



Parent's Handbook

Session 2004/05

Contents

ITEM	PAGE NUMBER
Section 1 - Welcome and Introduction	2
Aims and National Priorities	3
Class sizes, times and dates	4
The School Staff	5-6
Section 2 - Learning and Teaching	
The Curriculum	7-8
Homework	8
Instrumental Tuition	9
Reports to Parents	9
Supporting Pupils Learning	9-10
Section 3 - Care and Welfare	
Promoting Health and Safety	11
School Security	11
Road Safety and School Transport	11
Emergency Closures	11
Trips and Outings	11-12
First Aid and Administration of Medicine	12
Attendance and Absence	12
Head Lice	12-13
Snacks	13
School Meals	13
Leaving the School at Lunchtime	13
Water in School	13
School Kit and Dress Code	13-14
Section 4 - Ethos	
Equal Opportunities	15
Promoting Positive Behaviour	16
Anti-bullying Policy	16-17
After School Clubs	17
School Board	17-18
Friends of Stromness Primary School	18
Pupil Council	18
Concerns and Complaints	20
Section 5 - Scottish Executive Education Department Attainment Information	21

Section 1 - Welcome to Stromness Primary School!

Welcome to our school! We look forward to working with your child(ren) and yourself to provide your children with the best educational experience we can offer. We hope you find this handbook interesting and useful in getting to know the school. Please contact us with any queries - we will be very happy to hear from you. The school's contact details are as follows:

Address: Stromness Primary School, Franklin Road., Stromness,
Orkney KW16 3AN
Telephone: 01856 850544
Fax: 01856 850943
Email: admin.sps@orkneyschools.org.uk

A Brief History of the School Building and Catchment Area

The school is situated in Stromness and serves the Stromness area including Innertown and Outertown to the west, Kirbister to the north and the Brig o' Waith to the east on the main Kirkwall-Stromness road. Children living on the island of Graemsay also attend.

The school was built in 1969 and modified in 1991 by which time it included on the ground and upper floor nine main classrooms, an office, staffroom, games/dining hall and a stage area, serving as an art room. The lower ground floor includes a library, music room, resources room and cloakrooms.

Extensive refurbishment was undertaken in 2000 to create an enlarged staffroom, office, nursery, medical room incorporating a disabled toilet, better accommodation for school administration, improved games hall storage on the ground floor and additional working areas on the upper floor. At the same time, a lift was installed running from the upper to the lower ground floor to support universal access within the building, an updated alarm system and a new and more secure manned reception area was incorporated into the design.

Under the Grounds for Learning scheme, parents have worked extensively with the school to develop the large play area to incorporate sculpture and painting, better play furniture and equipment and a small school garden. Play areas include two flagged games pitches to the south and east of the building. Nearby are the Market Green, Marwick Playing Fields and Stromness Academy - all of which are occasionally used for sports activities.

Our School Aims

At Stromness Primary we aim to:

- provide for each child a carefully planned, relevant, balanced curriculum supported by appropriate assessment techniques;
- promote an expectation of commitment and high endeavour;
- provide and promote a safe, secure environment in which children can develop a respect and caring for themselves and others and to develop the confidence to take increasing responsibility for their actions and learning;
- make the best use of the resources available to the school, ensuring the best possible conditions for all;
- maintain and encourage home/school links;
- recognise the important contribution made by each member of staff, promoting teamwork and self-evaluation and supporting professional and personal strengths and development needs.

Our Vision

At Stromness Primary School we all journey in partnership (parents, pupils and staff) to discover and reach individual potential in a safe, happy, inclusive learning environment where values, respect and support enable everyone to work towards success - individual and team.



The National Priorities in education are:

Achievement and Attainment

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

Framework for Learning

To support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

Inclusion and Equality

To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

Values and Citizenship

To work with parents to teach pupils respect for self and one another and their

interdependence with other members of their neighbourhood and society, and to teach them the duties and responsibilities of citizenship in a democratic society.

Learning for Life

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society, and to encourage creativity and ambition.

Class Sizes, Times and Dates

Class numbers for this current session 2004/05 are as follows:

Nursery	Pre-Sch	P1	P2	P3	P4	P5	P6	P7
19	28	28	22	29	24	24	26	23

Opening Hours

School open to staff 8.00am, Pupils supervised from 9.15am
 Pupil Day Begins 9.30am, ends 3.30pm (3.35pm for p4-p7 pupils)

Morning break: 10.55 - 11.15am

Lunch:

Nursery/Pre-school, 12.00 - 1.00pm;

p1-3, 12.30 - 1.10pm;

p4-7, 1.00 - 1.45pm

Timetable (visiting specialists)

Art	Music	PE
Monday: P7,P4, P3, P2, P1	Monday: P1, P3, P4, P5, P6	Tuesday: P2,P3
Tuesday: P6, P5	Tuesday: P2, P7	Wednesday: P1,P5
Thursday: varying classes		Friday: P4, P6, P7

(Note: This is the timetable in place for the second term, days are subject to change on a termly basis depending on the provision, eg swimming in PE, Choir or concert work undertaken or longer blocks of work for art.)

Term Dates Session 2004/2005

Autumn

Start Staff: Monday 16 August 2004; Pupils: Tuesday 17 August 2004
 End Friday 8 October 2004

Winter

Start Staff Monday 25 October 2004
 In-service Monday/Tuesday 25/26 October 2004
 Pupils Wednesday 27 October 2004
 End Friday 22 December 2004

Spring

Start Monday 10 January 2005
 In-service Thursday/Friday 10/11 February 2005
 Mid-term Monday 14 February 2005
 End Friday 25 March 2005

Summer

Start Tuesday 11 April 2005
 Mid-term Monday 2 May 2005
 End Thursday 30 June 2005

Autumn

Start Staff Mon 22 August 2005
 Pupils Tues 23 August 2005

The School Staff

Acting Head Teacher

Mrs Morag Miller

Teaching Team

Preschool

Mrs Jean Tulloch (currently on long term sick leave) covered by Mrs C Diamond

P1

Mrs Margaret Ritchie

P2

Mrs Ingrid Morrison

P3

Mrs Caroline Walter(temporary)
Mrs Linda Walker (Supporting P1-P3)

P4 (job-share)

Mrs Irene Bews
Mrs Lesley Francis

P5

Mrs Kim McIntosh

P6

Miss Edith Aitken

P7

Mr Mark Taylor

Support for Learning Teacher

Mrs Monica Johnston

Support Team

Support for Learning Assistants

Mrs Sheila Winterburn (also Early Intervention
Nursery Nurse)
Mrs Cally Bevan

Auxiliaries
(also qualified in first aid)

Mrs Agnes Colquhoun
Mrs Rosalind Taylor

Auxiliary

Miss Melanie Wick (temporary)

Nursery Nurses

Miss Denise Kirkness
Mrs Moira Green

Secretary

Mrs Kathleen Towers

Janitor

Mr Clifford Gunn

Kitchen

Fiona McGibbon
Lilly Morrison
Morag Adamson
Fiona Flett

Cleaning

Irene Rendall
Fiona Cursiter
Elizabeth Gunn
Tracey Croy

Itinerant staff

Itinerant Teachers

Art - Miss Laura May
Music - Mr George McKinley
PE - Miss Susan Ferguson

Itinerant Instructors

Brass - Mr Jones
Strings - Mrs Casey
Woodwind - Mr Griffith

Section 2 - Learning and Teaching

The Curriculum

The main part of the school's curriculum is the 5-14 curriculum and this describes the range of knowledge and understanding, skills and attitudes children across Scotland are expected to learn from the beginning of Primary 1 until the end of Secondary 2. We describe the stages in learning as levels: By p3 most children should attain level A, by p4 - level B, p6 - level C and by p7 - level D. Some pupils attain these levels earlier than stated here. Particularly in reading, writing and mathematics, children are continually assessed to gauge their progress, and this is reported to parents in June each year.

English Language includes talking and listening as well as reading and writing. As well as the basic skills of reading aloud, spelling, grammar and handwriting, children are taught to read for information, to choose books for enjoyment, to reflect on the writer's ideas and craft, to write in a variety of ways for a variety of purposes and to recognise various genres and styles of text. Pupils learn to talk and listen in groups, to discuss as a class and give simple oral presentations. The time allocation for language includes a modern language and pupils from P6 begin to learn either French or German. This is delivered by a member of staff in the school who has additional training to do this. The elements of this programme are for pupils to learn basic vocabulary through fun activities and games.

Mathematics covers not only number work but also practical measurement, work with money, handling information in tables and graphs and exploring shape, position and movement. An important aspect is to develop mental agility - a necessary prerequisite for confidently handling more challenging "paper" calculations. Being able to apply mathematical skills and knowledge in solving problems is a challenging but another important aspect of learning maths in primary school.

Religious and Moral Education involves learning about religions as distinct from religious observance itself. Children learn about Christianity, other World religions and personal search, including the moral issues addressed by religion. Opportunities for religious observance take place as part of school assemblies.

Environmental Studies includes aspects of science and technology as well as "social" subjects (traditionally history, geography and modern studies). These subjects are mostly taught as a termly project, helping children learn research and enquiry skills in an interesting way, as well as developing a core of important knowledge.

Health is an increasingly high profile issue in the curriculum, and includes not only physical health and looking after ourselves but also emotional health, our feelings and relationships and social health, exploring the interaction of the individual with the community and the environment.

Personal and Social Development

Personal and Social development is an important aspect of the curriculum and covers aspects of emotional health covered in the health curriculum. It also looks at how people get on with others and explores the feelings and needs of pupils themselves and others.

ICT stands for Information and Communications Technology, and helps children make use of computers and other new technology in learning in all curricular areas.

Expressive Arts includes Art, Music, Physical Education and Drama. We are lucky in Orkney to have specialist teachers all year round to teach these subjects, as well as instrumental instructors who give instruction to some children in p4-7 on strings, brass and woodwind instruments.

The structure and balance of the curriculum

The school follows the recommended guidelines of the structure of the 5-14 curriculum and class teachers deliver their timetables in the following way:

- Language 5 hours
- Maths 4 hours
- Expressive Arts 4 hours
- Environmental Studies 4 hours
- Religious and Moral Education/Health/Personal and Social Development 4 hours

Homework

An important support for all children's learning is the regular practice of working at home. This allows children to consolidate the work learned at school and you as a parent to support your child's school work. Homework should be enjoyable and not onerous - suggested timescale is indicated below. Homework activities range from the first principles of reading and word management in Primary 1 to more complex language and mathematical tasks as the child progresses through the stages of the school. Work relating to the environmental studies topic will also be given from time to time. An important principle of homework is that it seeks to consolidate work done in school - homework will never contain work which is new to the child. The following table shows the amount of time homework should take (if attended to without the interruption of TV!):

- P1, P2 Every night before a school day, activities such as reading practice, phonic work and number facts: 5-10 minutes
- P3, P4 Every night before a school day, activities such as spelling, number activities, reading preparation, up to a maximum of 15 minutes in P4.
- P5, p6, p7 The frequency across the week may vary according to the tasks which may include reading, spelling and/or grammar work, aspects of maths or topic work, up to a maximum of 30 minutes in P7.

Your help with homework is invaluable. If you would like to discuss any aspect of

homework with the class teacher, please contact the school.

Instrumental Tuition

Children in p4, p5 p6 and p7 may have an opportunity to learn an orchestral instrument - strings, woodwind or brass, with the schools instrumental service. Children will need to show some basic musical competence, and be prepared to practice regularly. Instruments are provided free of charge, but parents should be prepared to meet the small expense of sheet music, strings, reeds etc. Places are limited, and the school will let parents know when vacancies become available.

Reporting to parents

The school reports formally twice a year to all parents. A mid-term report is sent out to parents in late January. This is followed by a parents evening giving all parents a chance to have a 10-minute appointment to discuss their child's progress with the class teacher. The main school report is sent out to parents in early June, and if parents wish a follow-up appointment with the class teacher we will be happy to arrange this. There is also an open day in October when parents can visit their child(ren)'s class. Parents are welcome to consult with their child's class teacher at any time - please make an appointment at the school office.

Supporting Pupils' Learning

Most pupils are supported in their learning by the class teacher but there are times, however, when many children need additional support. Initially the class teacher will look for strategies in the class to best meet the needs of the pupils. The class teacher may also consult the support for learning or Head Teacher to discuss teaching strategies, programmes of work and resources to best support each pupil's needs.

Where children require more substantial support, the Head Teacher monitors and prioritises time for the support for learning teacher and/or support for learning assistants to work along with the class teacher to support children's learning. At this stage, if your child needs additional support you will be informed either by the class teacher or the support for learning teacher. The main role of the support for learning teacher is to oversee, in consultation with the Head Teacher, that the needs of the pupils are being met. This can be done through working alongside class teachers, consulting with class teachers and working with individuals or small groups.

Where a child's needs cannot be met by the provision stated above they may require individual programmes of study to help them meet their needs. In such cases, we will work with parents to establish an Individualised Educational Programme (IEP). This involves a clear plan of work that focuses on identifying both strengths and specific areas for development, and clarifies the approaches that will best meet the needs of the pupil. Often, outside agencies are involved in supporting us to meet the needs of pupils with IEPs. The support for learning teacher has the responsibility for monitoring the progress of all pupils with an IEP.

IEP's are reviewed regularly in order to ensure that the provision and progression continue to be appropriate.

Children's Services is the main outside agency supporting staff in meeting the needs of pupils. The provision offered includes the educational psychologist, the advisor for special educational needs, or one of a team of support teachers, specialising in the visually or hearing impaired, children with autistic spectrum disorder (ASD), promoting positive behaviour and a pre-school home visiting teacher.

Some pupils attend the Language Unit on a part-time basis that is based at Papdale Primary School in Kirkwall. Pupils attending the language unit receive specialist input relating to their identified needs.

The school also works with health professionals; a speech and language therapist, who visits the school weekly, and also from time to time the health visitor, school nurse, occupational therapists and physiotherapists. We also work with Social Services when this is necessary.

Section 3 - Care and Welfare

Promoting Health and Safety

The care and welfare and health and safety of the pupils in the school is very important to us and we have in place procedures to help us keep the pupils' safe.

School Security

The main entrance and playground doors are open at the beginning and end of the school day and at break times, but are kept locked at all other times in line with Orkney Island's Council policy on security. There is a bell at the main entrance and the reception is manned from 9.00 am - 4.00 pm. Visitors to school, including parents, are asked to sign in and out at reception, where they will also be given a visitors badge. While this can be inconvenient, it is an understandable important safety measure to prevent unknown adults from wandering about in the school building. Any member of staff is encouraged to challenge visitors not wearing a badge.

Road Safety and School Transport

We encourage maximum safety measures in travelling to and from school, and would ask parents to reinforce these measures. Specifically, we encourage pupils always to use school crossing patrols, wear the luminous safety jackets provided as well as other reflectors on bags, coats etc and to wear seatbelts on school buses. Good behaviour is essential to safety - unsafe and silly behaviour reported to the school will be reported to the relevant parents. The school works alongside the bus company to ensure children's safety and security on school bus runs.

Emergency Closure

Radio Orkney transmit details of school closures in the morning on days of severe bad weather between 7.30 - 8.00 am. In bad weather it is advisable to make a point of listening to the radio in the morning. This is the only vehicle we have of letting you know whether the school is to close. In the case of severe weather conditions, or any other emergencies which are likely to put the children at risk, the school may be closed during the school day. Pupils in receipt of school transport will be taken home in the usual way. The remainder will be sent home in accordance with your wishes - we will telephone you or an emergency contact to make arrangements. If, as can often happen, weather conditions in your area are giving cause for concern, please feel free to collect your child from school.

Trips and Outings

Permission for school outings is requested of every parent at the beginning of the school year, to save a request for permission each time. Parents should always be informed about trips - where possible well in advance so that they may be able to plan to come as a parent helper if they wish. A trip or excursion involves any trip out of the school grounds, even to the church for a service or down the street for a lesson, and the following rules apply:

- 1 The trip organiser (usually the class teacher) should complete a risk assessment for each trip, in accordance with local authority policy.
- 2 Contact details on the trip, adults in charge and accompanying, times and places should be left in the school office.
- 3 We will provide adult support on a ratio of 1 adult (minimum) to 10 children.
- 4 Adults accompanying the class on the trip should have been checked by Disclosure Scotland.
- 5 Appropriate clothing should be worn - adults should wear high visibility vests.
- 6 A member of staff should take the small first aid kit.
- 7 Where possible, a member of staff who has undertaken first aid training should accompany the class/group.
- 8 The trip organiser should check any pupils' medical requirements are met.

First Aid and Administration of Medicines

The school has two staff trained in first aid, who deal with any incident requiring first aid. They will also deal with toileting "accidents", eg, as a result of a tummy upset; when this occurs, children will be cleaned, given a change of clothes and parents contacted as soon as possible.

If you would like the school to administer medicine to your child on the school's behalf, please contact the school office. You will be asked to complete a form with relevant details and the medicine will be administered by one of the school's staff qualified in first-aid. Any medicine administered to a pupil will be recorded and the member of staff administering this will also sign that they have done so as part of the recording. This will be witnessed and countersigned by another member of staff.

Absence and Attendance

Parents have a legal responsibility to ensure their child attends school. However, there are of course a range of circumstances in which absence is "authorised" by the government - these include illness, family illness or bereavement, visiting relatives away from home etc. Family holidays during term time are not "authorised". The Head Teacher will contact you if we are concerned about your child's attendance and feel it is affecting their learning. Full details of what constitutes "authorised" and "unauthorised" attendance are available from the office.

If you know your child is going to be absent, please send the class teacher a note explaining the reason for the absence. If your child is unexpectedly absent (eg they are sick) you do not need to contact the school immediately (although you may wish to do so as a courtesy), but do please send an absence note to the teacher with them when they return stating the reason for their absence.

Head Lice

The OIC policy on head lice follows national guidance and the specific advice of the Orkney Health Board. Extensive research in recent years has shown that head lice

are constantly present in nearly all schools in the UK, and that traditional measures such as checking all pupils for lice in school, or informing all parents as soon as a case is reported, has been ineffective in combating lice. The school will, however, regularly remind parents of the presence of lice, and will inform the parents of a child spotted with lice in school when this occurs. Ultimately, we depend on all parents regularly checking their child(ren)'s hair for lice, and treating it appropriately, to keep head lice to a minimum in school. Health Board leaflets are available from reception.

Healthy Snacks

We are happy for children to take a light snack into school to eat at break times - but would appreciate if this was not sweets or sweet drinks. Fruit is an ideal snack or there are many other healthy alternatives.

In primary 1 and primary 2, as part of another national health initiative, pupils are given free fruit three times per week. A wide range of fruit is provided by the school meals service, and served to children in their classes.

The School Meals Service

School meals are provided by the Council's School Meals Service. Meals are cooked at Stromness Academy and served at the school. There is always a choice between a cooked meal, a baked potato and choice of fillings, or a sandwich with crisps or popcorn. Fruit and fresh vegetables are always available. Menus are sent home termly to parents, and are available to pupils in the classroom. The current cost of a school meal is a flat-rate of **£1.20**. Children can pay this at the till on the way into lunch, though we prefer them to have a book of tickets as this speeds up the lunch queue considerably! You or your child can buy a book of tickets at any time at the school reception.

Leaving the school at lunchtime

Some pupils leave the school at lunchtime. If the pupils are not going home, then it is appreciated if only pupils from P6-7 leave the school. Pupils leaving the school require a letter from parents giving them permission to leave the school grounds at lunch time. There is a system in place where the pupils have to check out and in again with the playground supervisor. In this way we know who is on school premises in the event of any emergency.

Water is Cool in School!

While we discourage sweet drinks as a snack in school, we are very keen to support the national health initiative ("Water is Cool in School") promoting regular drinking of water. Pupils can take water to school in a plastic bottle (preferably one with a sports cap) and drink at their desks. They can refill their bottles through the day.

School Kit and Dress Code

Children should take a school bag daily to school. It is helpful if they bring their own pencils, a rubber and a ruler. Pencil sharpeners and other bits and pieces are also useful, but we discourage potentially damaging and dangerous items such as compasses. Pupils

should bring a gym kit, comprising shorts, gym shoes and a t-shirt, and an art shirt (an old shirt is ideal!). There is no rule against bringing small toys to school, but children will have to be responsible for them during the school day. We accept no responsibility for the toys.

While we do not have a school uniform at Stromness Primary School, we do have a clear dress code. Pupils should wear comfortable, modest and sensible clothes. They should take a jacket to school and make sure they can be warm in winter and cool in summer. Appropriate footwear is essential - high heels are always a hazard and should never be worn to school.

Section 4 - Ethos

Equal Opportunities

It is vitally important that no child or adult is discriminated against, consciously or otherwise, because of their gender, race, culture, ability or disability, class, belief, lifestyle or family circumstances. All school and class activities must be organised in such a way as to dispel the traditional or stereotypical views of what boys and girls, people of certain religious beliefs, or those who have differing abilities, can and cannot do. Gender groupings are avoided. Positive discrimination should be used as necessary.

Children are encouraged to

- develop self esteem and self confidence
- accept and develop a responsibility for self
- be open minded
- recognise that every person is a unique and worthwhile individual
- respect the opinions of others
- be sensitive to the needs of others
- develop a critical awareness of the stereotyping and bias in books and in the media

Staff should ensure that

- all pupils have equal access and opportunities to all classroom and extra - curricular activities, eg, computer; craft work; moving tables; cleaning up; football; netball; etc;
- care is taken in the use of curricular materials to ensure that they do not offend the spirit of this statement on equal opportunities;
- any visual displays should include non-traditional model, eg, a female diver or a dad helper;
- appropriate language is used. If a child uses terms or language which perpetuates stereotyping then teachers should use the opportunity to challenge stereotyping.
- when asking pupils to line up this is done table by table or by group NOT boys and girls;
- in asking visiting speakers or parent helpers to school we encourage the non-traditional models;
- in class discussion/activities care should be taken to ensure the involvement of boys and girls as equitably as possible;
- all administrative procedures in the school avoid sorting by gender and all areas of the school are accessible by all.

This policy applies to all staff, including visiting specialists, supply teachers and guests.

Promoting Positive Behaviour

The school sets high standards of behaviour for all pupils, and we are proud of the polite, considerate and diligent behaviour consistently demonstrated by most pupils throughout their time in school. This was backed up by the recent HMI inspection. All children are regularly encouraged to observe the "Golden Rules" of good behaviour in school,

Do...	Do not...
be gentle	hurt anybody
be kind and helpful	hurt people's feelings
work hard	waste people's time
look after property	waste/damage things
listen to people	interrupt
be honest	cover up the truth

There are of course times when children break these rules. In dealing with such incidents, the school's priority is to ensure children learn about how to behave. Children are taught that they have **responsibilities** and **choices** and part of this is to look at how they choose to behave. If pupils choose to behave inappropriately, there will be appropriate **consequences**. The key point is that children need to learn that they can **choose** how to behave and therefore can control the **consequences**. Typical consequences might be:

- Being reported to their teacher or other member of staff
- Losing class "points" or golden time
- Losing play time (e.g. having to stand quietly for a time outside, or be kept in)
- Completing a sheet to reflect on the choice made
- Writing an apology to someone

Each situation is dealt with individually based on the actual incident and pupil/s involved. Any form of behaviour that is bullying is dealt with separately and you can find out more information in the section Anti-bullying Policy.

Every year, pupils in classes and assemblies, and through the pupil council, discuss and agree school rules and consequences. Significant incidents and the consequences they incur are recorded by staff, and may be shared with parents.

Anti-bullying Policy

The school will not tolerate bullying behaviour in any form and although we recognise that it does exist and will take place, we have in place a policy specifically targeting anti-bullying. This policy is enclosed along with this Handbook.

After School Clubs

The school has several after school clubs - run by staff or parent helpers and volunteers. Regular clubs are football, netball, yoga and badminton. All pupils are welcome and there is no charge for after school clubs. They are an important part of school life, and we are proud of the achievements of children who represent the school in county tournaments. Sports clubs tend to be run at the Academy because of the better accommodation and facilities. They are held out of school hours, and as there is no school transport available, we need to ask parents to be responsible for transport to and from practices and events. The same general rules about behaviour and equal opportunities apply as in school. The club organisers are always very helpful, and you can also seek help or advice from the school office and/or Head Teacher.

The School Board

The school board is an elected body representing parents, school staff and the wider community. Its responsibility is to work in partnership with the Head Teacher to support the school in determining and meeting its aims. It approves the annual school budget and the school development plan each year and meets regularly (about once a month) to consult on a range of issues affecting the school.

The Stromness Primary School board has four elected parent representatives, one staff representative and two co-opted members. The names and contact details of the current membership are as follows:

Bella Wishart (Vice Chairperson) - 850961
Imogen Kerr - 850631
Sweyn Hunter - 07796952788
Vacant position - parent

Margaret Ritchie (Staff Representative) 850544

Co-opted members

Mary Ann Thomson
Caroline Walter

Clerk - Judith King 851794

The board is served by a clerk whose responsibilities include taking and distributing minutes and agendas, and dealing with accounts and correspondence.

Members of the board are happy to hear from parents with ideas for supporting the school and consider enquiries and concerns about the work of the school. The board cannot, however, deal with complaints about pupils or about members of staff; these should be directed to the Head Teacher or to the Education Department at the Council Offices in School Place in Kirkwall.

All parents are eligible for membership to the board - elections are held every second year. The Head Teacher, the main adviser to the board, and the local councillor attend board meetings and have rights to speak, but not to vote. The meetings are technically "public" and anyone can attend, though can only speak at the invitation of the chair.

The Friends of Stromness Primary School

The Friends of Stromness Primary School meet to support the school through organising fundraising and occasional social events. All parents are welcome to become involved with either or both of these two supportive, but important, parent bodies.

The Pupil Council

The School's pupil council is elected from children in p4-7. A boy and a girl representative are chosen from each class. The school council meets once per month with the Head Teacher to discuss relevant issues - pupils and staff can contribute to the agenda for these meetings.

Complaints and concerns

There may be aspects of your child's class work you are unsure of or confused about or you may have a concern relating to something that has happened in school and the class teacher or the Head Teacher will be only too happy to speak to you and try and resolve any issues or clarify aspects of your child's learning.

If a more serious problem has arisen or you wish to make a complaint, please contact the Acting Head Teacher directly. She will do what she can to resolve the issue.

In the event that a complaint needs to be addressed further, the OIC has a complaints procedure that can be accessed. Leaflets are available from the school office or the OIC in Kirkwall.

INFORMATION FOR PARENTS 2003 PRIMARY SCHOOLS

School: Stromness Primary School	Id No.: 330 - 6002528
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Budgeted Running Costs For Financial Year 2003/04

School Roll at September 2002	182
Total School Running Costs at April 2003 (£)	621,200
Cost per Pupil (£)	3,413

Attendance And Absence For School Year 2002/03

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	10,788	9,746	9,300	9,784	7,560	9,824	8,556	65,558
Percentage Authorised Absences	4.92	4.03	2.92	5.45	4.59	4.11	3.80	4.28
Percentage Unauthorised Absences	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

5-14 Attainment

		Previous level of performance (June 2002) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage	Present level of performance (June 2003) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage
Reading	School	95.0	93.2
	Education Authority	83.3	85.2
	National	81.0	81.4
Writing	School	94.0	89.3
	Education Authority	75.6	78.6
	National	72.5	73.5
Mathematics	School	93.0	93.2
	Education Authority	82.8	83.5
	National	80.0	80.1

Minimising Overall Absence

		Absence recorded (2001/2002) Average number of half days absence per pupil	Absence recorded (2002/2003) Average number of half days absence per pupil
Absence	School	12	16
	Education Authority	14	16
	National	19	19