



# NEWTONMORE PRIMARY SCHOOL HANDBOOK 2025-2026



# WELCOME TO NEWTONMORE PRIMARY SCHOOL



Dear Parent,

This handbook has been designed to provide you with all the information you require for your child starting school. I hope you will find it useful and that you and your child enjoy being part of Newtonmore Primary School and Nursery.

When your child joins Newtonmore Primary School or Nursery it is the beginning of a partnership between home, school and the community working together to enable each child to be a successful learner, confident individual, responsible citizen and effective contributor.

We aim to create a happy and secure place for all our pupils, parents, staff and visitors. As the year progresses, we will keep you informed of events and activities through our weekly email, notes sent home with your child, our school website and Facebook page.

We operate an open-door policy at Newtonmore and parents are most welcome to contact the school at any time, to arrange to speak to staff.



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## **Our School**

Newtonmore Primary School, situated in the middle of Newtonmore, was completely modernised in 1991 and was formally re-opened by the late Councillor A. J. Russell, Esq., O.B.E., J.P. on 31st January 1992.

The first records of school life in Newtonmore date back to January 1868 when the Free Church of Scotland ran a school with a roll of 125. The Education Act of 1874 resulted in new buildings and control passing to the newly formed Parish of Kingussie School Board. New facilities were opened in 1910 and improvements were added little by little thereafter. The building was vacated in June 1990 to allow extensive remodelling and refurbishment. The building offers spacious accommodation of a very high standard with a tarred and paved play area and an enclosed grass playing area to the rear. There is a seated area for outdoor classroom activities. The school hall offers a multi-purpose area for the school and community.

The school is used by a variety of organisations: after school clubs for pupils include, shinty, nature club, football, multi-sports, and art. These activities may vary from term to term.

The full postal address of the school is:

**Newtonmore Primary School  
Main Street  
NEWTONMORE  
Inverness-shire  
PH20 1DN**

**Telephone: (01540) 673252**

**email: [newtonmore.primary@highland.gov.uk](mailto:newtonmore.primary@highland.gov.uk)**

**website: [sites.google.com/kingussiehigh.org.uk/newtonmore-school/home](http://sites.google.com/kingussiehigh.org.uk/newtonmore-school/home)**

**Facebook: <https://www.facebook.com/p/Newtonmore-Primary-School-100067541380648/>**

## Vision & aims of Newtonmore Primary School

Our vision for Newtonmore Primary School is to be a place where all pupils and staff, through relevant learning & teaching, can develop their individual talents and strengths in a fun, challenging and supportive environment empowering them to engage with the wider world, making effective contributions to society.

Our aims for Newtonmore Primary School are to enable everyone in our school to become;

### Successful Learners with;

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas



### Confident Individuals with;

- self-respect
- a sense of physical, mental and emotional wellbeing
- a positive attitude and secure values and beliefs
- an ethos of achievement with high expectations
- independence

### Responsible Citizens with;

- respect for others and inclusion for those with additional needs
- understanding of good health
- appreciation of leisure, recreation and cultural diversity

### Effective Contributors with;

- an enterprising attitude
- a sense of self worth



### The aims of our school are to:

- Listen to and value other equally
- Support and challenge all individuals to be the best they can be
- Provide a safe and welcoming environment where children experience a wide range of learning opportunities

## **School Staff**

Head Teacher:	Vacancy
English Class Teachers:	Mrs Cathy Grov Miss Lisa Falconer Mr Callum Lloyd (Probationer) Mrs Zoe Ertle
Gaelic Class Teachers:	Miss Sarah-Jane Ferguson Miss Ruth Budge (maternity leave)
Support for Learning Teachers:	Ms Emma Killen
Pupil Support Assistants:	Mrs Rachel Cooke Mrs Kirstin MacIntosh Mrs Kirsty Dixon Mrs Maureen Croft
Visiting Physical Education:	Mrs Jackie Douglas
Visiting Piping Instructor:	Mr Chris Thomson
Visiting Pipe Drumming Tutor:	Mr Drew Caldwell
Visiting Brass Tutor:	Mrs Heather Hook
Visiting Strings Tutor:	Mr John Rutter
School Cleaners:	Mrs Jinky Raranga
School Clerical:	Miss Carly McMillan
Road Crossing Patroller:	Ms Maureen Mackintosh

## **Gaelic & English Nursery Staff:**

Early Years Practitioner English:	Mrs Caroline MacDougall
Early Years Practitioner English:	Mrs Fiona Johnston
Early Years Practitioner Gaelic:	Mrs Agnes Richardson
Early Years Practitioner Gaelic:	Mrs Lindie Binnie
School Cook:	Mrs Adriana Ferencova
Assistant Cooks:	Mrs Jinky Raranga Mr Phillip Darcy

## **General School Information**

Newtonmore Primary School is a co-educational local authority primary school run by Highland Council and comes under the management of a teaching Head Teacher and Principal Teacher. The current school roll is 137 (including nursery).

The school is in the unique position to offer Gaelic Medium Education in both the primary school and nursery and there are 6 classes in total which are organised into 4 composite classes from P1-7 and 2 Gaelic Medium classes from P1-7. English and Gaelic Nurseries are within the school.

We also use our local area to great effect and have been acknowledged as a provider of the John Muir Award for wild places by the John Muir Trust. We are fortunate to have our own 'Wildwood' area for our outdoor learning expeditions which has been kindly loaned to us by the Highland Folk Museum in Newtonmore.

## **Gaelic Medium Education**

Before enrolment to Primary 1, and at the beginning of the child's pre-school year in nursery, parents must make a decision to enrol their child either in the English Department or the Gaelic Department. An information pack about Gaelic Medium is held in the school for interested parents.

Gaelic Medium Education is offered to new entrants to Newtonmore Primary School. The Gaelic Medium Department is an integral part of the school, sharing guidelines and policies in all aspects of education and classroom management with the rest of the school. Children in the GMD are taught through the medium of Gaelic for their seven years of primary education. Physical education, music, weekly school assembly and whole school activities such as drama productions, swimming and school visits take place with combined classes.

In Gaelic Medium education, Gaelic is not taught formally as a lesson: instead, it becomes the everyday language of the classroom with the children being encouraged to use Gaelic as soon as possible. During the initial two years of immersion the pupils become fluent in speech and learn to read and write in Gaelic. They are introduced to English reading and writing in Primary 3/4.

## **Foghlam Tro Mheadhan Na Gàidhlig**

Tha foghlam tro mheadhan na Gàidhlig air a thabhainn do chloinn nuair a thig iad a-steach as ùr do Bhun Sgoil Bhail ùr an t-sleibh. Tha an roinn Gàidhlig air a h-aonachadh mar phairt den sgoil gu lèir agus thathair a' leantainn phoileasaighean agus stiùireadh airson foghlam agus dòighean riaghlaidh 'sa chlas mar a tha iad sin air an cur sìos airson na sgoile gu lèir. Ann am foghlam tro mheadhan na Gàidhlig tha a' chlann air an teagaisg air leth airson na seachd bliadhnaichean a tha iad anns a'bhun sgoil. Aig àmmanan bidh iad a' tighinn ri chèile airson cleasachd, ceòl, smàmh, obair dràma, mòr-chruinneachadh na sgoile agus cuairtean sgoile. Tha Gàidhlig air a' chleachdadh mar phrìomh chànan 'sa chlas agus a' chlann air am brosnachadh gus Gàidhlig a bhruidhinn ri chèile agus ris an tidsear cho luath 's a ghabhas. Anns a' chiad dà bhliadhna tha a' chlann air am bogadh sa Ghàidhlig gus am fàs iad fileanta sa chànan agus comasach air leughadh agus sgrìobhadh a dhèanamh innte cuideachd. Bidh iad a' toiseachadh air leughadh agus sgrìobhadh ann am Beurla mu ire 3/4.

The school was inspected by HMIe in November 2009 and a copy of the report can be found at: <https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

The school also has its third 'Green Flag' after a successful inspection in 2019. More information on this scheme can be found on: [www.ecoschoolsscotland.org](http://www.ecoschoolsscotland.org)

In June 2010 Newtonmore Primary became a Rights Respecting School through the UNICEF scheme. More information on the scheme can be found on: [www.unicef.org.uk/rrsa](http://www.unicef.org.uk/rrsa)

## The School Day

The school day hours are shown below:

Doors open at 8:45

Monday - Thursday	Class	Morning Session	Afternoon Session
	P1,2,3	9:00am - 12:15pm	1:15pm - 3:20pm
	P4-7	9:00am - 12:45pm	1:30pm - 3:25pm
Friday	P1,2,3	9:00am - 12:35pm	
	P4-7	9:00am - 12:35pm	

Morning break for all classes is from 10:30am - 10:45am

## Nursery

The school offers nursery education in English and Gaelic.

The current hours are shown below:

Monday - Thursday 8:40am - 3.15pm

Friday 8:40am - 12.20pm

To ensure that the transition from Nursery setting to Primary 1 and toddler group to Nursery is as smooth and meaningful as possible, and in order to familiarise your child with their new

environment and staff members, we have put steps in place throughout term 3 and 4 to aid this process.



Our nursery handbook, with more detail, is available from the school office.

## School Office

All visitors must report to the school office on entering the building. Our school office is staffed from 8:00am - 2:00pm from Monday - Thursday, 8:00am-12:00pm Friday.

## Enrolment

The school year starts in mid-August and finishes at the end of June or early July. Children who will reach their 4<sup>th</sup> birthday by the end of February are normally enrolled to start school in August the same year. However, parents may defer entry until the following session if their child is born later than August, especially in the case of a child who is very young, with a birthday falling towards the end of February.

Early each year the Education Authority publishes in the local press details of the Annual Enrolments for nursery and primary pupils.

## Placing requests - parental choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the **Area Education Manager, Headquarters, Glenurquhart Road, Inverness, IV3 5NX**, and placing request forms can be obtained from [www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school/2](http://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2) Transportation to and from school, for placing request pupils, is a parental responsibility. Parents of prospective pupils are welcome to visit the school by contacting the school to arrange a visit.

## Transition to Secondary School

Pupils will normally transfer to Kingussie High School. Enquiries should be directed to:





**Rector – Mr I Adamson, Kingussie High School, Ruthven Road, KINGUSSIE, Inverness-shire PH21 1ES, Tel- 01540 661 475**

A close liaison exists between Kingussie High School and its associated primary schools and regular meetings take place to discuss matters concerning us all. Throughout the year, High School staff and Primary Head teachers and Primary 7 class teachers work closely together to ensure continuity of education by providing adequate information about pupils in Primary 7 at the transfer stage.

In the winter term P7 pupils take part in a three-day residential trip with pupils from other local schools as part of the preparation for transition. In the Spring and Summer terms, English, Mathematics, Guidance and Support for Learning Staff from the High School visit the school for discussion, observation and assessment which will highlight pupils likely to have support needs in the secondary school. There are also enhanced transition opportunities for children who have additional needs.

In June there is a three-day visit to the High School by the Primary 7 pupils. In addition, Primary 7 parents are invited to a Parents' Evening at the High School.

### **Ethos**

As a Rights Respecting School we make every effort to promote and ensure high standards of discipline and behaviour. We expect our children to behave in a respectable and courteous manner. Strong emphasis is placed on self-discipline, showing respect for each other and regard for people and property. Any behaviours which are deliberately intended to frighten or hurt another child will not be tolerated. When unacceptable behaviour is identified our policy is well established and pupils know what is expected. The school's approach to Promoting Positive Behaviour and Recognising Achievement can be found on the school website:

[sites.google.com/kingussiehigh.org.uk/newtonmore-school/home](https://sites.google.com/kingussiehigh.org.uk/newtonmore-school/home)

along with the Anti-bullying Policy. All pupils know that they can always seek help from the member of staff in the playground and speak to teachers if they have any worries or if they wish to report any matter to an adult.

### **Equal Opportunities**

We are an equal opportunities school, and our pupils are encouraged to be involved in the life of the school through various opportunities to join groups that make valuable contributions to the school. Access to all subjects is provided to all pupils without reference to the gender, race, ethnicity, religion, culture, disability, ASN or home language.

Further information on this subject can be found at:  
Equal Opportunities Commission Scotland: [www.eoc.org.uk](http://www.eoc.org.uk)

### **Equality and Inclusion**

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)

<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

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

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age,

disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

## Curriculum

Curriculum for Excellence is Scotland's curriculum for children and young people aged 3 to 18. It aims to raise achievement for all enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work. It aims to raise standards; prepare our children for the future they do not yet know and equip them for the jobs of tomorrow in a fast changing world. It brings real life into the classroom, making learning relevant and allows the children to make connections and link knowledge in one subject area to another. This encourages children to develop skills to enable them to think for themselves, make informed judgements, undertake challenges with confidence and find solutions.

Curriculum for Excellence provides greater personalisation and choice for learners so that learning is more challenging and enjoyable and relevant to each child's needs, strengths and interests. Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

## Experiences and Outcomes

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum area. We use detailed planning to ensure that the full and broad curriculum is delivered. Teaching staff use a wide range of Learning and Teaching methodologies to maximise the children's learning. The ability to transfer knowledge and skills over a wide range of learning experiences from the different curriculum areas is desired.

- The **Experience** describes the Learning activity taking place.
- The **Outcome** describes what the Learning will achieve (e.g. knowledge, skills, understanding, awareness and attitudes)

Further information about Curriculum for Excellence and supporting your child can be found on <https://education.gov.scot/>

**Curriculum for Excellence Levels** provide a very broad indication of a child's progress in their learning from ages 3 to 18 in Scotland. These levels are 'open-ended', allowing learners to work and progress in different ways.

Level	Stage
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
3 <sup>rd</sup> /4 <sup>th</sup>	S1 to S3, but earlier for some

The curriculum is divided into 8 main areas:

Languages, Mathematics, Health and Wellbeing, Social Studies, Sciences, Technology, Religious and Moral Education and the Expressive Arts.

## Literacy & Languages Talking

Today spoken language is given a central place in the primary school curriculum. Speech is without doubt the most common form of communication. We encourage children to talk as we believe that it is important that children can express themselves clearly and intelligibly in an acceptable form. Pupils are given many opportunities to discuss their work, in all subjects. They are invited to present prepared talks to their classmates. They are encouraged to put forward their views

and opinions on varied topics and issues and are given opportunities to question other speakers and the validity of what is being said to them.

## Listening

This is also important, and pupils are encouraged to look for meaning in what they hear and to be critical of what is expressed. They are encouraged to hold polite conversations and discussions and are taught the techniques of good listening.



**Reading** This has always been regarded as one of the most important areas of the curriculum. We aim to provide a full range of purposeful reading tasks in as meaningful a context as possible in all areas of the curriculum. At all stages, reading is taught in a meaningful way. Even at the infant stages, children learn through enjoyable, interesting material, and related activities encourage in the pupils the desire to read. Parents are encouraged to actively engage with reading activities.

When children can read, we aim to teach them the higher reading skills which they will need for secondary school and in later life. Specific tasks aim to help children grasp literal meaning (looking for main ideas and specific details), to read "between the lines" (to be aware of inferences), to read "beyond the lines" (to be able to predict what will happen next), to distinguish fact, fiction and fantasy, and to read critically and thoughtfully.

We also aim to help children locate information in written form using reference material, encyclopaedias, dictionaries and atlases as well as school textbooks designed to give pupils practice in such skills. We try to teach our pupils to read at different speeds, in different ways and for different purposes e.g. telephone directories, timetables, recipe books and instruction cards. In this way pupils are taught to use appropriate reading strategies.

The importance of reading for pleasure cannot be overstated. Parents can help greatly by showing an interest in the books their children read, by taking them to the library and by allowing them to purchase their own books. Recent research indicates that children who are brought up with books tend to do better at school.

This is equally important at the nursery stage, even before the child can read for him/herself. We aim to foster in the children a love of books and to encourage the reading habit. Pupils have opportunities to read for pleasure in class and are encouraged to take books home from our School Library. Occasionally, too, we have book sales at school. This supports the current Highland Literacy programme which we follow.

## Writing

Written skills also need to be highly developed to meet the demands of the increasingly complex society in which we live. When we talk about "writing" we are talking about two things. One is the ability to use a pen or pencil - the secretarial skills - and the other is what the child is trying to communicate through his writing - the composing skills. We aim to teach our children to write legibly, with fluency and speed at all stages of instruction.



Our main aim is to improve the ability of children to communicate through writing. Children, throughout the school, are taught to write in different ways for different purposes, and for different audiences. At all stages writing is seen as a meaningful and purposeful activity and children are given many opportunities to practice their writing skills.

Pupils are given opportunities to write on their own and in groups. They are given time to discuss their work with others and all children are encouraged to respond positively and constructively.

From the pupils' written work, teachers make assessments and look for ways of improving each child's writing. Grammar and punctuation are taught selectively to suit the needs of the children. In the same way spelling is taught to suit different ability groups.

## Languages

French is currently taught in primaries at all stages while Spanish is also taught to pupils from P5 upwards under the Government 1+2 Languages initiative. These language provisions take place in a fun, interactive way with lots of practical activities and opportunities to understand different culture and traditions.

## Numeracy & Mathematics

Pupils enter school as active thinkers, having already experienced informally many aspects of mathematics in their play and everyday activities. At school we build on these experiences and as pupils' progress they are helped to develop increasing awareness of a range of mathematics and its applications. Pupils are encouraged to learn actively through practical real life and outdoor experience, using concrete materials. They will undertake work on basic numeracy, money, measure, information handling, shape, position and movement.

At school mental calculation is strongly emphasised. Methods of mental calculation are important in helping children to understand number and use it effectively. Regular oral and mental work develops children's calculation strategies and recall skills. We expect children to learn tables and simple number facts.

Where possible maths is taught in cross curricular work to enable the children to apply their learning in different contexts. Financial Education through school Enterprise events is also a very important part of maths.



Computers and calculators are part of the world in which we live, and the school makes good use of mathematical programmes on the computer at all stages. Similarly, children have access to calculators, but in a restricted way, so as not to impede the development of the child's mental numeracy.

## Health and Wellbeing

Good health and wellbeing is central to effective learning and this area of the curriculum ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. The curriculum includes learning about mental, emotional, social and physical wellbeing; planning for choices and changes; physical education and sport; food and health; substance misuse; relationships, sexual health and parenthood.

Pupils are encouraged to make informed choices and take appropriate decisions that help to ensure a healthy lifestyle.

Children will experience certain aspects of health and wellbeing through focussed programmes at times but much of the work in health and wellbeing is ongoing and happens on a daily basis through a wide variety of activities and experiences.



**Physical Education** provides experience for the children in body and space awareness, gymnastics, apparatus work, games skills both indoors and outdoors, athletics and sporting activities. They may do creative movement to music, learn national dances or compose their own dances. Individuals are entered occasionally in cross country, gymnastics, football tournaments, skiing, orienteering and shinty matches. It is very important that pupils bring a change of

clothing for PE - shorts, tee shirt and gym shoes/trainers and all items of clothing should be named. **No jewellery to be worn.**

### **Expressive Arts**

These are integrated where appropriate into other areas of the curriculum and teachers liaise with visiting teachers of music and PE to provide a varied experience for the pupils. Other subjects in the curriculum can be brought to life through the inclusion of Expressive Arts.

During **Music** lessons children will have opportunities to take an active part in music making sessions - inventing, listening and responding to music. Pupils are encouraged to learn to play instruments where possible. Mr Thomson our chanter instructor visits the school weekly to work with individual pupils as do a Brass tutor - Heath Hook, Pipe Band Drumming tutor - Drew Cauldwell and Singing tutor Christopher Josey. This instruction is paid for by parents.



**Art and Design** work is always included in any area of study and children are taught various techniques using a wide variety of materials. Activities range from drawing, painting, modelling and printing to collage, pen and ink work, marbling and fabric dyeing. An interest in the work of well-known artists is encouraged.

**Drama** is a very good means of bringing studies to life. Pupils can identify themselves with people, real or imagined, by acting out situations within their experience or their imaginative range. By expressing in movement and speech the feelings of themselves and others, the children can enlarge their experience and learn in ways natural to them. Imagination is stimulated and powers of discrimination, observation and awareness are increased.

Some children throughout the school perform in Starhfest as well as regular and varied concerts for the parents and community in the school hall.

### **Religious and Moral Education**

This area of the curriculum deals with the development of self-awareness, relationships with others and the need for an awareness and understanding of the beliefs, values and practices that contribute towards a religious outlook on life. Class teachers teach Religious Education. Christianity and aspects of the bible are studied as well as tolerance and respect for all the major religions of the world. Children are at all times encouraged to be caring, considerate individuals with a strong sense of fairness and justice.

Weekly throughout the school year the whole school meets for assemblies and at the end of term for the Christmas Carol Service, Easter Service and Summer Closing Service at St Bride's Church of Scotland, Newtonmore. Parents are invited and encouraged to join us for these services.

Parents have the right to withdraw their children from Religious Education/Observance. Any parent who wishes to do so should contact the Head Teacher who will make the necessary arrangements. Pupils who are withdrawn from RME are given alternative work to do at this time.

### **Social Studies/Topic/Interdisciplinary Learning**

This subject aims to introduce and develop in our pupils a greater understanding of the world they live in. Aspects of the social and physical changes that affect individuals and communities are explored. It covers the social subjects (history, geography and modern studies). Much of the work is approached through themes (projects). Content includes local studies, history and geography of both Scotland and the wider world. Where possible these themes make connections to other areas of the curriculum and involve learning by doing, learning through direct experience, learning both inside and outside the classroom.

## Technologies

Technologies are connected strongly with other areas of the curriculum and provide opportunities for active learning in creative and work-related contexts. Learning in the technologies helps children to develop their skills for the world of work and enables pupils to be informed, skilled, thoughtful, adaptable and enterprising citizens. It includes creative, practical work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.



Pupils are encouraged to develop an understanding of the role and impact of technologies in society and how to be responsible users of these technologies. They are given opportunities to develop the skills to make informed decisions about the environment and sustainable development and contribute to building a better world.

## Assessment & Reporting

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

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

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

Formative assessment - seeking and interpreting evidence so that learners, parents/carers and teachers can decide through high quality dialogue where the learners are in their learning, where they need to go and how best to get there - is embedded in the school curriculum and staff and pupils are continuously assessing their teaching and learning through various strategies. Pupils are being encouraged to take a greater responsibility for their learning by self and peer assessing their work.

Assessment recognises and celebrates all achievement wherever it takes place at home, in school and in the community.

## Pupil Progress Reports

As part of Highland Council's reform of reporting to parents, we have implemented many different approaches recently to ensure a process of continuous profiling and reporting.

Your child will bring home **4 key assessment tasks** over the course of the school session. These key assessments will

- describe children's strengths and areas for development
- describe progress in achievement across the eight curriculum-areas [Curriculum areas | Curriculum for Excellence | Education Scotland](#)
- describe progress in achievement within the curriculum-levels in a curriculum area (for example Literacy) or in part of a curriculum area (for example reading, writing) [Curriculum levels | Curriculum in Scotland | Parentzone Scotland | Education Scotland](#)
- describe achievement in different contexts and settings
- describe next steps in learning and how parents can help

- describe support for individual children to ensure continued support and how parents can help.

The key assessment tasks will form part of your child's Pupil Profile, which will be a record of your child's learning journey in primary school. Please spend time with your child looking at the key assessment tasks. Discuss the assessment tasks and success criteria with them.

Parents wishing to enquire about a pupil's progress are invited to get in touch with their child's Class Teacher.

### **Support for Pupils**

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

If you have a concern about your child in primary school, please contact your child's class teacher in the first instance or the 'named person' who will usually be the head teacher. In a secondary school, the named person will usually be the Principal Teacher Guidance/Pupil Support.

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews.

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

<https://www.forhighlandschildren.org/>  
<https://additionalupportforlearninghighland.wordpress.com/>

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

Under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order, the following agencies can provide advice, further information and support to parents of children and young people with ASN.

Enquire is the Scottish advice service for additional support for learning which provides information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support. Enquire offers independent, confidential advice and information on additional support for learning Enquire also provides a range of clear and easy-to-read guides and factsheets including The Parent's Guide to additional support for learning. Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

### [Useful Links](#)

Scottish Independent Advocacy Alliance: <https://www.siaa.org.uk/>

Scottish Child Law Centre: <https://sclc.org.uk/>

### **Parental Involvement**

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents and we welcome parental interest in the welfare of our pupils. The

support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning. The school will always seek to involve parents in any key decisions about their child's education and keep parents informed about progress. Parental information is obtained from questionnaires.

### **Parent Council**

Our Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting Mrs Catherine Chisholm (Chairperson). The Parent Council provides a forum for sharing views, gathering opinions and offers effective parental representation. Meetings of the Council are held termly and are open to all parents to attend. Parent Council minutes are on display in the entrance hall and on the school website at:

<https://sites.google.com/kingussiehigh.org.uk/newtonmore-school/parent-council>

Present Members;

Mrs Gillian Bedi	Chairperson
Ms Helen Gray	Vice Chairperson
Mrs Laura MacKinnon-Walsh	Secretary
Ms Kaylie Allen	Treasurer
Mrs Cathy Grover	Teacher Member

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone:

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

### **Parents' Evenings and Meetings**

A variety of parents' meetings are arranged throughout the school year usually in the form of information evenings or workshops.

In the second and third terms parents have the opportunity to meet with class teachers to discuss their child's progress and achievements and future targets.

### **Open Afternoons**

Open afternoons are held at the school twice each year. This gives your child/children an opportunity to show you the work they have been undertaking at school.

### **Pupil Voice**

#### **Pupil Council**

Two representatives from each class meet on a monthly basis to discuss issues brought up by their fellow pupils in order to assist school improvement.

#### **Eco Committee**

Two representatives from each class meet on a monthly basis to discuss ways of further developing our green credentials.

#### **Junior Road Safety Officers**

Two representatives from the P6/7 class are chosen to help raise awareness of road safety issues to the whole school.

#### **Charities Committee**

Four pupils from the P6/7 class are chosen to organise any charity fundraising events at school. They also organise the sponsorship of an animal at the Highland Wildlife Park on a yearly basis.



## **Buddy System**

We operate a Buddy System in school where pupils from the senior classes look after a child in the P1 class and are their 'Buddy'. In the initial stages this means that they look after and show the younger pupil how school operates. They are also there to help them in the playground and act as positive role models for the younger children.

## **Onery**

We have two sessions weekly where nursery and Primary 1 pupils participate in active learning together. This is part of an enhanced transition for nursery pupils, details of which can be found in the nursery handbook which can be obtained from the school office.

## **Citizenship Afternoons**

Every month all pupils in school take part in citizenship afternoons which involve them in looking at issues that affect their own community and the global community, Learning for Sustainability and Developing the Young Workforce. This time is also used to work on eco tasks and hold Pupil Council, Eco Committee and Rights Respecting Steering Group meetings.

## **Homework**

Homework is an important aspect of children's learning. It provides a link between the work of the school and the home. Homework helps children revise and consolidate ongoing classwork, develop enquiry skills through research and in some cases formulate ideas and encourage responsibility.

## **School Assemblies**

School assemblies are held on a weekly basis. This is an opportunity to celebrate wider achievements.

## **School Uniform**

The school encourages pupils to wear school uniform. Wearing school uniform not only looks great but helps pupils to identify and feel part of Newtonmore Primary School.

Ideally pupils should wear:

- Black or grey trousers, skirts or shorts
- White polo shirt - with or without school logo
- Blue sweatshirt with school logo
- Black shoes - children should have a pair of indoor shoes to change into

**All items of clothing and footwear must be clearly marked with the child's name otherwise tracing of lost articles of clothing or footwear can be impossible.**

Uniform can be purchased from:

<https://www.schoolwearmadeeasy.com/badged-school-uniform/m-p/n/newtonmore-primary-school/>

Assistance with school clothing is available to families in receipt of certain benefits.

[https://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

## **Money & Valuables**

Pupils should not normally carry large sums of money or valuables on their person during school hours. If, on odd occasions they do, the money or other valuables should be handed to the class teacher for safe keeping during the day.

## **Child Protection**

From time-to-time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-Agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

More information about Child Protection Procedures within Highland can be obtained online from [https://www.highland.gov.uk/info/1361/childcare\\_and\\_family\\_care/438/child\\_protection](https://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)

## **Accident/Illness at School**

First Aid equipment is available at school, and a number of members of staff have had basic First Aid training. Minor cuts and bruises are treated by members of staff. If a child has an accident or becomes ill at school, it may be necessary to take him/her to a doctor or to hospital. Every effort will be made to contact the parent so that he/she may be present. If both parents are out at work, it is essential to have a work telephone number and the name of the family doctor. It would be appreciated if parents informed the school of any change in work telephone number, family doctor etc.

If a child is feeling unwell, we will normally try to send him/her home. In the event of the parent not being at home we would welcome an alternative address e.g. a relative, friend or neighbour with whom the child can be left.

It is important that the school is informed about any medical condition that a child may have. This information will be treated as confidential.

## **Medicines at School**

### **Administration of Medicines**

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

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

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

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

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

### **Minor injuries**

School will only deal with minor cuts and bruises; these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

Sometimes doctors give prescriptions which require medicines to be taken during the school day. If your child requires medication during the day, please contact the school.

### **Health Care**

The Education Service provides, through the agency of NHS Trust, the assistance of a School Doctor, aided by a School Nurse and a School Dentist.

The school nurse visits the school to check on various aspects of health - eyesight, hearing etc. Parents will be informed immediately if their child is found to have a hearing problem or may require spectacles.

### **Attendance/Absence**

Good attendance is vital if pupils are to achieve their full potential, but if your child is to be absent or late for school parents must inform the school first thing in the morning. Unexplained absence will be followed up by a phone call from our clerical assistant. Prolonged unexplained absence will be reported to the authority. If your child is likely to be absent for a prolonged period, then it is helpful to let the teacher know. When returning to school after an absence, the parent or guardian should give a written reason for the time absent. Where at all possible, medical and dental appointments should be made out-with school hours.

It is strongly recommended that parents should avoid withdrawing their children from school for family holidays during term time. It would be helpful if parents could plan family holidays during the 12 weeks annual holiday allocation. Holiday dates for the next two years are available from the school.

### **Permission to Withdraw Pupils**

The Head Teacher must be informed in advance, in writing, of any need to withdraw a child from school during school hours.

### **Other Pupil Activities**

Pupils are engaged in a number of sporting activities, and we recommend that pupils take up membership of the Badenoch Primary Sports Association. Within the school a number of volunteer helpers run activities for pupils: shinty, multi-sports, football and finger knitting club. Pipe band drumming, piping, singing and brass lessons are also available. Primary 6/7 pupils have ski instruction on four days in the Spring term. Pupils also participate in competitions in cross country, gymnastics and skiing. Our Sports Day is in June. We also join with pupils from Alvie School and Kingussie school for a residential experience for the Primary 7 pupils in the autumn term.

### **Prize Giving**

There is a Prize Giving at the end of the session. This rewards success in the various classes allowing the special contributions of all pupils to be recognised along with the effort and progress of others. Bibles are presented to children for Bible Knowledge through the generosity of Mrs Ruth Stewart in memory of her mother, the late Mrs Betty Mackenzie.

### **School Meals**

[https://www.highland.gov.uk/info/878/schools/9/school\\_meals](https://www.highland.gov.uk/info/878/schools/9/school_meals)

**Newtonmore Primary school, under the direction of Highland Council Catering Service, operates a cashless catering system for school meals. We use an electronic web-based payment system called Ipayimpact.**

Pupils order their lunch each morning. Parents/carers need to register for the system - then will be able to see meals chosen by pupils, see up to date meal account balances, and make payment for school meals online.

Highland Council Catering Service provides school meals, and the cost is £2.30 per day, £11.50 per week. However, all pupils in P1-P5 are entitled to a free school meal. For those in P6-P7, information on eligibility for free school meals can be found here:

[https://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

Highland Council school meals are designed to promote healthy eating and the menu can be found on the council website [https://www.highland.gov.uk/info/878/schools/9/school\\_meals](https://www.highland.gov.uk/info/878/schools/9/school_meals) Healthy Snacks are given to our nursery pupils and we encourage all pupils to bring fruit for break-time.

### **Packed Lunches**

Children may bring packed lunches to school, and these will be eaten in the school hall under supervision. Highland Council has recommendations regarding the types of containers in which packed lunches are to be carried. These recommendations are designed for the safety and

protection of pupils in school. It is hoped that parents will find it convenient to support these recommendations:

- All food must be carried in a semi-rigid container with a secure lid e.g. Tupperware, ice cream containers or similar. Containers should be clearly marked with the name of the pupil.
- Glass bottles or containers are not permitted under the Health and Safety regulations.
- Vacuum flasks containing hot liquid are not permitted because of the danger of scalding.
- Aerated drinks in cans or bottles are not permissible.
- Water will be available.
- The Authority cannot be held responsible for any loss or damage to packed meals or their containers.

### **School Transport**

Council transport to school for pupils, whose homes are distant from the school, is available under the usual regulations. Information can be obtained from the Area Education Manager. Transport is normally available free if children under eight live in excess of two miles from the school and for children aged eight and over who live three miles from the school. There are different arrangements outside the delineated catchment area for children who wish to attend the Gaelic Department. Please note that transport is not a school responsibility, and any queries should be addressed to the Local Transport Officer, Transport Office, <http://highland.gov.uk/info/878/school/12/schooltransport> Tel: 01463 644703

### **School Improvement**

We continually strive to improve the quality of our pupil's education using the Highland Council model of improvement planning. The School Improvement Plan and Standards & Quality Report can be found on:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

The school's Standard and Qualities Report is distributed to parents and summarises the strengths of our school and what needs to improve, and how we will move forward to ensure that those needs are met. It is available on our school website as is our school improvement plan.

### **Data Protection**

Any information you have supplied/any information gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedures following from this. This data will be maintained in accordance with the Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.

### **Your data protection rights**

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

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

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

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

### **Concerns**

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

### **Complaints and Requests for Service**

If a parent has any concerns they should contact their child's teacher in the first instance, or the Head Teacher for more serious issues.

The school will always endeavour to resolve issues by listening to parents and seeking solution in partnership. Should a situation not be resolved, parents can contact the South Area Education Office:

[https://www.highland.gov.uk/info/893/schools\\_-\\_general\\_information/566/area\\_education\\_offices](https://www.highland.gov.uk/info/893/schools_-_general_information/566/area_education_offices)

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

### **Voluntary Help**

A number of people help the school in a voluntary capacity. In this way the pupils gain considerably and the school benefits in innumerable ways. Children have benefited enormously over the years, acquiring skills in music, singing, biology, knitting, shinty, baking, swimming, calligraphy and Gaelic, etc. These skills would not be provided to the same extent if we did not have our volunteers.

Any voluntary helpers have to comply with the Child Protection Procedures set by the Council.

### **Adverse Weather**

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important.

**The school updates its procedures for adverse weather closure annually, therefore: -**

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather.

- **the school** will establish a system of communication with parents and transport operators and ensure that parents are fully informed of the arrangements. School Closures Online [www.highland.gov.uk/schoolclosures/](http://www.highland.gov.uk/schoolclosures/) will also be updated with information for individual schools.

## **Military Families**

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring, and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council partnership, The Military Liaison Group (Education), often referred to as "The MLG" which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council Armed Forces Website for lots of helpful information and support:  
[https://www.highland.gov.uk/info/886/schools -  
\\_additional\\_support\\_needs/833/armed\\_forces - support\\_for\\_families\\_and\\_schools](https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools)

Please get in touch with your child's named person or the Head Teacher if you have any concerns.

# THE HIGHLAND COUNCIL SCHOOL CALENDAR SESSION 2025/26

## Highland School calendar 2025/26

Please note - Dates may be subject to change

August 2025								September 2025								October 2025								November 2025								
WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	
32					1	2	3									41			1	2	3	4	5	45						1	2	
33	4	5	6	7	8	9	10	37	1	2	3	4	5	6	7	42	6	7	8	9	10	11	12	46	3	4	5	6	7	8	9	
34	11	12	13	14	15	16	17	38	8	9	10	11	12	13	14	43	13	14	15	16	17	18	19	47	10	11	12	13	14	15	16	
35	18	19	20	21	22	23	24	39	15	16	17	18	19	20	21	44	20	21	22	23	24	25	26	48	17	18	19	20	21	22	23	
36	25	26	27	28	29	30	31	40	22	23	24	25	26	27	28	45	27	28	29	30	31			49	24	25	26	27	28	29	30	
								41	29	30																						
December 2025								January 2026								February 2026								March 2026								
WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	
								2				1	2	3	4	6							1	10							1	
50	1	2	3	4	5	6	7	3	5	6	7	8	9	10	11	7	2	3	4	5	6	7	8	11	2	3	4	5	6	7	8	
51	8	9	10	11	12	13	14	4	12	13	14	15	16	17	18	8	9	10	11	12	13	14	15	12	9	10	11	12	13	14	15	
52	15	16	17	18	19	20	21	5	19	20	21	22	23	24	25	9	16	17	18	19	20	21	22	13	16	17	18	19	20	21	22	
1	22	23	24	25	26	27	28	6	26	27	28	29	30	31		10	23	24	25	26	27	28		14	23	24	25	26	27	28	29	
2	29	30	31																					15	30	31						
April 2026								May 2026								June 2026								July 2026								
WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	
15					3	4	5	19					1	2	3	24	1	2	3	4	5	6	7	28				1	2	3	4	5
16	6	7	8	9	10	11	12	20	4	5	6	7	8	9	10	25	8	9	10	11	12	13	14	29	6	7	8	9	10	11	12	
17	13	14	15	16	17	18	19	21	11	12	13	14	15	16	17	26	15	16	17	18	19	20	21	30	13	14	15	16	17	18	19	
18	20	21	22	23	24	25	26	22	18	19	20	21	22	23	24	27	22	23	24	25	26	27	28	31	20	21	22	23	24	25	26	
19	27	28	29	30				23	25	26	27	28	29	30	31	28	29	30						32	27	28	29	30	31			

School holidays

In-service days

School days

This version of Newtonmore Primary School Handbook was reviewed in November 2024. Whilst information provided in this handbook is considered to be true and correct at the time of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.