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Dear Parent

Welcome to Lisnagelvin Primary School. The purpose of this prospectus is to give you some general information about the school and an insight into the range of opportunities offered to our children.

Lisnagelvin Primary School was opened in January 1978 by the Secretary of State for Northern Ireland, Rt. Hon. Roy Mason, M.P., following the merger of Clooney Primary School and Rosstown Primary School. The initial enrolment was 500 and the current enrolment is 584. The admissions number for Primary One has been set at 83 by the Department of Education. A new state of the art school has been built to meet the needs of pupils in the twenty-first century. We moved into the new school building in April 2010 and it was officially opened by Rev. Robert Herron, Chairman of the Western Education & Library Board, on 10<sup>th</sup> February 2011.

During the past three years the numbers applying for admission to primary one in the school year and the number of pupils admitted to the school were as follows :

2019/20	68 Applicants	66 Admitted
2020/21	82 Applicants	82 Admitted
2021/22	87 Applicants	87 Admitted

The school enjoys a reputation for high academic standards, achieved within an environment where each child is valued for individual potential. The teachers are committed to providing a caring, learning community where a pupil is challenged to achieve the highest possible level of performance while developing the personal skills essential for future development. To this end the school provides a broad curriculum with due emphasis on the basic subjects, together with a range of activities in which children can develop their individual skills and talents.

School success is due to the deep and lasting partnership between pupils, teachers and parents and the support given to us by parents in helping to fulfil the potential ability of each individual.

We look forward to welcoming you and your child and are confident of a productive and successful partnership.

Yours sincerely

*Colin Torrens*

Principal

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Londonderry  
BT47 5QZ  
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## **BOARD OF GOVERNORS**

The Board of Governors has oversight of the school and is responsible to the Education Authority. The Governors for the period September 2018 to August 2022 are as follows:-

Rev. M Ferry (E.A. Representative)  
Dr M Parker (E.A Representative)  
Dr C A Hamilton (Transferors' Representative)  
Mrs L Creswell (Transferors' Representative)  
Mrs L Smith (Transferors' Representative)  
Rev D McBeth (Transferors' Representative)  
Mr J Lawther (Parents' Representative)  
Mrs L Beck (Parents' Representative)  
Mrs J Thompson (Teachers' Representative)

### **MESSAGE FROM CHAIR OF BOARD OF GOVERNORS**



Lisnagelvin Primary School opened its's brand new doors in April 2010 to offer its fantastic facilities to both children and the community as a whole. The Principal and his staff continue to offer the highest teaching quality, despite external difficulties, such as the current financial crisis, the on-going pandemic and the continued uncertainty over any future transfer mechanism.

We are very pleased with the excellent results obtained in the Grammar Schools' entrance tests and the smooth transition to post primary school for all pupils. The End of Key Stage One and Two assessments were also excellent and compare very favourably with the national averages.

However, the life of a school must also revolve around more than just academic standards and I wish to say a special word of thanks to the PTA for the tremendous contribution they make to the on-going work of the school.

Our congratulations are offered to the Principal, teaching staff, auxiliary staff, ancillary staff and to all other involved in the life of the school.

Rev. Malcolm Ferry  
Chairman, Board of Governors



# Teaching Staff

Principal	Mr C N G Torrens, B.Ed. (Hons), M.S.Sc., P.Q.H, Dip L Coach
Vice-Principal	Mrs J.S.A. Thompson, M.Sc., B.Sc (Hons) P.G.C.E, P.Q.H
P7 Teachers	Mrs R Taggart, B.A., P.G.C.E. Mrs A Fields B. Ed. (Hons) Mr A McAthur, B.Sc, P.G.C.E
P6 Teachers	Mr D.W. Hughes, Cert. Ed. Mrs A Beattie, B. Ed Mrs A Lipczynski, B.A., P.G.C.E., A.L.C.M.
P5 Teachers	Mrs H Hughes, B. Ed. Mrs J Ferris, B.A., P.G.C.E Miss J Thompson, B.Ed
P4 Teachers	Miss C McMurray, B.Ed (Hons) Primary Miss L.A. Mullan, B.Ed., Dip. I.T. Miss C Smith, B.Ed. Mr D Lynch, B. Ed.
P3 Teachers	Miss R McFerran B.Sc., P.G.C.E., P.G.C.P.D. Mrs A.Doherty B.A., P.G.C.E.
P2 Teachers	Miss S McDermott Miss P.M. Royle, B. Ed. Mrs Lisa Cowan, B.A. (Hons) QTS Miss K Falconer, P.G.C.E with Early Years
P1 Teachers	Mrs K McGahon B. Ed. Mrs A.M. Buchanan, B. Ed. Mrs R O'Hara, B.A., P.G.C. E.
SENCO	Mrs J.S.A. Thompson, M.Sc., B.Sc (Hons) P.G.C.E, P.Q.H
Music & Drama	Mrs J Caldwell, B. Ed. (Hons)

# Auxiliary & Ancillary Staff

Executive Officer Mrs J Gault  
PA to the Principal Miss H Kearney  
Building Supervisor Mr N. Falconer

SEN Department Assistants Mrs H McGonigle, Mrs H Smallwoods, Mrs A Neilly, Mr M Johnstone

P1 Classroom Assistants Ms C Walker, Mrs L Wray, Mrs C Smith  
P2 Classroom Assistants Mrs S Callen, Ms J Temple, Mrs L Devine

Special Needs Classroom Assistants Mrs M Amerian, Miss L Blair,  
Mrs E Cammack, Ms W Campbell,  
Mrs J Carmichael, Miss C Coyle,  
Ms M Exall, Ms M Finch,  
Miss Z Glenn, Mrs A Graham,  
Miss L Hannah, Mrs D Mallett,  
Miss D McGowan, Mrs D McNaught,  
Mrs E McNulty, Mrs A Miller,  
Mrs L Miller, Ms H Purdy,  
Mrs L Roulston, Mrs I Rutherford,  
Mrs S Taylor, Mrs A Thompson,  
Ms C Walsh, Mrs C Watson, Miss G Wray.



Cook in Charge Mrs A McCrea

## STAFF ORGANISATION

The Principal, Vice-Principal, three senior teachers, the Pastoral Care Co-Ordinator and the Special Needs Co-Ordinator form a school management team which is responsible for finance, curriculum policies, communication and the general administration of the school.

The Principal, Vice-Principal and curriculum co-ordinators are responsible for the development and organisation of the teaching programme in each subject area.

Class teachers have overall responsibilities for the pupils' progress and for communication with the principal, senior staff and parents on academic and pastoral matters. In addition, there is a special needs co-ordinator.

The school secretary and ancillary staff facilitate the administration and smooth running of the school.

## THE SCHOOL DAY

The school day begins at 8.55 a.m. All pupils should be in their classrooms by this time ready to learn. Only pupils attending Breakfast Club are permitted to be in school before 8.30am. Breakfast Club is available for pupils from 8am (£1.00 per breakfast).

Parents of pupils in Foundation Stage may accompany their children to their classroom and help them to settle during the first few minutes of the day. Key Stage 1 and 2 pupils are encouraged to independently make their way to their classroom. Foundation Stage and Key Stage 1 pupils are supervised in their classrooms from 8.40-8.55am whilst Key Stage 2 pupils enjoy playtime in the playground under the supervision of the teacher on duty.

DAILY ROUTINE	
8am-8.55am	Breakfast Club
8.30am – 8.40am	Pupils supervised in Meeting Circle
8.40am – 8.55am	Foundation Stage/Key Stage 1 pupils in classrooms Key Stage 2 pupils in Playground
8.55am	School bell/Class begins
10.45-11am	Break time
11.50am-12.50pm	P1 and P2 lunch time
12.20pm-1.10pm	P3, P4 and P5 lunch time
12.40pm-1.20pm	P6 and P7 lunch time
2pm	Home time for P1-P2 (P3 pupils leave school at 2pm for the month of September)
3pm	Home time for P3-P7
2pm-5pm	Homework Club/Child care After School



Sleepy children find it hard to learn and to settle in school. Please try to ensure that your child goes to bed on time and gets enough sleep. Rising in good time and having a good breakfast saves time and tempers!



## CORE VALUES

Christian Values are at the heart of all aspects of school life.

Within its Christian Ethos, Lisnagelvin Primary School welcomes all children, whatever their beliefs.

<b>OUR SCHOOL VALUES</b>			
<b>Respect</b>	<b>Honesty</b>	<b>Fairness</b>	<b>Self-confidence</b>
<b>Inclusive, Welcoming, Safe and Secure Environment</b>		<b>Recognise and Develop Strengths</b>	

The following is a set of indicators for the children to explain what would be expected from all members of the school community under the six Core Values headings

<b>Respect</b>	<p>We respect the opinions, beliefs and views of others.            We know right from wrong and un            We accept all members of the school community as individuals            We follow the school rules            The adults in school care for us and keep us derstand how our actions can</p>
<b>Honesty</b>	<p>We know it is always best to tell the truth            We are responsible for our own actions            We will try to be honest and reliable in all that we do</p>
<b>Fairness</b>	<p>We treat each other fairly            Disputes will be dealt with in a calm manner and we will be given the opportunity to have our say            Rewards and consequences will be dealt with fairly            We take turns and share with others</p>
<b>Promote Self-Confidence</b>	<p>We praise and encourage all efforts and achievements            We support and encourage everyone to participate in all activities            We have a positive learning environment where children are prepared to have a go            We will be given the opportunities to express our opinions and concerns</p>
<b>Inclusive, Welcoming, Safe and Secure Environment</b>	<p>We have a friendly, welcoming school            safe            We feel valued and happy in our school            We share our school with our community</p>
<b>Recognise and Develop Strengths</b>	<p>We all have different talents and strengths            We encourage and help others to use their talents to reach their full potential            We will achieve more when our talents are used as part of a team</p>

# THE SCHOOL CURRICULUM



The Curriculum of the school is designed to give a broad and balanced education to all children and to present all children with experiences suitable to their current stages of development.

**Primary Curriculum has 3 stages:**

Foundation Stage P1-2	Key Stage 1 P3-4	Key Stage 2 P5-7
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**Areas of Learning:**

Language & Literacy	Mathematics & Numeracy	The Arts	The World Around Us	PDMU	Physical Education
Talking & Listening	Developing mathematical concepts and numeracy across the curriculum	Art  Music  Drama	Developing knowledge, skills and understanding of Geography, History, Science and Technology	Focusing on the emotional development, social skills, health, relationships and mutual understanding in the local and global community	Developing knowledge, skills and understanding through play and a range of physical activities

## Thinking Skills & Personal Capabilities

Thinking, Problem-solving, Decision making, Self-management, Working with others, Managing Information & Being Creative

The school will be striving to present children with lively and exciting experiences, which will enable them to fulfil the N.I. Curriculum requirements with enthusiasm and to attain the targets that are within their capabilities. Pupils' performance and development will be evaluated by appropriate assessment techniques and the assessment will be reported to parents.

**Cross Curricular Skills:**

Communication	Using Mathematics	Using Information & Communication Technology

## SPECIALIST MUSIC & DRAMA

Lisnagelvin Primary School believes in developing the holistic child, and in doing so, we provide every pupil with dedicated Drama and Music sessions each half-term with a specialist teacher. These learning opportunities maximise self-confidence, presentation skills, speech and language development and the capacity to work as part of a team or group. Musical productions and concerts are always of a very high standard and enjoyed by both pupils and spectators.



## RELIGIOUS EDUCATION

Religion is an important element of the school's life. The teaching of R.E, within each age group, is based on the core syllabus for N. Ireland. It is Bible-based, child-centred and of a non-denominational character. Parents have the right to withdraw their children from R.E. lessons and the daily act of collective worship and should inform the Principal, in writing, of their wishes to exercise this right. The school takes great care to try to ensure that any children in this position are not made to feel excluded from the general life of the school.

## BREAKFAST CLUB & CHILD CARE AFTER SCHOOL

We are very privileged to have a Homework Club for our pupils after school every day. This service is in great demand and provides children with a smooth transition from school each day to after school care, where children are supported by caring and friendly staff. This service is operational from 2pm-5pm daily and children are provided with a snack, indoor/outdoor play opportunities and support with completion of homework.



## COMMUNITY INVOLVEMENT

The school plays an active role in the local community with a strong emphasis placed on our long-term Shared Education Project with St. John's Primary School since 2010. Lisnagelvin Primary School prides itself in its participation at many local initiatives, e.g. Guildhall, Shared Voices, and, to date, the school has supported many local and national charities, including Samaritan's Purse, British Legion Poppy Appeal, Macmillan Cancer, Foyle Hospice, etc..



## DIGITAL LEADERS

Digital leaders are a group of senior pupils who help support and develop the use of ICT throughout the school under the guidance and direction of the ICT Co-Ordinator. They also carry out some practical activities in the updating and maintenance of ICT equipment.



## OUT OF SCHOOL ACTIVITIES

A wide range of Clubs and Societies has been organised for the senior pupils to foster their interests and develop new skills.

At present these are Art, Spanish, French, Choir, Cookery, Cricket, Dance, Football, Hockey, Music, Netball, Scripture Club, Table Tennis, Tag rugby, Golf and Tennis.

The variety and details of these will change from time to time, depending on the expertise and interest of individual members of staff and the availability of the activities generally.

In addition, the school has been engaged in the Extended Schools' Programme and through a special grant, ring-fenced for this purpose, we have been able to introduce a number of exciting opportunities for pupils, staff and parents.



## **SHARED EDUCATION**

The Shared Education Project has been taking place over a number of years with St John's Primary School. All children in Key Stage 2 work on projects together. There has been very favourable feedback from both schools on very successful projects. Again through Shared Education we have established links with Sacred Heart Primary School and our Primary 3 and Primary 4 pupils take part in this programme.

## **ECO COMMITTEE**

ECO Committee has been working hard this year. They connected with nature planting a variety of herbs, flowers and sensory plants in our beautiful new wooden planters. The children used their litter pickers to keep the school grounds free from litter. You can spot us in our ECO Warrior vests!



## **SCHOOL COUNCIL**

The school council meet regularly to discuss matters within the school which directly relate to the pupils. Suggestions are made and put before the Senior Management Team.



## **HOME SCHOOL LINK**

It is essential that there should be close links between home and school. From time to time parents are informed by letter of various forthcoming events, many of which are organised by a successful Parent-Teacher Association. Functions are normally held in the school every month and parents are encouraged to make every effort to attend.

We believe in nurturing positive relationships with the parents/carers of our pupils to ensure they can enjoy primary school and achieve throughout their time there. The school provides parents with the opportunity to attend a Curriculum Information Evening at the beginning of each academic year where information is disseminated about aspects of learning.

Before the half-term holiday in October, parents are invited to meet with their child's teacher to review pupils' progress. Interviews are also held in mid-February. In addition, parents have opportunities to make individual appointments with the teacher during the school year.

A written report on each child's progress is sent to parents at the end of each academic year.

Parents are also informed of events and important information through our school website and monthly newsletter.

Communication is a two-way process. If there are any domestic reasons that may have an effect on your child's work at school, please try to keep the teacher informed so that every

consideration may be given to difficulties that your child may be having. It is important the class teacher, and if necessary, other members of staff know of the situation to ensure the school can best support your child.

Please remember that children do not always carry verbal messages accurately and it is much better to send a written message where possible.

We are always pleased to discuss children's progress and problems with parents, however, we request that you contact the school to arrange an appointment with the class teacher, Head of Key Stage or Vice-Principal/Principal.

### **CELEBRATING ACHIEVEMENTS**

At Lisnagelvin Primary School, we encourage each and every pupils to work towards personal goals, and in return, we celebrate their achievements in academic work, personal development or other awards/accolades acquired outside school.



### **PARENT TEACHER ASSOCIATION**

The school has had an extremely strong and greatly valued Parent Teacher Association since Lisnagelvin opened in 1978. The school and the Parent Teacher Association are committed to the development of parental involvement and the encouragement of their support.



#### **Purposes**

- To enhance social interaction among parents, teachers and children.
- To support the educational opportunities offered by the school through the provision of additional finance.
- To promote additional opportunities and experiences for the pupils.
- To provide a forum for discussion and provision of information for the parent body.

#### **Principles**

- The organising committee consists of a minimum of fourteen parents and four teachers. Parents' representation is agreed at an annual general meeting and parents serve for a period of two years while teachers are nominated from among the staff on an annual basis.
- The chairperson and secretary are chosen from the parents and the teachers elect the treasurer.

- An independent auditor is appointed at the Annual General Meeting.
- Meetings of committee are held on a regular basis with set agendas and agreed systems of minute keeping.
- The committee maintains a partnership with the school, seeking the involvement of the parent body and supporting teachers in the delivery of the curriculum.
- A range of functions and events are provided (including those aimed directly at the pupils and others) both social and educational, for parents, teachers and friends.
- Methods of fund raising are subject to review and agreed procedures will be established for book keeping purposes and for distribution of monies raised. A copy of the transactions is made available to all parents in the Governors' Annual Report.

The success of the Parent Teacher Association is always dependent on the tremendous support given by the parents. As the school continues to flourish, so does its needs. Therefore, we commend to you the work of our Parent Teacher Association.



## **ADMISSIONS CRITERIA : 2022/2023**

### **PRIMARY ONE**

The Board of Governors of Lisnagelvin Primary School has determined that the following criteria shall be applied, in the event of the number of pupils applying for places in Year 1 being greater than the admissions number, in the order set down below. Priority will be given to pupils who are normally resident in Northern Ireland.



1. Children of compulsory school age who have an older brother/sister, half-brother/sister enrolled at the school on 1 September of year concerned.
2. Children of compulsory school age whose parent(s)/guardian(s) are permanently employed in the school on 1 September of year concerned.
3. Children of compulsory school age who are the first child in the family.
4. Children of compulsory school age regarded by the Board of Governors, on the basis of written or other evidence supplied by the parents and statutory or other agencies, as having special circumstances (i.e. medical, social or security reasons).
5. Other children of compulsory school age.

Should there be more applicants for the last criterion that can be applied, preference will be given to those children living closest to the school as measured by the shortest walking distance for the remaining places.

### **ADMISSIONS CRITERIA : APPLICATIONS RECEIVED AFTER THE BEGINNING OF THE SCHOOL YEAR FOR YEARS ONE TO SEVEN**

1. A pupil will be considered for enrolment provided that the school will not exceed its Primary One intake number (in the case of Primary One pupils) and will not exceed its enrolment number as determined by the Department of Education.
2. A pupil will be accepted for enrolment provided that in the Board of Governors' opinion this would not prejudice the efficient use of the school's resources.
3. After applying 1 and 2, if places are available, the criteria listed above for pupils seeking admission before the beginning of the school year will be used.

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any application form.

The provision of false or incorrect information or the failure to provide information within the deadlines set by primary schools can result in the withdrawal of a place and the inability to offer a place on the part of any school nominated on the applicant's application form.

### **Preparing your child for school**

The early years are so important to a child's educational development. During these years, attitudes and ideas about learning are formed. Children learn so much in the comfort of their own home environment. To give your child the best start to a more formal approach to learning, provide them with opportunities to:

- Explore rhythm and rhyme through Nursery Rhymes and songs.
- Look at books and have stories read to them.
- Extend their language skills – talking and listening.
- Scribble and draw.
- Develop the muscles I need for writing and sitting for longer periods of time - running, climbing, building, manipulating playdough, painting, doing jigsaw puzzles etc.
- Recognising colours and basics shapes- circle, triangle, square and rectangle.
- Looking for numbers in the environment.
- Sorting and matching objects – setting the table, pairing socks etc.
- Get dressed independently – putting on a coat and zipping it up.
- EXPLORE, INVESTIGATE, CREATE and HAVE A GO!

### **How do we prepare your child to start Primary 1?**

Every child starting Primary 1 is provided the opportunity to visit their classroom and meet their new teacher in June, prior to starting school. In addition, the class teacher will visit the children in their pre-school settings (Nursery/Day Care) and share our Lisnagelvin teddy bear with them. Parents are invited to a meeting in school in early June when 'Starting Lisnagelvin' packs will be distributed. A transition book is included in the pack which contains photographs to help familiarise your child with specific facts about starting school. Parents find this resource very helpful as they support their child over the summer months. Lisnagelvin Primary School endeavours to make this a positive experience for both children and parents! Then, when your child starts school, pupils are invited to a 'Stay and Play session' when important information from home can be shared with the teacher. We value our partnership with parents in providing the best education for the children in our care.



# Foundation Stage at Lisnagelvin Primary School

Our school recognises that each child is unique and that they all learn in different ways. Children come to school from a variety of different backgrounds, having had a range of diverse learning experiences at home or in a pre-school setting i.e. nursery, play group or day care. As a result, we carefully plan learning opportunities within Foundation Stage to allow our pupils to build on these learning experiences, in order to fulfil their potential.

We aim to:

- Promote children’s personal development
- Promote positive attitudes and dispositions to learning e.g. independence, risk taking
- Promote children’s Thinking Skills & Personal Capabilities
- Encourage creativity and imagination
- Enable children to develop physical confidence and competence
- Develop children’s curiosity and interest in the world around them
- Enable children to communicate in a variety of ways
- Motivate children to develop literacy and numeracy skills in meaningful contexts.

In Foundation Stage at Lisnagelvin Primary School, children are taught to read using a variety of reading schemes – Oxford Reading Tree, Rigby Star, Bug Club. We use a synthetic phonics programme called ‘Jolly Phonics’ to teach the letter sounds. There are daily opportunities to engage in play – indoor, outdoor and play based learning activities relating to curricular areas. We have a variety of resources and children enjoy having the opportunities to experiment, create, discover and investigate.

Dramatic Play – shop, home corner	Sand and water
Creative – paint, craft	Dough and clay
Table top – games, jigsaws	Construction – man made, natural, recyclable materials
Physical – bikes, climbing equipment	Small world – space station, garden

## COMPLAINTS PROCEDURE

Complaints concerning the curriculum and other matter referred to in Article 33 of the Education Reform (N.I.) Order 1989 will be dealt with in accordance with Article 33 and regulations subsequently made by the Department of Education.

Complaints should be made in the first instance to the Principal who will attempt to resolve them. If this proves to be impossible, the complaint will then be forwarded to the Chairman of the Board of Governors who, in turn will attempt to resolve the issue. If it cannot be resolved at this stage, it will then be referred to the Complaints Tribunal set up by the Education Authority.

## CHARGING AND REMISSIONS POLICY

The Board of Governors has determined the Charging and Remission as follows:-



### **A. Charging Policy**

It is the policy of the governors to charge for:-

- (i) board and lodgings on residential trips
- (ii) costs associated with the provision of individual tuition on a musical instrument whether inside or outside school hours unless it is provided as part of the syllabus for an approved public examination or to meet the requirements of Article 11(1)(b) of the Order.
- (iii) the cost, in cash or in kind, of ingredients or materials used by a pupil if the parents have indicated in advance a wish to own the finished product.
- (iv) optional extra activities which take place wholly or mainly outside school hours and are additional to the education provided by the school for the purposes of preparing pupils for an approved public examination or for the purpose of meeting the statutory requirements imposed by Article 11(1)(a) and (b) of the 1989 Order. Participation in any such activities is to be on the basis of parental choice and a willingness to meet such charges as are made.
- (v) breakages and loss: parents will be asked to pay for the cost of replacing a broken window pane or other damaged property; the cost of replacing a defaced, damaged or lost text book or item of equipment where this is the result of a pupil's behaviour.

### **B Remissions Policy**

Charges will be remitted as follows:-

The charge for the board and lodging costs of a residential visit will be remitted in the case of pupils whose parents are in receipt of income support or family credit of the education provided on that visit must otherwise be provided free, that is, is provided as part of the syllabus for an approved public examination or is required in order to fulfil statutory duties in relation to the NI curriculum or religious education.

### **C Voluntary Contribution**

The Board of Governors reserves the right to seek voluntary contributions from parents and others in support of any school activity or for the benefit of the school. Pupils whose parents are either unwilling or unable to make such contributions will not be treated differently. However, the school reserves the right to cancel planned activities if the voluntary contributions are insufficient to meet the costs of the planned activity.

### **D Third Party Arrangement**

This policy statement refers only to charges which may be made up by the Board of Governors and payable by the parents of the pupils concerned. A third party (e.g. the Parent/Teacher Association) may levy charges directly on parents in respect of activities for which Boards and Boards of Governors may not charge, as long as that party makes the necessary arrangements to secure the safety and welfare of the children and the adequacy of insurance cover.

## **HOMEWORK POLICY**

Homework is a partnership between parents and school. It is an integral part of the learning process and should reinforce work that is on-going in the classroom, particularly improving literacy, numeracy and recall skills.

Homework should be seen as an extension of the classroom work and should nurture the discipline of completing a set task. It helps with the constant repetition and reinforcement which spellings and tables require. It will be matched to each child's ability enabling him/her to progress and achieve his/her potential.

We hope all parents will take a keen interest in their children's homework, supporting and encouraging them but also giving them the independence to work by themselves. Being involved in the homework process should help raise parents' awareness of their children's strengths and weaknesses. Equal importance should be given to reading, learning of tables and spellings as well as written work. Written homework should be neatly presented. All homeworks, reading notebooks and tests must be signed by the parent/guardian. A homework routine should be established in a quiet atmosphere without the distraction of television or computer games.

If any child has severe difficulty completing homework tasks, the parent should inform the class teacher and, if need be, discuss the matter.

### **FOUNDATION STAGE:**

**Primary One** children will bring home a shared reading bag twice a week whilst also choosing a weekly library book. Home learning activities will be given regularly after half term, so that parents can be involved with their children's learning. These will include practising physical skills and literacy or numeracy activities. Guided reading will begin for some children when they reach a stage of readiness. Weekly home learning activities provide a snapshot of the learning taking place in school. Ask your child questions and talk about what they doing.



**Primary Two** children continue to use shared reading books, and, in addition, progress through the Guided Reading Programme. Children also are given the opportunity to choose a weekly library book, for parents and children to enjoy together over the weekend.

Home learning activities commence in September and focus on literacy/numeracy skills. In P2, children are involved in a parent/child numeracy and literacy games programme, explained during Curriculum meeting early in Term 1. Numeracy games are sent home during Term 2 and Literacy games are introduced to pupils in the Spring Term.

## KEY STAGE ONE:



In **Primary Three** guided reading is prepared on each weeknight (Monday-Thursday). No formal reading is set at the weekends, however pupils are encouraged to read for pleasure to expand their vocabulary and interest in reading. Library books and shared reading books will be changed each week.

From the end of September, children will learn spellings and tables on Monday, Tuesday and Wednesday evenings and revise the week's work on Thursday evening for a test in school on Friday. Common spelling patterns are taught in school each week. A notebook is provided for children to practise spellings and table facts. Test and reading notebooks should be signed by parents/guardians on a regular basis.

Children will receive "Home Learning" activity bags at the start of the academic year. This should be brought to school every day. These contain all reading books (guided, shared and library books), and numeracy and literacy written activities/resources to consolidate work covered in school. Full instructions accompany each game and task.

Parents should note that extra time may be required for Thursday revision of spellings and tables.

In **Primary Four**, guided reading is set for each week night. Parents should refer to the information sheet 'How to help your child with reading.'

Spellings and tables will be set on three nights (Monday – Wednesday) with a revision night on Thursday to prepare for a test in school on Friday.

Written homework will be set twice weekly through September, increasing to four nights per week thereafter. No written homework is set at the weekend. Written homework will generally alternate between Literacy and Numeracy but on occasions will be set to follow up and support other areas of the curriculum eg history, geography, science and music.

To extend the reading experience, P4 children are encouraged to always have a school library book in their schoolbag. These can be changed regularly and independently.

Parents are requested to sign all homework. Time suggested: 30 minutes.

## KEY STAGE TWO:

### Primary Five, Six and Seven

Homework will be set every day and will consist of the following:-

**LEARNING** Spellings and Table/Mathematical facts ('Look, Say, Cover, Write, Check' method to be used by the child when learning spellings).



**READING** Guided reading (group work) and Independent reading including library books.

**WRITTEN** Literacy, Numeracy, World Around Us

Numeracy homeworks must be completed in pencil and Literacy homeworks in pencil (P5) and in ink (P6 and P7). No written homework will be set at weekends. Occasionally children will be asked to memorise poetry or words for choir/class assembly or concerts and these may replace written homework. Children may be given work involving research and planning to be completed over a two night period.

Parents are requested to sign all homework.

The following table is a guide to the approximate time that should be spent on the various aspects of homework for each year group. Times given for learning aspects are guarded as a minimum.

	<b>Primary 5</b>	<b>Primary 6</b>	<b>Primary 7</b>
<b>Spellings</b>	10 minutes	10 minutes	10 minutes
<b>Table/Maths Fact</b>	10 minutes	10 minutes	10 minutes
<b>Reading</b>	15 minutes	15 minutes	15 minutes
<b>Written Work</b>	25 minutes	30 minutes	40 minutes

If at any time your child is having difficulty or is greatly exceeding the suggested timings on a task, please indicate this to the teacher when you are signing the homework.

We appreciate that in some instances this may mean returning an unfinished piece of work despite consistent effort by your child and guidance from you, the parent/guardian.

## POSITIVE BEHAVIOUR POLICY

Lisnagelvin Primary School believes in promoting positive behaviour. We seek to create a climate within the school that promotes learning for all pupils, enhances the pupils' self-esteem, encourages the development of the pupils' self discipline and develops the pupils' social skills including the ability to work co-operatively with others.

All staff have a collective responsibility for the encouragement and development of the positive behaviour of the pupils in our school. All members of staff take responsibility for monitoring pupils when children are outside their classrooms and incidents of undesirable behaviour are noted by other members of staff and reported to the class teacher.

Each Key Stage has a set of 6 Golden Rules that are displayed in classrooms and these are discussed with the children at regular intervals.

At the beginning of September teachers, with the co-operation of the children, draw up a set of class rules to promote positive behaviour within the classroom. These rules are prominently displayed in the classroom and referred to on a regular basis throughout the year.

Aspects of Positive Behaviour are used as a theme in school assemblies (e.g. good manners and consideration for others).

Positive Behaviour is praised and rewarded. In this way the children recognise that the approval of the teacher and other adults is gained. Good relationships between children themselves and between adults and children are positively encouraged. Pupils may also be sent to other teachers to receive acknowledgement of their positive behaviour.

There are a range of class reward schemes used throughout the school, including stickers and table/group awards, Pupil of the Month/Week and the presentation of certificates to individuals at Key Stage or whole school assemblies. Certificates are displayed in Open Areas or classrooms after presentations are made to pupils at Special Assemblies. Parents may also receive notes from the teacher praising their child's behaviour and/or good manners.

All classes from P2-P7 are involved in "Class of the Week". Each teacher has a list of outlining procedures. Points or stars are awarded on a daily basis. The winning class receives a certificate during whole school assembly and this is displayed centrally for the week.

We aim for our children to –

- Demonstrate a positive self image
- Show respect for the property and opinions of others
- Co-operate with teachers and their peers on shared activities
- Work to the best of their ability
- Display good manners and courtesy to others

Within the classroom the teacher will aim to increase desired behaviours by following the behaviour with positive consequences. What pupils value as positive consequences can be wide and varied and will, to a great extent, be dictated by the class.

Teachers encourage YOYOB – “You Own your Own Behaviour” and praise pupils who acknowledge their unacceptable behaviour and offer a genuine apology.

Pupils are expected to display good manners when moving around the school and all staff provide the children with good models of expected behaviour and manners.

Pupils are expected to show respect to all members of staff, including lunchtime supervisors, visitors and peripatetic staff.

## **DRUGS POLICY**

All schools are required in law to teach Drugs Education as part of the Health Education Programme.

At Lisnagelvin we believe that Drugs Education in school is a vital part of the way we can help young people make healthy choices and is thus part of drugs prevention. This school has been committed to the development of a high quality response in this area.

A school development plan has been reprioritised to raise awareness of all staff, develop new teaching approaches, establish procedures for use of medicines in school, to liaise with parents and incorporate drugs issues into our pastoral care programme.

??? has been designated as the teacher responsible for implementing the School’s Drugs Policy.

During the years at primary school, drugs information will be disseminated and skills and attitudes taught through our health programme. In years six and seven a specific drugs prevention programme will be followed using materials supplied by Hope U.K.

The Governors and staff will liaise with colleagues from Health Education, Western Health & Social Services Board, the Police and voluntary agencies to obtain maximum benefit from their expertise for the well-being of all our pupils.



## **SPECIAL EDUCATIONAL NEEDS PROVISION**

Children with learning difficulties have many needs in common with other children in respect of their learning and personal development. Whilst recognising that particular needs have to be met in an individual way, at Lisnagelvin we realise that all our children should participate as fully as possible in the school curriculum and other activities. Care is taken by the staff to match the curricular provision for all children to their particular stage of development and to take account of any difficulties or special talents that they show.

Mrs J Thompson has overall responsibility for Special Needs Education in the school and works closely with class teachers and other support staff to provide a specific learning programme for each child. She is very ably assisted by Mrs H McGonigle and Mrs H Smallwoods. At times they work alongside the child's teacher in the classroom and on other occasions they withdraw small groups of children or individuals to teach specific skills. Miss Royle works with P1 and P2 pupils to provide language support.

In addition, the Education Authority has allocated 27 Special Needs Classroom Assistants who work with individual children under the direction of the class teachers and Mrs Thompson.

Teachers in Foundation Stage and Key Stage 1 can refer pupils to RISE N.I., a regional multi-disciplinary team provided by the Western Health and Social Care Trust.

The school have a Nurture Unit, operating 3 days per week, to help support and integrate some of the younger children into the school day.

The school has an on-going capacity building programme for staff training which focuses of different aspects of Special Educational Needs.

An educational psychologist visits the school several times each year to assess pupils. On occasions she recommends that some children should receive additional help from outreach teachers or advisors from outside agencies provided by the Education Authority. Support is normally given in school and parents are kept informed of their child's progress in due course.

Lisnagelvin Primary School has implemented all aspects of the Code of Practice for Special Needs (N.I.) from September 1999 and the supplement to the Code of Practice issued in 2005; identifying children's special needs, consulting with parents, collecting relevant information, initiating and reviewing individual education plans and liaising with the appropriate authorities to meet the documented needs. Since September 2005, the school has actively embraced the principles and practices of the Special Educational Needs and Disability Order. The Special Education Needs and Disability Act of 2016 is the basis of a review of Special Needs provision within education and a new Code of Practice will be issued in 2019. The recommendations of this new Code of Practice will be incorporated into the practices of our school at this time.

## **CHILD PROTECTION POLICY**

In the school mission statement, the first paragraph states that the school should provide a secure, happy and caring community where Christian principles and standards are held and where every individual matters so that each child can grow and develop to his or her full potential, creating a sense of personal worth and mutual respect.

This aim underlines the need to recognise the importance of each child's welfare and well-being, both inside and outside school.

We, in Lisnagelvin, have a statutory responsibility to safeguard the welfare, care and safety of the children in our charge.

While the school values parents as the first educators and providers for their children and seeks to involve them in all aspects of school life, governors and teachers recognise the need on some occasions to protect children entrusted to their care and this should be done discreetly in the child's interest and also respecting the rights of parents and families.

Our positive behaviour and anti-bullying policies are also important features of our child protection procedures. Clear guidelines are set out in the Positive Behaviour Policy of what we expect and how incidences will be dealt with. The Anti-bullying policy sets out clearly the procedures for dealing with incidences of bullying and what measures will be taken to deal with/help both the victim and the bully. We have also a policy on Safe Handling which also gives guidelines for the staff.

We also seek to protect our pupils by integrating personal safety programmes into the curriculum for each year group. This includes a drugs awareness programme. Our Drugs Policy sets out the procedures for dealing with drugs related incidences.

Our procedures in the child protection policy are to protect our pupils and to that end we strive to ensure that everyone who works in our school, teachers, L.S.As, non-teaching staff and volunteers have a clear guidance on the action that is required where neglect or abuse of a child is suspected. If a member of staff has concerns that a child may have been abused by an adult or sibling, then action must be taken to protect the child at all costs.

Caring is a shared responsibility for all members of the school community.

### **Aims of the policy**

- To provide a safe, caring environment
- To enhance children's self-esteem, self-confidence and personal safety.
- To ensure all staff are informed about school procedures for reporting concerns as outlined by EA guidelines.

- To ensure all staff are aware of their duty to care and have a responsibility to report any concerns.
- To promote co-operation with statutory agencies in the multi-agency response to child protection.

### **Implementation of the policy**

- Provide a listening environment within the school and classrooms in which every child is valued as a member of the community.
- Allow a variety of opportunities for class discussion through quality circle-time to build an atmosphere of trust, acceptance and tolerance.
- Integrate the key concepts within the existing curriculum, through Personal Development and Mutual Understanding lessons, as well as input from outside agencies e.g. Hope UK, P.S.N.I.
- Identify people to whom the children can turn with their concerns or problems, making use of N.S.P.C.C. counsellors or Childline.
- Monitoring children's welfare and physical, emotional, social and behavioural development by the use of concern sheets.
- Providing staff training and promoting awareness of the types and indicators of the four categories of abuse.
- Informing staff as to the procedures for reporting concerns to the designated teacher, making clear how concerns are to be recorded.
- Establishing contact with outside agencies such as The Gateway Team, Social Services and Action for Children.
- Obtaining parental consent for taking photographs and safe use of the internet.
- Informing parents of the Child Protection Policy.

### **Role of the Designated teacher.**

- Responsibility to train all school staff in Child Protection.
- Liaise with outside agencies e.g. Gateway, Social Services, Action for Children, N.S.P.C.C, etc.
- Keep a centralised copy of Child Protection records.
- Provide relevant information as requested by Gateway Team, Social Services etc.
- Responsible for discussing child protection issues with staff who have registered a concern.
- Responsible for informing Education Authority's designated officer when a referral is made.
- Attend any appropriate case conferences or case planning meetings
- Keep the principal informed of any issues that may arise.
- Make an annual report to the Board of Governors.
- Be available to staff or children who may wish to express concerns or disclose any information in respect of a Child Protection issue

## Designated teachers



The Board of Governors has nominated Mrs Janice Caldwell as the designated teacher responsible in the first instance for dealing with child protection issues. Mrs Anne Beattie, Mrs Alison Buchanan, and Mrs Jane Thompson have been nominated as the deputy-designated teachers with responsibility for this area. Mrs. Linda Smith is the Designated Governor.

## Principal



While child protection matters are designated to the delegated teachers, the Principal still maintains the responsibility for the implementation of the Child Protection Policy. He should meet regularly with the delegated teacher to discuss matters in confidence, act decisively and promptly when the occasion arises, discuss child protection at staff meetings and support staff in all ways, particularly by providing in-service training where appropriate.

## Safeguarding Team

Safeguarding Team is made up of the Principal, Designated and Deputy Designated teachers, Chairman of B.O.G. and the Designated Governor. This team will meet at least once a term.

## Role of the child

Whenever a child makes an allegation of abuse, whether that be physical, sexual, emotional or neglect, that child has a right to be heard, listened to and taken seriously. The listener should ensure that confidentiality is maintained by withdrawing the child from the class/group to listen to the evidence.

## Handling information

Where there are concerns about possible child abuse, it is important that a record is kept at all stages. Teachers have a copy of a concern sheet. These are available from the Designated Teacher as is a disclosure or incident form.

- Concern Forms are to be filled in by the teacher and signed when recording a concern
- These are to be kept by the teacher in a safe place.
- These are to be returned to the D.T. at the end of the academic year.
- The forms will be filed by the Designated Teacher.
- It is not the duty of the class teacher to pass on any concerns to the next year's teacher, this will be done by the D.T.
- Recording an incident is done by the teacher and then passed on immediately to the D.T.
- These will be stored in a secure place.
- Appropriate action will be taken by the Designated Teacher in consultation with the Principal.

## **Procedure for handling complaints**

**School Staff:** If a complaint is made against a member of staff, the Principal will immediately inform the designated teacher who will initiate the record of the complaint. He will then inform and consult with the Chairman of the Board of Governors and the designated officer of the Education Authority to ascertain whether there is sufficient evidence to warrant further action.

If the decision is made to continue the investigation, an immediate referral to the Social Services or the PSNI will be made. Where the complaint relates to inappropriate teaching content or certain types of bullying behaviour, it will be addressed under the disciplinary procedures.

If it is decided to take no further action the Principal will advise the member of staff accordingly, inform the designated officer of the Education Authority and advise, in writing, the complainant.

When a formal referral is made, an immediate decision whether to suspend the member of staff with pay as a precautionary measure will be made by either the Principal or the Chairman of the Board of Governors

**Principal:** If a complaint is made against the Principal, the same procedures are followed, with the Chairman of the Board of Governors assuming the role of the Principal.

**Governors and Volunteers:** If an accusation is made against a governor, the Principal should immediately inform the Chairman and the designated officer of the Education Authority and in the case of a complaint against the Chairman, then the Vice-Chairman should be informed and procedures outlined above should be followed.

Any complaint against a person working in a voluntary capacity in the school should be treated in the same way as a member of staff. If the Principal has any concern that a child may be at risk, the services of the volunteer should be terminated immediately.

### **Making children aware of potential problems**

The school uses the Be Safe Programme to make the children aware of the various dangers which might confront them. In addition, through the Police Education Programme children are made aware by officers of the need to say no to strangers, and various role plays are portrayed. Safe use of the Internet is also encouraged.

### **Teacher - recognising abuse**

Teachers should be made aware of the indicators which may be evidence of abuse. Recognising these signs and symptoms may be difficult and all staff are advised to become familiar with the physical and behavioural indicators for physical abuse, neglect, emotional abuse, and sexual abuse as set out on pages 6 and 7 of the Education Authority Child Protection Guidelines.

All staff are given refresher training every 2 years.

## **Code of Conduct**

The Child Protection booklet summarises a code of conduct for all staff within the education sector. Conduct relating to private meetings with pupils, physical contact with pupils, choice and use of teaching materials and relationships and attitudes are highlighted.

## **The role of the Education Welfare Officer**

The Principal and designated teacher should liaise with the Education Welfare Officer when appropriate because there are occasions when the Welfare Officer might be in a position to add family background to a school's knowledge of a child.



## **Vetting of all staff**

The Human Resources Department of the Education Authority will be asked to confirm that clearance has been given by the PSNI and any other agencies prior to the employment of any member of staff.

From time to time the school uses volunteers (mainly parents) to assist in school under the guidance of classroom teachers. In line with the guidance given in DENI Circular 2008/03, 2006/09 forms will be used to seek references for these individuals and they will be informed that a police check, through Access NI, will be made prior to their work commencing in school.

## **Board of Governors**

The Board of Governors accepts this policy and has delegated its responsibility to the Principal and his staff. The Principal will inform the Chairman of the Board when a serious incident occurs as outlined above.

Let us all endeavour to make our school a safe and happy environment in which both staff and children can work.

*“In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be of primary consideration”*

**Article 3 UN Convention on the Rights of the Child**

**Attendance**

All children should attend school for the 190 days that the law requires, unless they are ill. If children have to miss school for illness or any other reason, then parents should send a note into school, explaining the absence for our records. All parents are provided with Absence Slips for their convenience. The Board’s Education Welfare Officer checks the attendance records every month and the parents of poor attenders are subsequently visited if no satisfactory reason for absence has been given.



## SCHOOL UNIFORM

### **BOYS**

Grey trousers

White polo shirt

Lisnagelvin sweatshirt (red)

Grey socks

Black Shoes



### **GIRLS**

Grey skirt or pinafore or tailored trousers

White polo shirt

Lisnagelvin sweat shirt (red)

White or grey socks

Black Shoes



### **OPTIONAL SUMMER UNIFORM**

Grey or navy shorts Red gingham cotton dress

Sweatshirts can be purchased from Select Kidz, Threads and School Uniform Company who will call at the school in the summer term.

Those children selected for the school choir may, from time to time, be required to wear a white shirt/blouse and a school tie. School ties are available from the school office.

### **PHYSICAL EDUCATION AND DRAMA**

Navy/black shorts and white T-shirts Navy/black Shorts and white T-shirts

### **ALL PUPILS**

Gym shoes (slip on for P1-P2 classes) should be brought to school for Physical Education in a draw-string bag please.

### **STUD EARRINGS**

Children with pierced ears are required to wear stud earrings ONLY for their own safety.

**NAME TAPES. PLEASE MAKE SURE YOUR CHILD'S NAME IS ON ALL ITEMS OF CLOTHING (INCLUDING COATS AND ANORAKS) AND SCHOOLBAGS etc.**

## SCHOOL MEALS

Meals are available in school and payment should be made prior to the first day of each week. Current cost is £13.00 per week (£2.60 per day). Meals are now booked on the online payment system.

Children may also bring packed lunches - but parents are requested **NOT TO SEND DRINKS IN GLASS BOTTLES** as these can be dangerous if they are broken.

We have adopted a healthy eating policy as part of our Health Education Programme and we would appreciate parents' support and co-operation. Children are strongly encouraged **NOT** to bring sweets to school as part of their packed lunches.

Children may also bring in a plastic bottle of water to drink during the school day.

It is our policy that children should have only a piece of fruit and/or a low-sugar, bread based product at breaktime. We encourage pupils to adopt healthy choices from an early age.



## TO AND FROM SCHOOL

At first you need to accompany your child to school.

Apart from the fact that the law requires it, it gives you the opportunity to teach ROAD SAFETY.

**REMEMBER THE GREEN CROSS CODE.**

**STOP! LOOK, LISTEN AND THINK**



It is important that you use the School Crossing Patrol people when accompanying your children.

The Staff carpark is strictly for staff or those holding a temporary permit. With limited pedestrian pathways, this area is unsafe for pupils or other pedestrians. As there is no pedestrian way, we would ask you to refrain from entering the school grounds through the staff car-park at the back of the school.

**Cars should not be brought into school grounds except in an emergency.** They are a hazard to our pupils. A short-stay car park has been provided at the front of the school. Please observe the one-way system and the yellow lines in front of the school gates.

### **SCHOOL MINIBUS**



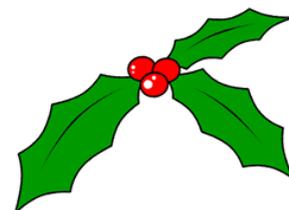
Our own school minibus is available to help transport pupils to and from school each day.

This service is invaluable to many parents and is a great asset to our school. The minibus is also used to transport pupils to and from sporting tournaments, other competitions and educational visits.

## SCHOOL TERM AND HOLIDAY DATES 2021/22

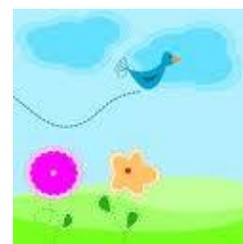
### **AUTUMN TERM**

Commences	Thursday 26 <sup>th</sup> August 2021
Bank Holiday	Monday 30 <sup>th</sup> August 2021
Staff Development	Friday 1 <sup>st</sup> October 2021
Half Term	Monday 25 <sup>th</sup> October – Friday 29 <sup>th</sup> October 2021
Ends	Tuesday 21 <sup>st</sup> December 2021 (Half Day)



### **SPRING TERM**

Commences	Tuesday 4 <sup>th</sup> January 2022
Half Term	Monday 14 <sup>th</sup> – Friday 18 <sup>th</sup> February 2022
St Patrick's Day	Thursday 17 <sup>th</sup> March 2022
Ends	Friday 8 <sup>th</sup> April 2022 (Half Day)



### **SUMMER TERM**

Commences	Tuesday 26 <sup>th</sup> April 2022
1 <sup>st</sup> May Bank Holiday	Monday 2 <sup>nd</sup> May 2022
Staff Development	Wednesday 1 <sup>st</sup> June 2022
2 <sup>nd</sup> Bank Holiday	Thursday 2 <sup>nd</sup> June 2022
Queen's Jubilee	Friday 3 <sup>rd</sup> June 2022
Ends	Thursday 30 <sup>th</sup> June 2022 (Half Day)



# FREEDOM OF INFORMATION ACT 2000

## INSPECTION OF DOCUMENTS

A number of documents are available for inspection at the school should parents request this. These include:-

The Education Reform (NI) Order 1989  
DENI circulars relating to the curriculum  
School Development Plan  
Current School Prospectus  
Current Board of Governors' Annual Report  
DENI latest General Inspection Report

Parents wishing to inspect any of the documents should give written notice to the Principal at least three clear school days notice in advance of the time they wish to see them.



## FOOTNOTE

The information set out in this booklet shall, in no way, prejudice the right of the school Board of Governors or the Principal to make any decision relating to the school as they deem necessary.

Changes occur from time to time in the staffing and organisation of the school and parents will be informed of these in the monthly newsletter.

The summaries in this booklet give the present arrangements.