



# KILLEARN PRIMARY SCHOOL



# 2007

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## THE DIRECTOR'S FOREWORD

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### **Introduction**

Welcome to Stirling Council and Killearn Primary school.

Children's Services want all children and young people growing up in Stirling to be safe, enjoy good health and have access to a wide range of positive experiences and opportunities to enable them to achieve their potential. 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 Executive's vision for children and young people who are:

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

and who are safe, nurtured, healthy, achieving, active, included, respected and responsible.

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 new Parental Involvement Act aims to strengthen and support parental involvement in education and introduces a more flexible system for parental representation, replacing school boards, from August 2007.

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 2006**



# WELCOME FROM THE HEADTEACHER

.....

Dear Parent/Carer

A warm welcome to Killlearn Primary School.

Killlearn 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 Killlearn primary School.

Many other activities are organised by the partnership groups in our school: the School Board, 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

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Our work at Killearn Primary is firmly grounded in a vision for a school that puts children first, that practises principle centred leadership and embraces key values of honesty, fairness, respect and responsibility, that will promote effective citizenship. We believe the development of the whole child and every child is paramount and this is encapsulated in our purpose statement.

### **Committed to Excellence - Supporting Children**

As part of Stirling Council's Children's Services we share their aims. These are reflected in our school aims:

- To raise standards of attainment and achievement for all by providing an appropriate, challenging and stimulating curriculum
- To promote excellence and personal growth through commitment to continuous professional development
- To provide a happy, secure and nurturing environment for all, where equality, honesty, fairness and respect and responsibility are valued and practised
- To promote the important partnership between school, children, parents and the wider community
- To support children in developing confidence, positive attitudes and life long learning skills that will enable them to participate as active, responsible citizens

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 223 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.

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 new outdoor Multi-Sports Court. Our "peaceful patio" provides a "running free zone" for those who wish a quiet place to sit and chat.

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.





# SCHOOL DEVELOPMENT PLAN

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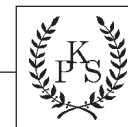
## PRIORITIES FOR 2006-2007

**Our priorities for developing and improving you child's education during next session are to:**

- Review and evaluate policy and practice in the teaching of writing
- Further develop a structure for learning for post level E pupils in Maths and Language.
- Continue to develop and embed key strategies in Assessment is for Learning
- Integrate the new legislation in the Additional Support for Learning Act into our existing structures for support.
- Review our policy and practice to reflect 'A Curriculum for Excellence'
- Improve children's health through our continued Health Promoting School initiative.

**In our Nursery class we will:**

- Improve playroom experiences and opportunities for ante pre-school children.
- Extend children's thinking by improving questioning techniques
- Link practice and the children's experiences clearly to planning
- Extend planning procedures for all children, with particular reference to Additional Support for Learning Act



## WHO'S WHO IN OUR SCHOOL

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### Teaching Staff

**Head Teacher:** Patricia MacCowan      **Acting Principal Teacher:** Lizzie MacLeod P 3/4  
**Acting Depute Head:** Isabel Tempest      **Acting Principal Teacher:** Linsey Rees

Fiona Hornbuckle } P1	Ailsa Woodrow P4
Ali McLean } P2	Catriona Mackenzie P5
Lin Waller P2	Chrissie Thornton P6
Laura Melville P3	Grant Thomson P7

Linsey Rees RCCT

Gillian Orr Support for Learning Teacher

### Nursery Staff:

Nursery Teacher	Linda Lanigan
Early Childhood Educator	Margaret Campbell

### Classroom Support Staff

Dorothy Pattenden  
Linda Riddell  
Chloe Rankin  
Catriona Thomson (Supply)

### Janitor

Thomas Marshall

### Kitchen Staff

Margaret McCann  
Liz Norval

### Clerical Support Staff

Jean Pairman  
Maureen Challis  
Anne Arnold

### Cleaning Staff

Francis Devoy  
Elizabeth Wylie  
Karen Campbell

### Classification

Our school currently has eight 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 30 children in P1-3 and 33 in P4-7. After August 2007 the maximum in P1 is 25. Furthermore, where we have composite classes we do provide many 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.

## STIRLING COUNCIL – CHILDREN’S SERVICES

### 2007-2008 School Dates

<b>Autumn Term</b>	<b>starts</b>	Friday 17th	August 2007 (teachers only)
Staff development day		Friday 17th	August 2007
		Monday 20th	August 2007 (pupils return)
Local holiday		Monday 10th	September 2007(Except Balfron Cluster)
Local holiday		Monday 24th	September 2007(Balfron Cluster Only)
	<b>ends</b>	Friday 5th	October 2007
October holiday	<b>starts</b>	Monday 8th	October 2007
	<b>ends</b>	Friday 12th	October 2007
<b>Winter Term</b>	<b>starts</b>	Monday 15th	October 2007
Staff development Day		Monday 12th	November 2007
Staff development Day		Tuesday 13th	November 2007
	<b>ends</b>	Friday 21st	December 2007
Christmas holiday	<b>starts</b>	Monday 24th	December 2007
	<b>ends</b>	Friday 4th	January 2008
<b>Spring Term</b>	<b>starts</b>	Monday 7th	January 2008
Staff development Day		Thursday 7th	February 2008
Staff development Day		Friday 8th	February 2008
Local holiday		Monday 11th	February 2008
Local holiday		Tuesday 12th	February 2008
Easter holiday		Friday 21st	March 2008 (Good Friday)
		Monday 24th	March 2008 (Easter Monday)
Spring holiday	<b>starts</b>	Monday 7th	April 2008
	<b>ends</b>	Friday 18th	April 2008
<b>Summer term</b>	<b>starts</b>	Monday 21st	April 2008
Local holiday		Monday 5th	May 2008
	<b>ends</b>	Friday 27th	June 2008
Summer holiday	<b>starts</b>	Monday 30th	June 2008

## OUR SCHOOL DAY

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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. Marshall our Janitor, Mrs Arnold, Mrs. Pattenden, Mrs. Riddell and Mrs. Rankin. 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 a leisurely lunch and plenty of playtime. 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. If your child is absent this first day they will be required to pay on a daily basis for that 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 daily by children, at the till point, at lunchtime.

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 - £1.65 daily and £8.25 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, Balfour. 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

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Killlearn 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 Killlearn 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
- 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...

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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.

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 remained 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 introduces a new system of parent representation in schools to replace School Boards or Parents Groups. There is a transition year until August 2007 to allow all the new arrangements under the legislation to be put in place.

The aims for the new Parent Councils are:

- The opportunity for more parents to get involved in ways that suit them
- To focus on parents' own issues, concerns and priorities
- Increased rights to information
- Greater partnership between parents and schools

At present Killearn Primary has an active School Board and PTA. These dedicated and caring members of our community work enthusiastically to support and assist the school in its continuous development

### SCHOOL BOARD 2006

**Elected Parent members:**

Malcolm Walker - Chairperson  
Martin Gibb - Treasurer  
Allan Maitland

**Teacher Member:**

Isabel Tempest

**Co-opted Members:**

Ian Sinclair  
Heather Wright

**Professional Adviser**

Pat MacCowan, Headteacher

**Clerk to the Board:**

Joanna Donaldson

### PTA 2006

**Chair**

Vicky Duff

**Treasurers**

Deanese MacLean and Elspeth MacLaren

**Secretaries**

Isabella Conway and Sarah Whitely

**School Board**

**Rep**

Stephanie Harper

Alison Mackenzie

Heather Brown

Joanna Donaldson

Laura Main

Wendy Denton

Sarah Sloan

Jennifer Anderson

Stephanie Stevenson

Patrick Finn

Stephanie Harper

Campbell Whyte

Jane MacKay

Jacqui Beattie

Caroline Methven

Karen Washington

**Staff Members**

Pat MacCowan

Grant Thomson

Linsey Rees

Catriona Mackenzie



## PARTNERSHIP WITH PARENTS

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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
- Jumble Sale
- Halloween Disco
- 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)



## 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. This year the PTA have set themselves the ambitious target of raising £5,000 plus which will make a 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

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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 council members

P3 - Alan Murray	Helen Barrett
P3/4 - Katie Biggart (Joint Secretary)	Emma Banks
P4 - Elaine Cameron	Patrick Finn (Joint Secretary)
P5 - Christopher Svensson	Luisa Heron
P6 - Rachel Maitland (Joint Secretary)	Alan Macdonald
P7 - Emma McCann (Joint Chairperson)	Jack Edwards

Infant representatives - Alexander Russell and David Leonard (Joint Chairperson)

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

- The design and development of our new school
- Acquiring cycle racks
- Developing our work as an Eco School
- Acquiring playtime games

### **SNAG**

Our school seeks to promote healthy eating for all the pupils and to help support this aim we have established a SNAG (Schools Nutrition Action Group). Our SNAG meets regularly and is made up of parents, pupils and staff members. Recently it established and continues to run the school's fresh fruit tuck-shop. This year's pupil SNAG members are:

- P6 - Calum Biggart, Heather Banks and Alice Copland  
P7 - Flora Matthews, Kirstie Buchanan and Christie MacLeod



## 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 Leadership Team 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.

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.



House Captains this session are:

- Maple - Kirsty Findlay and Angus North
- Rowan - Alan Beattie and Emma McCann
- Willow - Morgan Graham and Kirsten Tempest
- Beech - Amy McNeill and Alexander Russell
- Oak - Louise Bell and Andrew Crocket



## ETHOS AND BEHAVIOUR CODE

.....

At Killearn Primary we recognise the significant impact that a positive ethos has on our school, we therefore devote considerable time, energy and effort to further developing this aspect of school life.

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.

### **Managing Behaviour**

Good behaviour is an integral part of a good ethos. 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 School Values of Honesty, Fairness, Respect and Responsibilities. These will be shown by our commitment 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 and staff will together formulate, implement and review our managing Behaviour Policy
- Recognition and rewarding of positive behaviour will be celebrated
- Parents 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
  - discussions during PSD activities, house and school assembly



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 a wide variety of positive behaviour strategies to praise, encourage and reward children. In addition, children will have opportunities to praise and reward their peers.

### **How do we deal 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 and staff have decided that the following is unacceptable behaviour:

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

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, at an early stage, of children's inappropriate behaviour
- enlisting the support of parents 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:

*'behaviour where one, or more individuals, for their pleasure or gratification, hurts, frightens, or browbeats physically or emotionally'*

We encourage all children **NOT** to accept bullying behaviour and to report it **PROMPTLY** to an adult - staff member or parent. 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.



### Strategies we use:

In managing inappropriate behaviour the following strategies have been agreed:

- verbal warning 1
- verbal warning 2
- loss of Golden Time
- Letter sent home to parents after 3 concurrent lost Golden Times.
- 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. The HT must be informed of this.
- Serious incidents must be reported to the HT immediately
- Should any child fail to respond and not improve their behaviour the HT will meet with the child and/or parents to discuss the matter further and find a solution
- School support staff 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 monitored by the HT.

### Sanctions

The following sanctions have been agreed:

- Loss of Golden Time
- Loss of play time
- 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
  - e.g. 1. **letter**, reflecting on poor behaviour, how they should have behaved, what they will do next time, apology
  - 2. **paragraph** on the importance of .....
- Grounding only by HT / DHT for specified time
- No grounding for unfinished class work

### 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



Helping our children to manage their behaviour is something that is best done in partnership, we all have an important role to play:

### **Role of Parents**

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



## OUR HOMEWORK POLICY

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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 but the majority of homelearning tasks will have a longer timescale i.e. between 2 to 5 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. 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
- Signing homework to say that they have seen the completed work and that they are satisfied with their child's efforts
- Making a comment on their child's work
- **Parents are not expected to mark homework.**

### **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

### **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.



# THE CURRICULUM

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The curriculum offered at our school is at present based on the 5-14 National Guidelines. We engage in ongoing review, evaluation and development of the 5-14 curriculum and this process is addressed through the Development Plan procedure. It is our aim to ensure that the programmes of study we offer effectively raises levels of attainment and enables each pupil to fulfil their potential.

## 5-14 Curriculum

To ensure sufficient breadth, five main curriculum areas have been identified. These are:

- Language (including a modern language P6 and P7)
- Mathematics
- Environmental Studies: (social studies, science, technology, ICT)
- Expressive Arts (P.E., Drama, Music and Art & Design)
- Religious and Moral Education, Personal and Social development and Health Education

## Core Skills

In addition our curriculum is structured to ensure that children have opportunities to acquire core skills and develop the capability to use them in a variety of contexts. The core skills include:

- Personal and interpersonal skills including working with others
- Language and communication skills
- Numeracy skills
- ICT skills
- Problem-solving skills
- Learning and thinking skills

Many of the core skills will be planned to be developed within the context of other curricular areas.

## 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 resource will be Heinemann Maths. This begins in Primary 1 and covers all aspects of arithmetic and mathematics. The children will study the following areas of mathematics:

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. In addition to the allocated 5 hours per week of teaching time for mathematics, we have chosen to enhance this allocation by a further 15 minutes per day for all stages to enable a focused development of the skill of mental maths.

## **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.

## **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. This aims to create in our children the ability to become **successful learners, confident individuals, responsible citizens** and **effective contributors** to society and at work. In providing structure, support and direction to our children's learning, we should enable them to develop these four capacities. Our work at Killearn Primary School will be in continuing to develop our existing curriculum to embrace these aspects in all areas.



## **EXPRESSIVE ARTS**

This heading covers subjects such as Art and Design, Music, Drama, PE/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.

Our PE programme will include gymnastics, games skills, fitness and dance. All P5 children participate in a lengthy block of swimming lessons throughout the summer term. 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 Silver Burdette music 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, sport and drama.

## **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.

## **PERSONAL AND SOCIAL DEVELOPMENT / HEALTH EDUCATION**

Alongside Religious and Moral Education we offer learning opportunities related to Personal and Social Development (PSD) and Health Education. Detailed programmes of study have been developed in these areas. A sexual health programme of study developed for all primary schools in the Balfron Cluster, is followed for P2 to P7. As is appropriate, parents will decide whether their children will participate in these lessons or not. At Killearn great emphasis is placed on the personal and social development of our children we believe that a positive and proactive approach to PSD is fundamental to the success and well being of each and every member of our school community.



## EDUCATIONAL VISITS AND VISITORS

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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



## SUPPORT FOR PUPILS AND THE STAGED INTERVENTION PROCESS

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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 MacCowan. 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](http://www.stirling.gov.uk/childrensservices) or telephone  
01786 442658
- The Scottish Advice Service for ASL -  
[www.enquire.org.uk](http://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@childrenscotland.org.uk](mailto:iblair@childrenscotland.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 school is communicated via our monthly newsletters, which are sent home with pupils. Please check school bags regularly! The school also has scheduled contacts with parents for a formal discussion of pupil progress. (These are generally held in November and May. 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

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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 Test to confirm the teacher's ongoing assessment that attainment of 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 test?**

Our policy is to test 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 testing at any time throughout the school year. The overriding factor of when a child should be tested is determined by the child's progress.

## **Implementing testing**

In accordance with National Guidelines tests are administered as part of the normal class routine. Generally groups of children will undertake testing 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



### **Retesting 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-testing will occur. There is no specific time scale as to when this retesting 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%



# 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 Tests 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

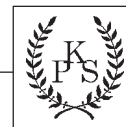
Killearn Primary School

5-14 Attainment

	Previous level of Performance (June 2005) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage	Present level of Performance (June 2006) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage
Reading	93	93
Writing	94	90
Mathematics	98	93

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 2005/06

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 (2004/05) Average number of half days absence per pupil	Absence recorded (2005/06) Average number of half days absence per pupil
Absence		
Killearn Primary	11.3	10.2
Stirling Educ. Authority	19.2	18.5
National	18.9	18.9

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

### 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

My school has got a lot of good teachers and has 8 lovely classrooms. All the classrooms have a T.V. and a DVD and Video Player. Most of the great classrooms have a black board and white board but a couple of them have an interactive white board.

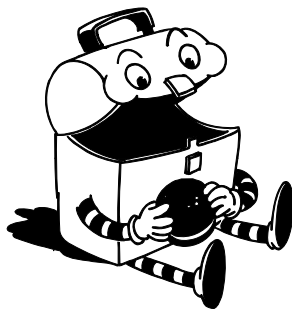
The teachers are really kind. They help you when you're feeling down and you can talk to them and tell them why you're upset. The teachers help you if you are stuck in your work and so do the staff when you fall over and you need help! I am so glad I go to Killearn Primary School.

**Emma McCann - P7**

My school is good because we get many different opportunities like the house system. There are 5 different houses, they are: Willow, Oak, Beech, Maple and Rowan. The colours of the houses are: blue for Willow, yellow for Oak, green for Beech, orange for Maple and red for Rowan. There are house captains for each house. The house captains responsibilities are making sure the younger children come to the right house, during assembly they stay quiet while Mrs. MacCowan is talking and when you are meant to be listening. I am a house captain for my house, Beech. There are house points that you can earn if you are good or polite etc. At the end of the week the house points get counted up for each house and the house that gets the most points gets a sticker for their house chart.

**Amy McNeill - P7**

Our classrooms are big, bright and colourful. The teachers always greet you with a warming smile. Our classrooms are spacious and tidy (if you keep them like that!!). The teachers put a lot of effort into making our classroom a happier place to be. I have always



liked our classrooms because they are all decorated brightly with our work. The teachers are all kind and helpful when you need them. My favourite year so far has been P7 because our great teacher Mr. Thomson, is fun and helpful (not too strict either).

I love our playground, it is brilliant. There is a big grassy area where the boys and girls play games like tig and football! We also have a brilliant multi-court. I don't want to leave!!!

**Kistie Buchanan - P7**

Our school has values, these are honesty, fairness, respect and responsibility. The values are a good idea and help you to make the right and fair choice. I like primary 7 because we get lots of responsibility like: Monitors, which I am, House Captains, SNAG, Pupil Council. There are lots of opportunities to enter competitions.

**Hannah McLaren - P7**

Our school is Killearn Primary School. I like it because it is colourful and everyone is happy (usually). The teachers always try to sort things out like if there is an argument (which is not very often) they hear all sides of the story. Our classroom is big and bright with a wall for each subject. In P7 you get responsibilities like: monitors, house captains, pupil council and SNAG and squaddies. I like it because it gives you something to do. There are clubs like football, choir, lacrosse and there are also music lessons. I am in the Killearn Football Club, we have lots of good players. I am in the choir as well. I also play the clarinet and I am going to go for the Lacrosse team this year. I think the best thing in the school are the teachers. I have a really good teacher, he is Mr. Thomson. He is a good teacher because he helps you in class and he also supports you for other things like clubs.

**Robert Cowden - P7**





Killlearn Primary School is great. We have a group of children in P3-P7 called the Pupil Council. They think up ways to make the school a better place. So far they have achieved brand new bike racks, access to the school with bikes and they arranged a charity called the Shoebox, I think it's a great idea!

Killlearn Primary School is a very eco-school and each class are doing a little thing to stay eco. So far we have a Silver award and we are heading towards a Green Flag.

**David Leonard - P7**

Our school is Killlearn Primary and is great fun. In our work, the teachers manage to teach us subjects in a fun way and that makes us more enthusiastic to learn more things. Our playground has a lovely grassy area that on a sunny day we can play on. At the top of the playground there is tarmac for us to run about on. The classrooms are very homely and they are like a second home. Teachers try very hard to make it a special place to be and it is. We have four amazing values: Respect, Fairness, Honesty and Responsibility. I will be very sad to leave this school behind. We have had lots of great times and long lasting memories.

**Louise Bell - P7**

My favourite thing about Killlearn Primary is the staff because they are kind. I also like this school because there are lots of friendly children, they are very kind. This school is great! Coming to school makes me feel happy.

**Katie Biggart - P3/4**

I like the food because there is a good selection. I like the teachers because they are nice to me. Sometimes the homework is fun. Everybody is nice to me and that makes me happy.

**Jenny Shearer - P3/4**

I enjoy P.E. because it keeps me fit. I love my teacher because she helps me with my work. I like this school because there is lots of things to do. I like this school because the teachers are nice.

**Sophie Howie - P3**

I love learning stuff at this brilliant school. I like the school because I have lovely friends. The teachers are cheerful and very happy. I love learning my maths. I love doing P.E., it is fun.

**Mheta Stevenson - P3**

We are lucky to have such good teachers to help us with our work. The playground is lovely. I enjoy learning new things. I have lots of super friends.

**Kirsty McArthur - P3**

I like the values at our school because I think they are very fair and also you learn a lot because of them. The healthy tuckshop is super and it is very healthy because it is a little bag filled with fruit. There is a lot to say that is good about Killlearn Primary.

**Zoe Schyns - P6**

I think SNAG (School Nutrition Action Group) is a really good group. The healthy tuckshop is great because it's getting children to eat more fruit but the best bit is they are actually enjoying it!

**Alice Copland - P6**

I think Killlearn Primary School is a fine school to be in because we have a very good eco system. I think we should have an eco system because it is good to protect the planet. I also like our Golden Time. We have to earn our Golden Time by behaving well. If you are bad you will get a warning and if you get two warnings you do not get your Golden Time and if you are very bad you immediately lose your Golden Time.

**Harry Johnson - P5**

Golden Time always has super choices. It is also normally great fun because it is mostly something to be looking forward to after a week of hard work.

One of the other things people should love about this school is the pupils, big or small. They are always looking out for each other and they make the school shine.

**Shona Michie - P5**

My favourite bit about Killlearn school is the people in our school. They are all friendly and kind, also the helpers in our class. Our class have been doing something called the Little Rotters and the pupil council. They do the compost bins which are in each class. I love when we go on school trips, my best school trip yet was when we went to the Science Centre. The topic we are doing is Space. My favourite planet is Mars. I'm interested in it. Our classroom is turning into a space station.

**Rory MacFarlane - P5**



Killearn Primary School is a special place because I think the teachers and the children are absolutely great. The teachers have good and fun methods for teaching and the children work together by sharing and co-operating. I also think that the house system is very clever because you try harder to be good. If you are thinking about going to school I recommend Killearn Primary School.

**Amy Gibb - P5**

Killearn Primary is a brilliant school because it has a fab playground and you always feel happy. You make lots of friends you can play with or chat with. It also has lovely classrooms. They are bright and colourful. The children are all very polite and helpful.

I love Killearn Primary School.

**Morven Paterson - P5**

Killearn Primary School is an eco school so we do things like composting and picking up litter. We can do topics like Space, Romans, Human Body and Weather. We go on exciting class trips and learn a lot on them. We have learned to write, read, spell and much more. The playground is the right size and shape with two sets of leap frogs and football and basketball coast and trees and grass all in one beautiful place.

**Jennifer Lynch - P5**

I have just recently come to Killearn Primary. I think all of the children get a very good education because all the teachers respect all of the pupils.

The walls are absolutely covered with wonderful work. Even when my Dad came to look at the school he said to me that the school had the most work on the walls he had ever seen.

**Ross Stevenson - P5**

I find Killearn really fascinating because it's really bright and cheerful. Killearn Primary is the best school that I've been to in my life. I've enjoyed other schools but not as much as Killearn Primary. When I went to my last school it was great but the only thing about

that school was no-one gave you any respect and that's really important especially when you talk to someone else. But Killearn Primary has it's own respect and people always respect others in Killearn Primary and that's what I think is the best value about KPS.

**Fern Girvan - P5**

I like Killearn Primary because it has lots of fun homework tasks. Sometimes I don't even realise I'm learning. There are loads of fun homework tasks throughout the year, such as desk tidies, soundmakers or rain gauges.

I also like how we try to keep people healthy and save our planet. We have fun things like walk to school week and a healthy tuckshop. We also try to help the poor by sending shoeboxes and other things.

**Lauren Donaldson - P4**

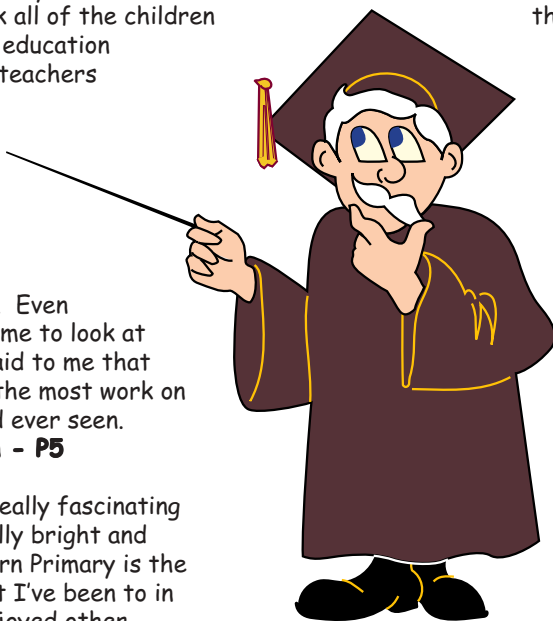
I like squaddies because you get to play with the P7's. I also like the projects because they are fun to learn about.

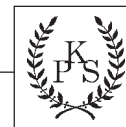
I like the clubs in school because they are great fun to go to as well.

**Janie Bell - P4**

Killearn Primary School are really good at keeping healthy. We have a group of people in our school called the SNAG. The SNAG organise the healthy tuckshop. SNAG stands for School Nutrition Active Group. In the tuckshop you can get a bag of chopped up fruit like apple, grapes and lots more. It costs 30p a bag. I think that's great. Do you?

**Olivia Heron - P6**





## 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 2006 PRIMARY SCHOOLS

<b>School:</b> Killearn	<b>Id No.:</b> 390 - 5724627
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#### *Budgeted Running Costs For Financial Year 2006-2007*

<b>School Roll at September 2005</b>	212
<b>Total School Running Costs at April 2006 (£)</b>	613,463
<b>Cost per Pupil (£)</b>	2,894

#### *Attendance And Absence For School Year 2005/2006*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	9298	14716	14548	10526	12296	9268	11404	82056
<b>Percentage Authorised Absences</b>	3.2	1.9	2	1.7	1.3	3.4	0.8	2
<b>Percentage Unauthorised Absences</b>	1	0.5	1.1	0.6	0.8	0.4	0.6	0.7



**INFORMATION FOR PARENTS 2006  
PRIMARY SCHOOLS**

Education Authority: Stirling

*Budgeted Running Costs For Financial Year 2006-2007*

School Roll at September 2005	6,922
Total School Running Costs at April 2006 (£)	20,994,312
Cost per Pupil (£)	3,033

*Attendance And Absence For School Year 2005/2006*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	364,393	355,472	392,768	375,290	374,928	396,107	371,507	2,630,465
Percentage Authorised Absences	4.9	4.5	3.8	4.2	4.1	4	4.2	4.3
Percentage Unauthorised Absences	0.7	0.7	0.6	0.6	0.6	0.5	0.5	0.6

National Data

*Budgeted Running Costs For Financial Year 2006-2007*

School Roll at September 2005	390,257
Total School Running Costs at April 2006 (£)	1,264,772,698
Cost per Pupil (£)	3,241

*Attendance And Absence For School Year 2005/2006*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	18,996,743	19,805,030	20,600,193	20,992,960	21,101,678	21,429,454	21,717,477	144,643,525
Percentage Authorised Absences	4.4	4.2	4	3.9	4	4	4	4.1
Percentage Unauthorised Absences	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9



## APPENDIX 2:

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### **Race Equality/Child Protection/Substance Use/Religious Observance**

#### **Race Equality**

Stirling Council has a race equality policy, followed by Killearn 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.



# APPENDIX 3:

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## **Admission / Transport/ Emergency Closure / Accidents**

### **Admission**

There is only one admission date and that is at the start of the new session in August. Any child who will be 5 years old before the end of February is due to start school the previous August. The main criteria for entry at P1 stage is age, and living within the Killearn catchment area. Requests for early or deferred entry at P1 stage are handled by Education Services at Viewforth, but are only granted in extreme situations. Contact 01786 442651 for further information. Enrolment for P1 takes place in January/February. After Easter all families will receive further information and be invited to take part in the Settling-In Sessions for parents and children.

We are very pleased to welcome children from outwith our catchment area and if you would like your child to attend Killearn School you are invited to apply for a placing request. Further information about placing requests and appropriate forms can be obtained from the Headteacher. You are also welcome to visit the school.

### **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 / Medication

#### 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 Special 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 tooth brush, 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: Stirling (01786) 434059  
fax no. (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 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 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

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### 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:-

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

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

### 2. Personal Accident 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 Section 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 by Candlelight and visits to our Senior Citizens at Abbeyfield

#### **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: Balfron High School  
Roman Road  
Balfron  
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](http://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](mailto: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](http://www.scotxed.net).



## SCHOOL MEALS

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Hungry for success is a national initiative to improve nutritional standards in school meals, increase uptake and remove the stigma attached to free school meals.

There is a four week cycle of menu provided by Catering Services. All the recipes are nutritionally analysed to ensure they provide a healthy and well- balanced meal as well as an exciting and varied choice. A range of packed lunches is also available.

Special diets can also be appropriately catered for. Parents should inform the Headteacher of any special dietary requirements your child might have.

## EDUCATION DISABILITY EQUALITY SCHEME

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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](http://www.stirling.gov.uk)