this happens the teacher will examine the child's response to ascertain where the weaknesses are and talk sensitively with the child and parents, if appropriate. A programme will be put in place to address these weaknesses and when the teacher assesses that the child is now confident and competent re-assessment will occur. There is no specific time scale as to when this will happen; it will be determined by the child's progress.

Informing parents

As children achieve a level they will bring home a letter detailing their achievements. School policy is that this will be done in a low key manner with the report in an envelope and addressed to the parent. Levels of attainment will also be reported at parents' evenings and in the pupils' annual progress report.

Levels of Study:

At present the Scottish Office states that attainment of these levels will normally be as follows:

Level A should be attainable by the end of P3 by almost all pupils

Level B should be attainable by some pupils in P3, but by most children in P4

Level C should be attainable in the course of P4-6 by most pupil

Level D should be attainable by some pupils in P5-P6, but by most children in P7

Level E should be attainable by some pupils in P7-S1, but by most children in S2

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

- Almost all = 90%
- Most = 75%

A Curriculum for Excellence

Curriculum levels for numeracy, literacy and health and wellbeing

Level	Stage:
Early	Pre-school and P1
First	To the end of P4, but earlier for some children
Second	To the end of P7, but earlier for some children
Third and Fourth	S1-S3, but earlier for some. The fourth level broadly equates to SCQF level 4.
Senior Phase	S4-S6



ATTAINMENT TARGETS

How Well Is Our School Doing?

At Killearn Primary we are committed to the development of the whole child. This includes raising achievement in the core skills of literacy and numeracy. Our present levels of attainment show an excellent achievement in reading, writing and maths standards. For the purposes of reporting on National Assessment this relates to P3, P4, P6 and P7. The National Test reporting figures gives a snapshot of this specific group of children.

5-14 ATTAINMENT OF KILLEARN PRIMARY SCHOOL

Killearn Primary School

5-14 Attainment

	Previous level of Performance (June 2007) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage	Previous level of Performance (June 2008) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage
Reading	92	91
Writing	92	92
Mathematics	97	95

From the table you will note that our attainment is very good, however, there is a slight dip in relation to the previous years' figures. This is due to the fact that the group of children we report on changes each year.

A very important point that we should not lose sight of is that attainment targets only measure success in reading, writing and mathematics. Our school is about much more than this narrow field. Important as it is, we are concerned about the development of the whole child and helping every child to be the best he/she can be.



ABSENCE 2007/08

In addition to attainment targets we have attendance targets to achieve. Attendance is a crucial factor in the progress of our pupils; research has proved that poor attendance is a significant factor in lack of attainment. At Killearn Primary we urge all families to promote good attendance at school. The table below indicates our progress in this area:

Minimising Absence

Target Measure	Absence recorded 2006/07) Average number of half absence per pupil	Absence recorded 2007/08) Average number of half absence per pupil
Absence	11.8	10.4
Killearn Primary	17.2	15.9
Stirling Educ. Authority	18.0	18.6
National		

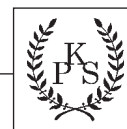
As parents you can continue to help us considerably with this target in a number of ways. Firstly, by making dental / doctor appointments outwith school hours whenever possible. Secondly, by avoiding taking children out of school outwith regular holiday periods. In addition, where a family has overslept it would be best if the child came late to school rather than remained absent for the whole morning or indeed day. Equally if a child feels better after a morning's suspected illness, please encourage them to return to school for the afternoon - every half day counts. Please be reassured that we would not wish you to send unwell children to school, I have confidence in your judgement. You should know that persistent absences must be reported by the school to the School Board and in extreme cases to the Reporter of the Children's Panel.

Please keep us informed

We work a Quick Response to Absence System in our school.

If by 9:30, on the first day of a child's absence, no information on the cause has been communicated to the school, we will attempt to make contact with Parents/Carers. Please try to let us know as soon as possible, if your child is not attending school, either by telephone, or through siblings. Also please keep us updated with your contact details. If your child has a pre-planned appointment and is going to be away from school, please tell us beforehand in case the teacher is planning a particular activity that day. On returning to school after an absence, please inform us in writing, as this is necessary for our records.

It is Council policy that children cannot leave school on their own during school hours so I would ask that if your child has an appointment outside school he/she must be collected and returned to school for his/her own safety. We do not wish to make this burdensome on you but feel that these systems were put into place for our children's safety.



PROMOTING ATTENDANCE

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 and. 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.

There is a strong link between good attendance and achievement. Quite simply a child who is not in school does not learn. Every child deserves the opportunity to achieve their potential.

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.

Holidays during Term Time

Scottish Executive Education Department Circular 5/03 issued to all Local Authorities in June 2003 offers guidance on issues relating to attendance and absence at school.

It is important that schools, parents and other parties work together to promote good attendance.

The majority of family holidays taken during term time will be categorised as **unauthorised absence**.

The Circular emphasises that schools may only authorise a family holiday during term time under very exceptional circumstances which may include, for example:

- A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.



What do our children think of our school?

Some of our children have compiled the following, written especially to give new pupils and their parents a flavour of our school.

Our School

I like the grown ups and the playground.
Daniel (P1/2)

I like the computer room.
Angus (P1/2)

I like playing with my big buddy.
Emma (P1/2)

The friendship bench is good if you feel sad.
Ben (P1/2)

Killearn Primary School is brilliant because all the topics are really interesting. We went to the Glen for woodland.
Charlotte (P2/3)

I like the teachers because they are nice to me. I also think the grass is good because it is a soft landing if you fall. I love the wildlife garden because you can see some plants.
Elizabeth (P2/3)

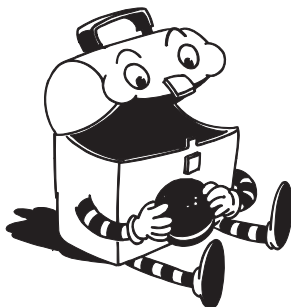
My favourite is the grass because you can run. I like the wildlife garden and the pirate ship.
Max (P2/3)

I love this school because of the exciting assemblies and the school trips. The school trip that I liked best was Deep Sea World when I was in Primary 1.
Innes (P2/3)

I love it here because it is safe. I like the teacher's because they are nice. I think Killearn Primary School is good because I've got lots of friends here.
Cara (P2/3)

My favourite thing is the talent show because it is fun and great. It is fun because it is great to see people's talents
Eva (P3)

My favourite things about are fun class work and maths and sports because the work is good for education and fitness.
Kim (P3)



My favourite things are Golden Time because it is fun. Art painting because I like making things. RME because I like hearing religious stories. P.E. because I like getting fit, maths because it is fun. School trips because you get to go to places. The boat is fun to play on.
Ross (P3)

My favourite thing is school trips because you get all muddy and it is lots and lots of fun. I like maths too.
Iona (P3)

My favourite things are art painting because it is creative and ICT because I like computers and my friends because they care about me.
Kristin (P3)

My favourite thing is being first bell, first in for lunch because you get extra playtime and Golden Time because you get to choose what you want to do. Also ICT and moon maths.
Cara (P3)

I like the way the lessons are fun and that if you behave well you get rewarded by getting Golden Time. I think that the school values make the school a good place. The peaceful patio is a very good place for Primary 1.
Fiona (P4)

I like the school Christmas meals because it is always something I like. Golden Time is the best because there's more than one thing on the list. The outdoor classroom is good for sheltering because if it is raining you can eat your lunch in there. I like eating my lunch outside because when you are in P4 or up you can eat outside.
Monica (P4)

I like the multi-court because you don't have to put your jumpers on the grass for goals. The outdoor classroom is good because you can get shelter from the rain and the sun. All the topics are really fun because you find out lots of exciting stuff. The dinner ladies and Bill do a great job in the kitchen because the food is great and the dinner ladies are always smiling.
Lewis (P4)





I like the playground because we have a den and multi-court. I like the peaceful patio because you can go there if you have a headache and it has a wonderful view of the mountains. I like the boat area because you play Peter Pan on it.
Oxana (P4)

I think Killearn Primary School is the best. In our school we have a really nice janitor and staff because they work so hard to try and get our work done. We have a boat in our playground and it is really cool. We have a table chart for our boat. So it won't be a squish and a squash! In our school we have a Pupil Council so we can get things over and done with. My favourite subject is ICT in our computer room with lots of computers.
Katie (P5)

In Killearn Primary there are loads of things I'll never forget such as the Pupil Council, Eco-Committee, sports day, the multi-court and the boat. The Pupil Council is when you vote for a boy and a girl and the children who get the most votes are the Pupil Council. Each class has a representative. They have a meeting and talk about new playground toys and special outings. Eco-Committee is like the Pupil Council but they are helping the school be eco-friendly. Sports day is when the whole school participate in lots of sporting events such as beat the goalie, egg and spoon race, relay race and so on. The multi-court is fun for girls and you can play football on it. That's why I like Killearn Primary School.
John (P5)

Killearn Primary School is a beautiful school at the bottom of Crosshead Road. Killearn Primary have very nice staff because they're cheerful and make you feel welcome. In the classroom there is a box and the box is called a Worry Box. The Worry Box is a box that if you are worried about something you put it in the box and at the end of the day your teacher will check it and read your worry. From primary 7 to primary 6 they are the Big Buddies to the new primary 1, so if a primary 1 was lonely in the playground they would play with them. I think having Big Buddies is great to make primary 1 happy in the playground.
Katie (P5)

Killearn Primary School is a good school because we have a big playground. In the playground we have a boat, den, grass and a multi-court. ICT is when you go on computer, you go in a pair. P.E. is when you run about and do fitness things. It is fun. Golden Time is at the end of the week. You go to a class and do some things. You have to earn Golden Time. If you are new to the school - Welcome.
Matthew (P5)

I think Killearn Primary School is the best school in

the world because of P.E., Golden Time, Pupil Council and ICT.

First I am going to talk about P.E. this is the best. P.E. stands for gym. P.E. is fun because of the games. The games are football, basket ball, rounders, athletics, lacrosse, hockey, rugby and dodge ball.

ICT stands for computer time. On the computers we do lots of things - power points, search for information and lots of other things.

Pupil Council are people from every class who go to a meeting and say important things. Golden Time is the best. Golden Time is having fun for half-an-hour.

Tom (P5)

What Killearn Primary means to me. The playground is a fun place with a den and a multi-court to play football and basket ball. Also we have a large piece of grass to run around on and a super boat and a fun leapfrog area with a rota of what day we can go on. Subjects at our school, we do maths, ICT, health, P.E., language, spelling, handwriting.

We have very nice staff and some work in the office, others in the medical room. At assembly we do sharing success, gotchas and red letters.

Anna (P5)

In our school we have gotchas and red letters. Gotchas are for people who are following our values. Honesty, Fairness, Respect and Responsibility. For the gotchas if you see someone following the values you can nominate them and when they go to assembly the gotchas get called out and someone gets picked. A bit like red-letters but you don't get to pick, the teacher does and its more like when you're in class working.

When it's Halloween or Christmas we have things like Halloween Disco and Christmas Fete.

Tamsin (P5)

I like the school lunches because you get a decent amount of food and there is milk and juice to drink. The teachers are all very friendly at Killearn Primary School because they help you and look after you and they try to make lessons fun. Art is so fun because our art teacher brings in a lot of fun things to do.

If you are new to the school everybody will welcome you and you will get a house. There is Maple, Rowan, Beech, Oak and Willow.

Emma (P5/6)

In the playground they have an outdoor classroom and since we are allowed to eat outside some people eat in there. Even though only Primary 4 up to Primary 7 are allowed to eat outside, it is great fun. We have picnic tables too. The outdoor classroom isn't the only thing in the playground though. There is also a wooden boat with a deck leading on to it. I hope you didn't think that the boat was real because it's not and it is on wood chippings. We have got a basket of toys too which have skipping ropes and things in it which you can play with at playtimes.

All the teachers are really friendly and teach fun things like listening, learning and talking where you have to sit in a circle and use hand signals if you have something to say. You give a thumbs-up signal if you have something to say, but if you are just thinking,



you clasp your hands. These are just some of the things we do.

We have also got the Pupil Council which helps us think of good things to have at school. There is also the eco-committee which thinks of ways to have the school more healthy. I hope you could come to Killearn Primary and be as happy as I am.

Scarlett (P5/6)

I love the school playground because people can lay football on the grass and on the multi-court. I like the lunches because you can eat outside with your friends. You get lots of tasty lunches. You get red, blue or green tray or school pack.

I like Golden Time because you can choose great fun things, for example, multi-court games. I especially like the healthy tuck shop because it is on every day and it is soooooo yummy. I like the idea of the eco group because it gives us a boost to get the green flag. I love the school trips because they are always fun.

Alasdair (P5/6)

Killearn Primary School is a really good school. You have the really good multi-court. I like the multi-court because there is a time schedule so that you get to go on with your year. I also like it because if it is your day and you are not allowed on the grass, you can go on the multi-court. I also really like eating outside because if it is really warm you're not trapped inside. Also there are bike racks, so you are allowed to cycle. I like to cycle because it gets me to school quicker.

Inside our school I love the school dinners because you have a menu and it's not the same everyday. I also like the Golden Time choices because you get things like chocolate fountain, movie and popcorn, hand painting and pillow party. Also the Primary 1's get Big Buddies that help them to get used to the school. Also when you are in Primary 6 and Primary 7 you have the chance to audition and also in P6 you can try to get your cycle badge.

You also have about 20 computers in the ICT room. You have the really, really, really good school trips and the school activities like the discos, barbecues, duck race and the wheely wheely fun day.

Callum (P5/6)

I like the uniforms because they are really smart. The ties are so smart. Post people wear ties on special occasions like going to Church.

We have great jobs like being a big buddy to Primary 1. You can get great jobs if you are very responsible. There is someone called a house captain. When we go to assembly they tell you where to sit. When we are at school the teachers teach you so many things which make you learn so much.

Laura (P6)

I really like my school because of all the friendly pupils here. At Killearn we are all friends and we all love it here.

I think all of our lessons are fun and nobody is every bored. The teachers are all nice and they think of the best topics for us. At the moment we are learning about rivers. It's really interesting.

The janitor, Mr. MacDonald is, to me, the best janitor ever!

Lauren (P6)

Killearn Primary School is great, especially because of the pupils. The pupils are great because they are honest, respectful, responsible and fair. These are our values and everyone obeys them.

Also the playground space is brilliant, there's a multi-court, boat area, leapfrogs and wildlife garden, it's great.

We have a janitor called Mr. MacDonald but some people call him Hector. He is really nice, he pumps up your football when you want him to and plays football with you. He's the best!

Scott (P6)

One of my favourite things about Killearn Primary School is the school dinners because they are never over cooked. My favourite is fish and chips.

In Primary 6 you get to learn French. It is fun because you play games in French and everyone is friendly because if you are lonely they will play with you.

James (P6)

Killearn Primary School is a really fantastic place to be. All the teachers and pupils are absolutely lovely and with 220 pupils it is really easy to find someone to play with at break.

There are loads of different things to learn about, like The Romans, Vikings, French and World War 2. These are just some of the many things I like about my school.

Lois (P6)

What I like is that we have lots of jobs, we have Little Buddies which means in Primary 6 you help the new Primary 1's to settle in. We also have House Captains who are captains of our school houses and last of all, the choir which sing for our school.

I also like the school because all the great projects like P.E. you get to play lots of sports. I like spelling too.

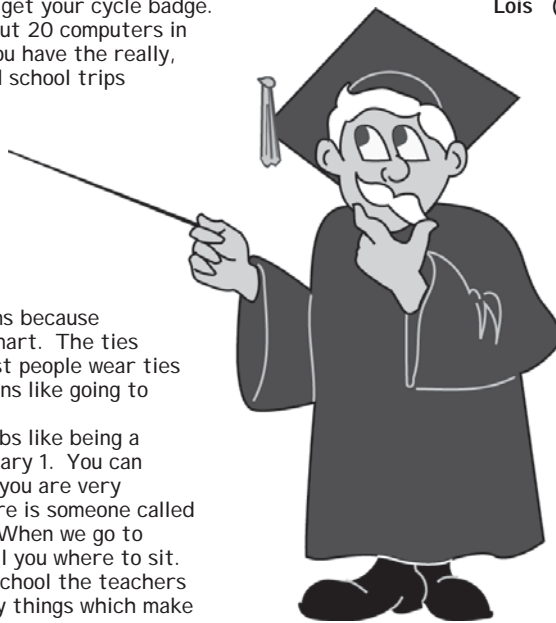
Breagh (P6)

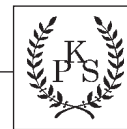
The teachers are fantastic. They make learning fun and enjoyable and they make sure everybody is happy and know what they are doing.

When you first start at Killearn Primary School you get a warm welcome and you'd get to know everybody very well.

The equipment at Killearn Primary School is great and definitely not short of pencils.

Robyn (P6)





Our school is a very nice place. We have lots of friendly people at the school. We have four values which are Honesty, Fairness, Respect and Responsibility. We have a friendship bench you sit on when you are lonely and have no-one to play with. We have a big multi-court where some boys and girls play football. We have an outdoor classroom in the playground and a playhouse in the nursery playground. The food is very nice but I like the cakes and the pizza is the best.
Lewis (P6)

Killearn Primary School is a great school because the walls are always full of colourful pictures done by the pupils and you are always greeted by a friendly smile. The teachers always make learning fun by using fun methods and we always do work we're capable of. We also have a great playground with the Outdoor Classroom and the Multicourt. We do fun things at P.E. We do football and lacrosse and much more. In Killearn Primary we also have lots support with staff and parent helpers that come in and help with the younger classes. We have a lot of responsibility. We have the pupil council, house captains, monitors and eco committee. All of these jobs are done by the pupils. We go on school trips as well. The biggest trip is when the primary 6's go to Ardentenny They go there for a week and do lots of challenges like hill walking and canoeing and lots more. We have golden time. Golden time is when we have some fun activities like I.C.T and bring your own toy in, you only get it if you earn it by being good. So all in all, Killearn primary is a great school so don't miss this GOLDEN opportunity!
Amy P7

Killearn Primary School is a fantastic School to be in. Although it's a school, it's a very enjoyable place. All the classes have an eco job to take on every year because we are working towards the green flag. P1 are Fruit Friends, P2 are Water Wizards as well as P1/2 and P2/3, P3 are Grounds gang, P4 are Sunshades, P5 are Little Rotters, P5/6 are Cloakroom Critters, P6 are Trash Bashers and P7 are Power Rangers.

We are also working towards being a Fair-trade School. In Killearn Primary School pupils also have a lot of other responsibilities such as House Captains, Monitors, Houses Echo Committee, Pupil Council, Values and lots more.

Every Friday we have a time where we can choose what we want to do if we're good and that is called Golden Time. We also have a multicourt which we have a rota for and that is excellent! There are a lot of friendly people, so overall Killearn Primary School is a brilliant School and has an excellent reputation.
Luisa P7

Killearn Primary School is a very interesting school because we are all friendly to each other. In Killearn Primary we have a Pupil Council who give ideas to change the school around a bit. The Eco Committee try to make the school more eco friendly. Monitors look after the class during wet lunch time and wet play time. House Captains look after children at assembly. Big Buddies look after the new primary ones. Currently we have four values and are thinking of a fifth.
Chris P7

Killearn is a small village in-between Glasgow and Stirling. The primary school is in the centre of the village .we are very lucky to have a multicourt and an I.C.T room with seventeen computers. All the classrooms have interactive white boards which are connected to the classroom computers. We go on some cool school trips, like last year [P6] we went to Ardentenny out door adventure centre. We were there for a whole week and did some really fun activities like abseiling, canoeing. Our school is working towards being a Eco School and we are also working towards the green flag and a fair trade school. We have a great play ground and some cool stuff in it like a boat and concrete and grass areas and a new section which is currently under construction. We do a lot of sports like lacrosse, football and basketball. Our P.E teacher is really cool. There are people who come to our school and teach musical instruments such as cello, violin and flute. The cooks in the cafeteria are trying to serve the healthiest food they can or you can bring in your own lunch or if you really want to you can go back home for your lunch.
Jennifer P7



APPENDIX 1:

Running Costs and Attendance

Legislation regarding Information for Parents in Scotland requires school handbooks to include a note of the total running costs of the school expressed as a figure per pupil, in addition to average figures at Council and National level.

The tables below allow you to compare the running costs and attendance for Killearn Primary School with other Stirling schools and Scottish schools.

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

School: Killearn Primary School	Id No.: 390 - 5724627
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Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	216
Total School Running Costs at April 2008 (£)	678,319
Cost per Pupil (£)	3,140

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	9,432	12,540	8,740	14,060	14,440	9,880	11,972	81,064
Percentage Authorised Absences	1.8	2.4	0.8	1.5	2.4	1.3	1.4	1.7
Percentage Unauthorised Absences	1.2	0.8	1.4	1.3	0.7	0.9	0.9	1.0



INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

Education Authority: Stirling

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	6,649
Total School Running Costs at April 2008 (£)	21,922,414
Cost per Pupil (£)	3,297

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	315,649	312,770	354,882	350,749	380,288	371,907	372,551	2,458,796
Percentage Authorised Absences	3.5	3.4	3.1	3.1	2.9	3.1	3.1	3.2
Percentage Unauthorised Absences	1.1	0.9	1.0	1.1	1.0	1.1	0.9	1.0

National Data

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	372,265
Total School Running Costs at April 2008 (£)	1,352,956,701
Cost per Pupil (£)	3,634

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	18,444,479	19,145,177	19,526,465	19,941,323	20,669,987	21,017,565	21,092,362	139,837,358
Percentage Authorised Absences	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
Percentage Unauthorised Absences	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0



APPENDIX 2:

Race Equality/Child Protection/Substance Use/Religious Observance

Race Equality

Stirling Council has a race equality policy, followed by Killlearn Primary School. There is a general duty to both eliminate racial incidents and promote racial equality. In the event of any racist incidents being reported, the Headteacher will implement The Racial Attacks and Harassment Multi Agency Strategy (RAHMAS).

Child Protection

All school staff receive training each year based on Stirling Council's Child Protection Policy and guidelines. In relation to all incidents, the overriding consideration in every situation is the welfare of the child. The onus is on staff to report suspicion not certainty.

Young People and Substance Use

There is an authority policy on young people and substance use which includes guidelines on dealing with incidents in school.

Religious Observance

The school will make arrangements to provide children from religions other than Christianity with opportunities to observe the conditions of religious festivals which they celebrate.

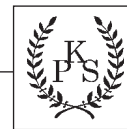
Inclusion

The Education (Additional Support for Learning) (Scotland) Act 2004 became law in November 2005. The ASL Act places a duty on Stirling Council Childrens Services to identify and meet the additional support needs of children and young people. We do this through the Staged Intervention process.

The Act resulted in new procedures and guidance with training for all establishments on the implementation of the Act. We have also provided new resources and information. We have developed a CD-ROM and an ASL website where parents can get a range of information at www.stirling.gov.uk/asl.

The Education (Additional Support for Learning)(Scotland) Act 2004 is currently being amended by the Scottish Parliament to strengthen the legislation around the rights of parents and children with additional support needs in relation to placing requests, and to rationalise aspects of procedure. We will update our guidance to reflect these changes when they come into operation.

You can get more information, including copies of the CD-ROM from your nursery or school. There is also an Additional Support Needs Parents Forum which meets regularly in Stirling, further information is available by contacting either your school, or the ASN team at Viewforth.



APPENDIX 3:

Enrolment Procedures / Transport/ Emergency Closure / Accidents

Enrolment Procedures

The 2009/2010 school year starts on 18 August 2009. This is the only date for beginning primary school education for that year.

All children who are five years old on or before 18 August 2009 are of school age and must start their primary school education on that date.

Children who are five years old between 19 August 2009 and 28 February 2010 may start their primary school education on 18 August 2009.

If you want your child to start school in August 2009 you should arrange to enrol him /her by 23 January 2009. For details on the school catchment areas, or for further information on enrolment procedures, please speak to the Headteacher or contact Children's Services on 01786 442648 or visit www.stirling.gov.uk

As part of the enrolment process Stirling Council now checks the residency of all parents wishing to enrol their child at their catchment school. Parents are asked to bring their child's birth certificate with them, together with a child benefit entitlement letter and a recent council tax bill.

Families who wish their child to attend a school other than their catchment school will need to make a placing request. For attendance starting in session 2009/2010 placing requests will have to be made in writing to Stirling Council Children's Services no later than 20 February 2009. Application forms and guidelines for Placing Requests are available from Children's Services, Viewforth, Stirling on 01786 442666.

Pupils who move into the Killearn Primary School catchment area during the academic year can enrol immediately, providing there is a place available. For advice on this please contact the Headteacher.

Transport

Official school transport is available to children who live some distance from the school but are within our catchment area. Children below eight years of age who live over one mile from school and children who are eight years of age or over who live more than two miles from school are eligible for transport. We are pleased to welcome children from outwith our catchment area but transport is not provided by the Education Authority. Forms to apply for transport are available from the school.

Unexpected Closure

We make every effort to maintain a full educational service, but on some occasions unexpected circumstances arise which lead to disruption. School may be affected by, for example, severe weather conditions or a break down in heating and plumbing.

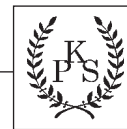


The school, with the help of parents, has an emergency closure early warning system. Contact parents each hold a list of parents telephone numbers to contact and inform of the situation, as soon as the alert is given by the Headteacher. It has rarely been used, but has been found to be very effective when implemented.

Parents should ensure that the school holds current emergency contact numbers for their children.

Accidents in School

Where a child has a minor accident, this is dealt with by one of the school's staff. If your child is allergic to elastoplast dressing, please let us know. In the event of serious accidents, or accidents requiring treatment, parents will be contacted to take the pupil for treatment. Accordingly, it is essential that you keep us up to date with your emergency contact phone numbers, giving the school at least one other contact in addition to yourself. Parents should also advise the school of any medical condition affecting a child.



APPENDIX 4:

SCHOOL HEALTH SERVICE

Forth Valley NHS Board has a statutory obligation to provide a health service for all school-age children in 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 Authority with advice about the spread of infections and the promotion of good health. Staff from NHS Forth Valley provide this service.

Parents will be given the opportunity to meet the named nurse for the school when their child enters the school in Primary 1.

This will involve the parents completing a health questionnaire for the child and requesting an appointment if required. All children may be seen at other times to have their height, weight and vision checked.

If you have any concerns with your child's health, which may affect their education, then an appointment can be arranged with your named nurse again by contacting the department at the telephone number below. School staff, with parental permission, can request an appointment with the named nurse at any time. Hearing is no longer being tested in school and teachers and parents are encouraged to report any concern about hearing especially in Primary one children.

The named nurse will also offer health promotion sessions within the school setting at agreed times with the school. If you wish further details about the content of these sessions then this is available by either speaking to the teacher or contacting the named nurse at the telephone number below.

The school doctor (Community Paediatrician) sees children with additional support needs or with any significant ongoing medical or developmental conditions affecting their education. School staff and parents can request a consultation with the school doctor at any time.

All children entering P1 will receive an oral health pack containing a toothbrush, toothpaste and an oral health advice sheet. A dentist from the Community Dental Service will carry out a dental inspection of your child at P1 and P7 and can arrange for dental treatment to be offered to those children unable to register with a general dental practitioner.

The School Health Service can be contacted at:-

Area Community Child Health Department
Stirling Royal Infirmary
Livilands
Stirling FK8 2AU
Telephone: (01786) 434059/Fax (01786) 434479



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. 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 Health Visitor.

Head Lice

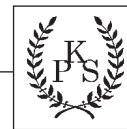
Head lice are spread through head to head contact at home, while playing or in school. Regular combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective. **One** treatment is **two** applications of treatment lotion **seven** days apart. If this is not followed correctly then re-infection is likely.

Advise all family members and close friends of your child to check and treat only if live lice are found. Don't be shy about advising others of this possible problem as you would tell family and friends about other infections which might affect them.

Regular combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect and then treat speedily.

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



APPENDIX 5: 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 on the part of the Council or its employees resulting in injury, loss or damage 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:-

Parents' house contents policy may give some measure of cover for personal effects of family members.

It is suggested that parents may wish to consider taking out additional individual personal cover.

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 Cover – Educational Excursions

The Council has arranged Personal Accident Cover for School children while on Educational Excursions organised by the Council. Compensation may be payable depending on the circumstances of the incident.

A brief summary of the cover is as follows:-

Persons Covered: Organisers, members, employees, children and others travelling on excursions or trips organised by the Council.

When Covered: Whilst attending any activity involving a journey outside the premises of the School organised by or on behalf of the Council under the supervision of a responsible adult appointed thereby.

If you require further information please contact the Council's Insurance Team on 01786 442889.



APPENDIX 6:

SCHOOL AND COMMUNITY / PRIMARY - SECONDARY TRANSITION / COMPLAINTS

School and Community

Throughout the session frequent use is made of the expertise available from many and varied agencies in the community, enriching the educational experience of our children. The school also seeks to involve and serve its community as and when appropriate, in particular, at Christmas time by sharing our skills and talents with our community - e.g. Carols at Christmas and visits to our Senior Citizens at Abbeyfield. We also invite senior citizens to our Burn's Concert in January.

Transfer from Primary to Secondary School

Pupils are normally transferred between the ages of 11yrs 6mths and 12yrs 6mths, so that they will have the opportunity to complete at least four years of secondary education.

Our children normally transfer to: Balfroon High School
Roman Road
Balfroon
Tel. No. 01360 440469/440674

We work closely with the High School to afford our pupils an effective transition from primary to secondary school. A programme of events and activities is detailed each year. Parents will be informed of arrangements and opportunities for the children to meet the High School staff in our own school and during visits to the High School.

Complaints

While the school applies itself conscientiously to its goal of providing quality in every area of its work, there may be occasions when you feel you have cause for complaint. The school encourages parents to share their concerns with the Headteacher, who will respond promptly, consider fully and investigate as appropriate; any matter brought to her attention.

Complaints Procedure

If you are unhappy about anything in the school, please do not hesitate to speak in the first instance to:

Pat MacCowan.....Head Teacher

If however your complaint is not satisfactorily dealt with, please contact:

Ms Linda Kinney
Head of Service Learning and Development
Children's Services
Stirling Council
Viewforth
FK8 2ET
01786 442667

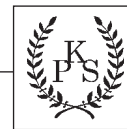
Equal Opportunities

The school supports the principle of equal opportunities for all.

Disclaimer

Although this information is correct at the time of printing, it should not be assumed that there will be no change affecting any of the matters dealt with in the document:

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



APPENDIX 7:

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities 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 exam results. Accurate and up-to-date data allows SEED, education authorities and schools 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 that influence pupil attainment and achievement,
- target resources better.

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 message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).



SEED works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SEED, which 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.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net.



SCHOOL MEALS

Good quality lunches are provided for children and young people in all schools every day. These are prepared in the context of **Hungry for Success** - a national initiative aimed at improving nutritional standards in school meals, encouraging an increase in uptake and removing the stigma attached to taking free school meals.

A four-week menu cycle is provided by the catering service and is changed twice a year, taking into account feedback from customers. All the recipes are nutritionally analysed to ensure they provide a healthy and well-balanced meal. The catering service always tries to accommodate the majority of tastes by offering an exciting and varied choice including a vegetarian option available every day and a range of packed lunches.

As well as meeting the requirements of Hungry for Success, all of the food and drink supplied as part of the school meals' service complies with the requirements of the Schools (Health Promotion and Nutrition) Scotland Act 2007.

Menus can be viewed on the Council's website.

There is a continual commitment to introduce new products and improve the school meals service in an effort to entice our pupils and positively encourage them to choose the healthy options that are on offer.

Special diets can also be appropriately catered for and parents should contact the Headteacher to discuss their child's special dietary requirements.

The cost of a school lunch is £1.70 in primary schools and £1.80 in high schools.

Some families may be eligible for free school meals. An application form may be obtained from the school or printed off the Council's website. This form should be completed by the parent or guardian and returned to the nearest local office or Viewforth, Stirling.

EDUCATION DISABILITY EQUALITY SCHEME

Following the introduction of the Disability Discrimination Act 2005, Stirling Council Children's Services has developed an education disability equality scheme which sits within the overarching Stirling Council Disability Equality Scheme. The scheme seeks to address disability equality in all services for children and young people.

Guidance will be passed to schools during the winter term and will be available on the Source at www.stirling.gov.uk



