

## The Primary School

Welcome.

This handbook is designed to facilitate a smooth introduction to the Primary School at International School Villa Amalienhof.

As an international school we are in a privileged position; we embrace a wide range of cultures and nationalities in one of the world's fastest growing capital cities. At the International School Villa Amalienhof, we aim to foster understanding, tolerance and mutual respect.

The information in this booklet should answer your questions about our ethos, values, curriculum and organisation. However, should you have any other concerns or queries, please do not hesitate to contact us.

We look forward to meeting you in person.

Mrs. Edith Suter  
Head of School

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## The Primary School Day

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7.30 - 8.40	<i>Early Morning Care</i>
8.40 – 8.45	Registration
8.45-9.05	Form time or Assembly
9.05 - 9.50	Period 1
9.50 – 10.35	Period 2
10.35 - 11.05	Break
11.05 - 11.50	Period 3
11.50 – 12.35	Period 4
12.35 – 13.35	Lunch
13.35 - 14.20	Period 5
14.20 - 15.05	Afternoon programme (e.g. KS1 Club) / Period 6
15.05 - 15.50	Afternoon programme (e.g. KS1 Club) / Period 7
15.50 – 16.00	Registration & Dismiss
<i>16.00 - 17.30</i>	<i>Extra Curricular Activities/ After School Care</i>

<b>Fridays</b>	
14.20 - 15.05	Afternoon programme / Period 6
15.05 – 15.15	Registration & Dismiss

## Introduction

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The school is located in a quiet suburb of Berlin, in the historic Villa Amalienhof. The buildings are surrounded by 60,000 square metres of parkland and comprise woodland and grassland areas. There are several outdoor play areas including an area specially dedicated for younger children.

The Primary School is located in Oakwood House, a modern purpose-built building. Facilities include a library and access to a computer suite. Primary pupils also have access to facilities in other buildings which include a science laboratory, an art atelier, a music room, a cafeteria, an assembly hall and outdoor learning areas. Pupils have the opportunity to enjoy the nearby Hahneberg. Key Stage 2 pupils also have access to the local swimming pool.

International School Villa Amalienhof uses the English National Curriculum as a foundation, adapting it to suit the individual learning needs of the students. For further information, please visit the Department for Education's website at <http://curriculum.qcda.gov.uk/index.aspx>

After the successful completion of Key Stage 2, Primary students will progress to Key Stages 3, 4 and 5 (6th form) in the Secondary School. It is here they are prepared for IGCSEs (International General Certificate of Secondary Education) or GCSEs and then A-levels in preparation for university entrance.

# Aims and Objectives

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The International School Villa Amalienhof aims to:

- Provide a broad, balanced and relevant education which meets individual needs
- Provide a well-established, proven framework for learning
- Promote students' spiritual, moral, social and cultural development
- Prepare students for the opportunities, responsibilities and experiences of life
- Establish a happy, secure, challenging and mutually respectful learning environment in which children thrive
- Encourage a positive, calm and industrious atmosphere where expectations are high and where individual effort and progress are recognised and rewarded
- Provide pupils with equality of opportunity, encouraging independent thinking, high self-esteem, tolerance and consideration for others both in the classroom and in the playground
- Develop open communication and partnership with parents
- Create an open consultative environment in which all staff feels a sense of ownership and partnership in the learning process
- Develop in the children an awareness, understanding and appreciation of the world in which we live
- Foster team spirit and mutual cooperation
- Develop a sense of right and wrong and the learning of good manners and appropriate behaviour at all times
- Foster in the children a sense of personal responsibility, particularly with regard to homework and personal assignments

# Curriculum

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The Primary School is divided into three different areas according to classes. For the sake of clear communication it is helpful to understand these. They are as follows:

Stage	Year	Age
Early Years	Nursery	3 - 4
	Reception	4 - 5
Key Stage 1	Year 1	5 - 6
	Year 2	6 - 7
Key Stage 2	Year 3	7 - 8
	Year 4	8 - 9
	Year 5	9 - 10
	Year 6	10 - 11

## Art, Craft and Design Technology

Art, craft and design technology stimulate creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes, to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments.

They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

Design technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, both as individuals and members of a team. Through design and technology, all pupils can become discriminating and informed users of products, and become innovators.

## English

English is the main language of instruction at International School Villa Amalienhof, however since many of our children's first language is not English, the school offers additional English support, when required, to develop reading, writing and speaking to a competent level. In some cases, the school may even require pupils to take additional English support, should the language competence limit the child's learning excessively.

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English, pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

## **French**

French is introduced in Key Stage 2 after the students have a good foundation in both German and English.

## **Geography**

Geography provokes and answers questions about the natural and human worlds, using different scales of inquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom.

Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

## **German**

Through the study of German, whether as a native or foreign language, pupils learn to appreciate the value and importance of the local language and culture. Pupils also learn about the structures of language through their studies. Their listening, reading and comprehension skills improve, and their speaking and writing become more accurate. The development of these skills, together with pupils' knowledge and understanding of the structure of language, lays the foundation for future study of other languages.

For German native speakers the school follows an adaptation of the Berlin Schools' German curriculum. In Early Years, German is taught largely through pictures and play. From Year 1 to Year 6 children receive increasingly structured lessons in German. Non-native speakers receive additional German tuition in small groups with the aim of accelerating their language competence.

## **History**

During Key Stage 1 pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past. They listen and respond to stories and use sources of information to help them ask and answer questions. They begin to see the relationship between past and present.

During Key Stage 2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in society. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

## **Information and Communication Technology (ICT)**

ICT prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and discriminately. They learn how to

employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to attain the best result, and to consider its implications for home and work both now and in the future. ICT is employed across the curriculum and not only as a mere subject.

## **Mathematics**

Mathematics provides students with the tools for logical reasoning, problem-solving skills, and the ability to think in abstract ways. Mathematics is essential for many fields of employment, science and technology, medicine, the economy, the environment etc. It is a creative discipline, stimulating and rewarding. Today, Mathematics transcends cultural boundaries and its importance is universally recognised.

## **Music**

Music is a powerful and unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. Music also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

## **Personal, Social, Health and Citizenship Education (PSHCE)**

PSHCE at Key Stages 1 and 2 helps students to lead confident, healthy and responsible lives. Through work in lesson time and a wide range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthy and deal with the spiritual, moral, social and cultural issues they face as they are growing up.

PSHCE gives students opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choices of courses and career.

## **Physical Education**

Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances and to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

## Science

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. The Scientific Method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought. Through science, pupils understand how major scientific ideas contribute to technological change - impacting industry, business and medicine and improving quality of life. Pupils recognise the cultural significance of science and trace its worldwide development. They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

## Administrative Details

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We hope that you will find the following administrative information useful. For ease of reference the headings have been arranged alphabetically.

### Admission

The school caters for children from 3 years old through to A-level.

Based on the understanding that children feel more at home with those the same age and social maturity, the school has a policy of placing children in classes according to their date of birth. However, there may be exceptions to this rule if it is deemed to be in the child's best interest. All the lessons are differentiated in order that children receive work at the right level. The staff will also provide additional help and support should this prove necessary.

Stage	Class	Age
Early Years	Nursery	3 / 4
	Reception	4 / 5
Key Stage 1	Year 1	5 / 6
	Year 2	6 / 7
Key Stage 2	Year 3	7 / 8
	Year 4	8 / 9
	Year 5	9 / 10
	Year 6	10 / 11

### Registration Procedure

The following are required:

- Valid birth certificate or passport
- Previous academic reports
- A fully completed application form giving comprehensive information including medical details and emergency contact numbers. This form should be completed as fully as possible in order to give the school an accurate picture of the child's abilities so that he or she can be given the right support.

- A medical certificate from the family doctor. (Issued no longer than 10 days prior to the first day of school)
- Two passport photographs

## Assembly

The Primary School meets for assembly at 8.45am on Tuesdays and Fridays. These last approximately 20 minutes. Tuesday assemblies link in with the PSHCE programme, encouraging the children to consider issues related to being a citizen of the school and the wider world. At least once a year, each class will present a 'showing' assembly, where the children perform something that they have practiced together with their teacher. On Fridays some children receive awards and certificates for good work during the previous week. Special 'Parents' Assemblies' are published in the school calendar, which parents are warmly invited to attend.

## Assessment

Children's progress and achievements are under continual assessment by class teachers. Each topic or unit of work is assessed to ensure that children are ready to move on to the next level. These assessments are made in the light of the school's commitment to the English National Curriculum.

## Attendance

The school year comprises 180 teaching days. There is a registration period at the beginning and end of each day. Students are expected to attend school every day.

A calendar is included in the school information pack.

As further calendar dates are added you will be given an update.

## Absence

If parents wish to take their children out of school for specific reasons, e.g. family issues, they need to make a formal request to the Head of School, asking for authorisation for the planned absence. In exceptional cases the Head of School will give authorisation.

If a student is absent from school for any reason, the following procedure should be followed:

- Please call the school in order that the student's class teacher can be informed.
- Please provide the school with any information regarding the possible length of absence.
- Please call the bus company in good time (if appropriate).
- As attendance is regulated by German Law please write a letter to the class teacher, on the students' return, explaining the reason for the absence. If the child was absent for more than 3 days a doctor's note must be provided. The school may also request a doctor's note in the case of excessive absence. Parents must request permission in writing if they wish to take their child out of school for reasons other than illness; this must be requested prior to the absence.
- Office staff reserves the right to telephone the parents of any child who is unaccountably absent.

If the parent has prior notice of any absence the teacher should be notified in good time to facilitate planning and communication.

### Leaving the school before the end of the school day:

If for any reason a child needs to leave the school before the end of the school day:

- Parents must provide written permission regarding who is picking up their child.
- Parents must check in at the reception desk with the school secretary.
- The student must be signed out in the reception.
- Staff must be kept informed of the whereabouts of the students at all times.

### Book Fee

There is an annual book fee for Primary Students (Years 1 - 6).

### Bus Service

A bus service is provided by a separate company to and from the school:

- The bus picks up the student at a prearranged time in front their house. The students then travel to the school and should arrive in time for the start of the day at 8.45.
- At the end of the school day, the students depart the school as soon as possible at 16.00 (15.00 on Fridays) and are dropped off at their door.
- If a student should not be picked up because of for example, illness, parents should inform the Bus Company as soon as possible.
- If for any reason the arrangements should be changed, (i.e. the child should no longer travel with the bus) the school should be notified in writing.
- The Bus Company should be notified 24 hours in advance of any changes to the child's normal routing. This must be done in writing. Parents should ensure that they have received confirmation before the change takes place.
- Any arrangements which involve changes in the regular travel arrangements, children visiting friends for example, must also be communicated to the school 24 hours in advance.

### Communication Home/School

We see communication between school and home as a vital. To implement this, every child is given a book:

Early Years and Key Stage One	
Home/School Book	This is a home/school book or reading record book. The teachers generally write in this each week to let parents know what their child should do for reading homework; they may also use the book to keep parents generally informed. Parents should feel free to use the book to communicate with their child's class teacher since teachers look in this book every day/week. It is an ideal way for parents to keep in touch with teachers.

<b>Key Stage Two</b>	
Homework Diary	The children use this to write down their homework assignments. They are encouraged starting in Year 3 to write in their own homework although teachers may also help. The teachers use this as a means of communicating with the parents. Parents should also see this as a means of communication with class teachers.
School Newsletter	School news and pictures, information for parents, calendar dates and awards are contained in our regular newsletters. This will be delivered by the student.

## Behaviour/Discipline

The aim of the school is to encourage an atmosphere of tolerance, understanding and self-discipline. Children are expected to behave in a manner that is both sensible and kind at all times.

The current school rules, readily available in the school office, apply at all times.

## Educational Visits

### Local Visits

Due to its excellent geographical position, the school likes to make full use of the local environment to complete many practical aspects of its curriculum. During the course of the year, therefore, classes will be involved in short walks both within and beyond the school grounds.

At the beginning of term, parents will be asked to give permission allowing their child to participate for the whole year in the above activities. It is felt, rather than requesting permission for each occasion, this arrangement would be more convenient

All of these local trips are supervised by qualified school staff.

### Other Visits

Classes will also be making individual educational visits to local places of interest for instance museums, exhibitions, etc. throughout the city. Parents will receive information about each of these visits and be advised what special provision needs to be made. Parents should make sure that they complete permission slips and return them to the school along with the required amount for the trip. Without written permission children cannot go on any trips.

Children are generally transported in school buses: the school is charged a flat rate for all trips within Berlin and find this the most convenient door to door transportation. Costs for visits will also include entrance fee to the venue. When appropriate, trips will also be made by public transport.

## Extra Curricular Activities

Early Years and Key Stage 1: Lessons finish at 14.20; children may be collected at this time or they may opt to remain in school for an afternoon programme of activities.

Key Stage 2: School ends at 16.00 after which the school runs a range of Extra Curricular Activities (ECAs) which go on until 17.30. (There may be a fee for after-school activities run by external providers). Students are informed of these throughout the year. Some may run for a set period e.g. rehearsals for a show or play, while others may run throughout the year e.g. sport.

Early Morning and After School Care are available for an additional fee from 7.30 – 8.40 and in the afternoon from 16.00 - 17.30.

## **Food and Drink in the School**

### **Snacks**

During school we have snack time in the morning. Children may bring a light snack and a (non-fizzy) drink, preferably water.

It is recommended that children bring a healthy snack such as fruit, savoury finger-food, yoghurt or a sandwich. Drinks should be in a re-sealable container such as a bottle or flask. (No glass containers please) All food and drink containers should be small and labelled with the child's name and year group.

Sandwiches and snacks may also be bought at the cafeteria.

### **Lunchtime**

At lunchtime both school meals and packed lunches are eaten, under supervision, in the school cafeteria. The exceptions are Early Years and Year 1 who eat their lunch in the Primary building.

### **School meals**

There is a hot lunch available daily. The contract for hot lunch and information about the lunch programme is available from the office. There is a selection of a meat or vegetarian meals.

### **Packed Lunches**

As with snacks, drinks should not be fizzy and should be in a re-sealable container such as a bottle or flask. Lunch boxes, flasks etc should be clearly labelled with the child's name and year group.

### **Special Dietary Requirements**

If a child has any particular dietary requirements it is suggested that this is best catered for by supplying him or her with a packed lunch.

## **Health and Welfare**

### **Medical Forms**

When a child is registered in the school parents will be asked to complete a Student Medical Information Form. This information will be classed as confidential. The information will be used to ensure the child's safety and well being within the school. The information is retained in the child's file and also stored in a separate medical file to allow quick access in the event of an emergency. Class teachers will also be informed of any medical problems and will be given a copy of this form to retain with their pupil portfolios.

### **Medication**

From time to time children may need to take medication during school time.

If children are responsible for taking their own medication, the school requires written confirmation from parents. This permission should include information about the medication itself, the dosage to be administered and the length of time the medication is likely to last. They should also make sure that the bottle, envelope or phial is clearly marked with the above information.

Should a child require that medication be administered, parents should request appropriate forms from the

school secretary. These must be fully completed and signed by all parties before any medicines can be administered.

In the above cases, medication will be locked in the secretary's office and administered by a designated member of staff

### **Dentist**

The Education Department dentist regularly visits the school to give lessons and advice on dental care.

### **Head lice**

Unfortunately outbreaks of this pest do occur. In this case:

- The school will notify parents
- Parents are requested to examine their children's hair or take them to the doctor to have their hair examined

If there is evidence of any infestation, children must be immediately withdrawn from school.

Preparations for the treatment of head lice are readily available at either the 'Apotheke' or 'Reformhaus'. When the infestation has been treated, parents must take children to the family doctor to ensure that it has been eradicated. The doctor will then issue a certificate to this effect. Children may then return to school and submit their certificate to the class teacher.

Further information on this subject can be obtained from the school secretary.

A good way of avoiding infestation is to put conditioner on the child's hair twice a week and comb through with a specially designed fine comb, which can be purchased from the Apotheke.

### **Accident or Injury**

In the event of an accident or injury at school every attempt will be made to contact you. In order to assist with this, parents are required to give all current contact telephone numbers and also an emergency contact person on the medical form. If parents or the emergency contact person cannot be contacted the Head of School will decide the best course of action to be taken given the circumstances.

A written report is filed of any accident occurring on school property or any medical treatment required as a result of any injury.

Should any child receive a knock to the head during school time a letter will be sent home with the child informing parents of the incident and making them aware of any symptoms or further problems.

### **Homework**

Staff makes a point of giving children a regular amount of homework. We believe that this develops good work habits and self-discipline. Homework tasks will be written in the Home/School book either by the class teachers or the children themselves.

As parents we would like you to help us by:

- Displaying a positive attitude towards homework and to value its importance but at the same time to recognise that it is your child's responsibility to complete his or her work
- Trying to provide a quiet and suitable place for your child to do his or her homework

- Reading and enjoying together the books that the children bring home to read

The following table is a guideline only:

Class	Typical Activities	Per Day
Early Years	Sharing Books	10 Minutes
Year 1	Reading and Spelling	15 Minutes
Year 2	Reading and Spelling. Maths once a week	20 Minutes
Year 3	Reading, Spelling, Mental Maths, Unfinished Work and Topics	30 Minutes
Year 4	Reading, Spelling, Mental Maths, Unfinished Work, Topics, Preparation of Talks and Personal Projects	45 Minutes
Year 5	Reading, Spelling, Mental Maths, Unfinished Work and Topics Preparation of Talks and Personal Projects	50 Minutes
Year 6	Reading, Spelling, Mental Maths, Unfinished Work and Topics Preparation of Talks and Personal Projects, Collection of Information about 'What's in the News' Current affairs	60 Minutes

## House System

The school operates a house system whereby the children are allocated to one of three houses: Ruby, Sapphire and Emerald.

The children can earn points for these houses. These contribute to an ongoing house competition. Points are awarded not only for educational, sporting success and in House competitions but for all aspects of school life. The aim is to encourage good practice throughout the school.

The children also receive awards for best student of the week at our weekly assemblies.

All of these awards ultimately contribute to our House system. At the end of the school year the House Cup is awarded to the winning house of the school.

## Indoor Shoes

The children should wear a pair of slippers or other suitable indoor shoes in the classrooms. These should have a non-slip sole. Please mark all shoes with your child's name.

## Library Facilities

The Primary School library is located in Oakwood House. The range of loan materials covers not only popular children novels and a range of non-fiction books but books with story cassettes and videos.

The children are able to borrow up to 2 books at a time.

Early Years and Key Stage 1 classes also have a range of books in their classrooms.

We are always grateful for book donations.

## **Lost Property**

Lost property is sent to the secretary's office. Please enquire at the office for any missing items.

It is essential that ALL items of school uniform are marked in waterproof ink with your child's name and class.

## **Mobile Telephones**

Mobile telephones are very much a part of everyday life, but they must not be allowed to interfere with the running of the school. We therefore must insist on the following rules to be followed:

- Mobile telephones must be handed in to the office at the beginning of each day. They will be kept in a locked cupboard and returned at the end of the day
- Should pupils need to telephone a parent during school time they may use the telephone located in the school office in the presence of a member of staff
- If a parent should find it necessary to contact his/her child during school time he/she should call the school office in order that the message may be passed on

## **Parents' Evening**

Each term, parents will be given the opportunity to consult privately with their child's subject teachers and class tutor in order to discuss academic progress and social welfare. It is hoped that all parents will avail themselves of this opportunity. Should any concerns arise in the interim, parents should feel free to contact either their child's tutor or the school.

In addition, 'Class Parents' Evenings' will be held three times a year in order to give class parents the opportunity to discuss issues of general concern with class teachers.

## **Parents' Orientation Evening**

Once a year at the beginning of the autumn term, parents are invited to an 'Orientation Evening', the so called 'Meet and Greet' evening.

The evening is intended to provide information about the general organisation of the school and to introduce the parents to the teachers. It gives the parents a chance to meet one another as well as other members of the school community.

## **Photographs**

The school photographer visits the school once a year.

Parents will be able to choose from individual photographs and class groups. Pupil identity cards are available from the office on production of a passport type photograph.

## **Photography Permission**

Parents will be asked as to give written consent for their children to be photographed, have television or video coverage made during school activities with the understanding that said photos or videos might be published and distributed as part of school material and advertisement.

## Physical Education

Plimsolls or trainers are suitable for indoor PE. Training shoes are required for outdoor lessons and should be used exclusively for this purpose. A PE Kit should be kept in a drawstring bag that can be hung on coat pegs. Please ensure that your child brings this kit home regularly to be washed. See 'Uniform' for a description of the PE kit.

Children should be prepared to do PE outside for every session. PE will be held outdoors as often as possible, weather permitting.

## Reporting to Parents

A written report is sent home each term. In the autumn and spring terms, these are interim reports, at the end of the summer term a full written report is issued.

We view education as a threefold partnership between teacher, child and parent. Please feel free to contact class teachers and arrange a meeting throughout the school year to discuss any questions, concerns or difficulties. Please do this sooner rather than later in order that we can address any issues as soon as possible. Please arrange an appointment through the school office.

## Safety and Security

We take the safety of the students seriously.

Please watch your speed when driving near the school.

*We thank you for your co-operation in keeping our school a safe place for your children.*

The school gates are kept closed and locked during school hours. Visitors must ring the office to enter if arriving before or after registration times.

## School bags

Your child will need a small school bag for carrying their equipment and snacks. Please ensure that the bags are not too big as we have limited storage space. We recommend that reading books be transported in a book bag to protect them from spills.

## Uniform

The current uniform regulations apply. These are readily available in the school office.