

Contents

Contents.....	1
Welcome from the head teacher.....	3
Section 1 – General School Information	
Contact Information.....	6
Visits of Prospective Parents.....	6
Admission and Enrolment.....	7
Organisation of School Day.....	8
School Uniform.....	8
Pupil Belongings and Valuables.....	9
Playground Information.....	9
Parking.....	10
School Transport.....	10
School Office.....	10
School Meals/Packed Lunches.....	11
Pupil Attendance and Absence.....	11
Health Issues, Communicable Diseases.....	12
Administration of Medicines.....	13
Emergency Closures and Adverse Weather.....	13
Section 2 – Curriculum and Assessment	
School Ethos, Values and Aims.....	16
Positive Behaviour Management.....	16
Curriculum for Excellence.....	17
Educational Visits and Field Trips.....	25
Assessment and Reporting.....	25
Extra-Curricular Activities.....	26
Section 3 – Parental Involvement, Pupil Welfare and Support	
Parental Involvement and the Parent Council.....	28
Communication.....	29
Transitions.....	30
Child Protection.....	31
Support for Pupils.....	32
Additional Support Needs.....	32

Calderwood Lodge handbook 2018

Concerns and Complaints.....	34
Insurance.....	34
Section 4 – School Improvement and Data Protection	
School Improvement Plan.....	36
Standards and Quality Report.....	36
Data Protection.....	36
Equalities.....	36
Section 5 – Annual Updates	
School Clothing Grants.....	40
Breastfeeding Friendly Nursery	40
Staff List.....	40
Annual Holiday Calendar 2017/18.....	41
Annual Holiday Calendar 2018/19.....	42

Welcome to Calderwood Lodge Primary



Dear Parents/Carers,

We warmly welcome you to our school and hope you find this handbook interesting and informative. If you have not already visited Calderwood Lodge, we would be delighted to welcome you and show you around. In August 2017 we moved to be part of the Faith Schools Joint Campus in Newton Mearns and share our building with our 100 place nursery and St Clare's Primary.

At Calderwood Lodge Primary, we aim to provide the highest quality of education for the young people in our care. Our school has a long tradition and a unique history that combines quality primary education with a Jewish ethos helping pupils to forge a positive Jewish identity. Calderwood Lodge is Scotland's only Jewish faith school.

The school has a significant number of Muslim and Christian pupils as well as children of no religion, who are warmly welcomed as part of the Calderwood Lodge Community. All children benefit from learning and socialising with children of other faiths and backgrounds and emerge equipped to succeed in a modern society. Our shared values are common to many religious viewpoints and our school warmly embraces a diverse community which is reflective of the multi-cultural world in which we live.

We look forward to working in partnership with you and your child in the years ahead and hope you enjoy being part of our flourishing school community.

Our school website is updated regularly and should be referred to for the most up to date information. The school website can be found at:

<https://blogs.glowscotland.org.uk/er/Calderwoodlodge/>

Yours sincerely

Marion Carlton
Head Teacher

Section 1

General School Information

Calderwood Lodge handbook 2018

Contact Information

School Name:	Calderwood Lodge Primary School
Address:	Waterfoot Road Newton Mearns East Renfrewshire G77 5GU
Telephone Number:	0141 570 7060
Email:	schoolmail@calderwoodlodge.e-renfrew.sch.uk
Website:	http://blogs.glowscotland.org.uk/er/CalderwoodLodge/
Denominational Status:	Jewish
Coeducational Status:	The school is coeducational
Cluster Secondary:	Mearns Castle High School
Stages Covered:	Nursery to Primary 7
Current Roll:	School – 158
Agreed Capacity:	School - 231

Parents should note that the working capacity of the school may vary dependant on the number of pupils at each stage and the way in which the classes are organised. When the head teacher deems it necessary to form composite classes, the parents will be informed.

Visits of Prospective Parents

Should you wish to apply for a place for your child at Calderwood Lodge Primary you are most welcome to visit the school and discuss the education provided. Please telephone the school office to arrange an appointment. The school office staff will advise you on next steps if you wish to apply for a place for your child in Calderwood Lodge Primary.

Admission and Enrolment

All places at Calderwood Lodge Primary are allocated following placing requests, which are sent directly to East Renfrewshire Council. An application for a place does not necessarily mean that one will be available. The criteria for entry to Calderwood Lodge Primary will be in accordance with East Renfrewshire's admission criteria. Before entering Primary 1 all children should apply for a place at their local primary school and if you wish your child to attend Calderwood Lodge Primary a placing request should be sent to East Renfrewshire Council. The forms are available online.

<http://www.eastrenfrewshire.gov.uk/placingrequest>

If you want to make a placing request for your son or daughter for Primary 1 for the school session beginning in August 2018 you should return your completed placing request form before 31 January 2018.

Organisation of the School Day

Informal Early Entry	8:45
School Day Begins	9:00
Morning Interval	10:40 – 10:55
Lunch Break	12:35 – 13:35
School Day Ends	15:15

During the winter the school closes at 14:45 on a Friday to allow families to get home for Shabbat, information about dates will be issued at the start of the new session.

School Uniform

Given that there is substantial parental and public approval of uniform, schools in East Renfrewshire are encouraged and supported by the Education Committee and Education Department to actively promote the wearing of school uniform. Wearing school uniform instils a sense of pride in the school and promotes a positive environment.

There are forms of dress which are unacceptable in school such as items of clothing which could:

- fail to identify children as pupils of their school
- potentially cause faction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- cause health and safety difficulties, such as dangling earrings
- cause damage to flooring
- be used to inflict damage on other pupils
- carry advertising, particularly for alcohol or tobacco
- present a security issue for the school through being valuable items

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform. Further information on East Renfrewshire's 'Dressing for Excellence' policy can be obtained from:

www.ea.e-renfrew.sch.uk/curriculum/Links/Parents/Parental%20Leaflets/DressingForExcellence.pdf

We ask pupils and parents to keep to the basic, agreed elements of our uniform:

Boys

Blue blazer/dark jacket
Grey trousers
White shirt
School polo shirt
(P1 only on PE days)
School tie
Blue or grey cardigan/jumper
Black shoes
Kippa

Girls

Blue blazer/dark jacket
Grey skirt/trousers
White shirt
School polo shirt
(P1 only on PE days)
School tie
Blue or grey cardigan/jumper
Black shoes

In order to reflect these standards of dress, we ask pupils to keep school shirts buttoned and tucked in, to wear ties knotted to the neck and to wear skirts of an acceptable, modest length, footless tights are not acceptable. These standards are in keeping with expectations and standards at Mearns Castle High and our cluster schools.

Pupil Belongings and Valuables

Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, mobile phones, iPods etc are not brought into school. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are only likely to be met where the authority can be shown to have been negligent.

Playground Information

We share our playground and break times with St Clare's Primary. An adult presence is provided in the playground at break times in accordance with the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. During intervals, our Pupil Support Assistants and janitor interact with the children and are vigilant to ensure that all pupils are happy and safe. From time to time a decision is made for your children to have their break indoors. Primary 7 monitors, support staff and the leadership team supervise the children during this time.

Parking

Community Safety Officers and police patrol the area at regular intervals to ensure there is no illegal parking or acts which can lead to safety risks for the children.

School Transport

The Education Authority has a policy of providing free transport to all primary pupils who live in East Renfrewshire and more than two miles from their local primary school by the recognised shortest walking route. Parents who consider that they are eligible should obtain an application form from the school, council offices or by using the link below. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year, but may be subject to delay while arrangements are made. Applications and further information can be obtained from the following link:

www.ea.e-renfrew.sch.uk/curriculumlinks/Links/Parents/Parental%20Leaflets/Free%20School%20Transport.pdf

Where free transport is provided, it may be necessary to walk a certain distance from home to the pick-up point and from the drop-off point to the school in any one direction. This distance will not exceed the authority's limits. It is a parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport. Children are normally transported to and from school to allow arrival before 08.45 and return after 15.15.

School Office

The school office is open daily from 8:30 to 4:15. The school building is fitted with a secured video entry system – the gates and doors are on a timer and can only be opened from indoors. All visitors should press the buzzer for the school office at the main entrance, where you will be directed appropriately.

If you wish to speak to any member of staff you **must**:

- Report to the school office
- Sign in
- Wear your visitor's pass at all times
- Sign out before leaving

School Meals/Packed Lunches

East Renfrewshire Council uses ParentPay to allow parents to pay for school meals and trips online. Payments can be made using your credit or debit card. You can see your full payment history and view your child's meal and tuck selections. The school office will provide you with your account activation details and a barcoded PayPoint letter.

www.parentpay.com

All pupils in Primary 1, 2 and 3 receive free meals. Children of parents receiving income support or job's seeker allowance are entitled to a free lunch. Information and application forms for free school meals may be obtained from the school or education offices.

No meat dishes are served. Special diets will be catered for provided they satisfy Jewish dietary regulations and are supported by a letter from a medical profession. The kitchen is strictly Kosher therefore children who bring packed lunches may not bring meat or shellfish.

At morning break the primary pupils can buy healthy snacks from the school cafeteria provided they have sufficient funds in their online account.

Pupil Attendance and Absence

Section 30 of the 1980 Education Act lays a duty on every parent of a child of school age to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment Etc. Regulations 1993 requires each child's absence to be recorded in the school register in four different ways:

- as authorised: i.e. approved by the Authority and this includes sickness, religious observance, bereavement etc.
- as extended leave with parental consent: i.e. when a family moves abroad for a short time
- as unauthorised: i.e. unexplained by the parent (truancy) or most family holidays during term time
- as temporarily excluded from school

If you have a question about the categorisation of attendance or absence please contact Miss Darling, office manager.

If your child is absent you should inform the school by telephone between 8:30 and 9:15 on the first day of absence. It would be useful if you could indicate when you expect your child to return to school. If we have no information about your child by 9:30 the school office will contact you.

Any unexplained absence will be investigated by senior school staff. If a pattern of unexplained absences develops, the Education Authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter of the Children's Hearings if necessary. The school will monitor attendance on a termly basis and if concerned about any individual will contact parents and, where appropriate, the attendance officer. In order to reduce the level of absence in schools, the Scottish Office has requested that a yearly attendance target is set for each school.

Family holidays during term time disrupt a child's education and reduces teaching time. Parents should inform the school by letter, before going on holiday, of the dates. Holiday absence during term time will usually be categorised as unauthorised, a letter will be sent home informing you of this.

Health Issues, Communicable Diseases

If your child becomes ill at school we will try to contact you by telephone. You should also provide the school with an emergency contact number. Minor accidents are dealt with by our trained First Aider but in the event of a more serious accident we will try to contact you immediately. In an emergency we will contact the local doctor or take your child directly to Hairmyres hospital. It is imperative to ensure the school has up-to-date information on any particular medical requirements your child may have.

All Primary 1 pupils will have a height and weight check. In Primary 7 the school nurse will carry out a vision check, they will notify you of any concerns regarding your child. Each year children in Primary 1 and Primary 7 have a dental inspection, a letter is issued to parents prior to the examination for consent and parents are informed whether or not any further treatment is required. Health checks will only be made with your permission.

Children who have an infectious disease should not be at school. They should only return after the risk of spreading infection to others has passed. It should be noted that certain infections, if caught by a pregnant member of staff or parent, can pose a danger to her unborn baby. You are therefore asked to notify the school office if your child has one of the following infections:

German Measles (Rubella)

Chickenpox

Slapped Cheek (Parvovirus)

Measles

Shingles

Administration of Medicines

We are not permitted to have any form of medication in our first aid box. However, should a parent send in medicine with instructions and complete a permission form we can administer medicine. The form is available from the school office and should be completed before the medicine is brought in to school. We are only permitted to administer medicine that has been prescribed by a GP. We would ask you to remind your child to come to the office for medicine as this will only be administered in the privacy of the school office. Children who use an inhaler should be responsible for keeping it with them at all times.

Emergency Closures and Adverse Weather

We make every effort to maintain a full educational service, but on some occasions circumstances do arise which lead to disruption. School may be affected by, for example, severe weather, power failure or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by text, email, Twitter, the ERC website:

www.eastrenfrewshire.gov.uk

and our own school website:

<http://blogs.glowscotland.org.uk/er/CalderwoodLodge/>

Announcements may also be made in the press and on local radio. In the very rare event of there being an emergency closure, all attempts will be made to contact your emergency contacts. Further information on procedures for emergency closure of schools and establishments e.g. severe weather conditions can be obtained from the following link:

<http://intranet.erc.insider/CHttpHandler.ashx?id=4193&p=0>

Section 2

Curriculum and Assessment

School Ethos, Values and Aims

Our Vision

Our vision is one of Everyone Attaining, Everyone Achieving, Through Excellent Experiences. Everyone in our school community works hard to ensure we get it right for every child and that all young people in our school are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Our Values

Respect, Honesty, Diversity, Confidence, Kindness

Our Aims

To create a safe and healthy learning environment

To work in partnership with parents to foster a sense of pride and identity in our pupils' heritage within a strong Jewish ethos

To recognise the achievement and attainment of every member of the school community

To provide a broad, balanced, relevant curriculum with continuity, progression, depth and challenge from the Nursery Class to Primary 7

To meet the needs of each child through well-planned, quality learning and teaching featuring planned opportunities for learning out with the classroom

To strive for continuous improvement through strong leadership at all levels

Positive Behaviour Management

It is important that we create a community in the school where you know that your child will be safe and happy. School discipline is necessary to ensure a calm and orderly environment where effective learning and teaching can take place.

The relationship between pupils and teachers is similar to that between a child and their parents, requiring mutual trust, respect and consideration. Most cases of indiscipline can be rectified by a quiet word from the class teacher or a member of the leadership team.

We have a positive approach to discipline by encouraging and rewarding good behaviour. As part of our nurturing school ethos we promote a restorative and solution orientated approach. This involves the pupils identifying what went wrong and how to move forward from the incident. In particular, they take into consideration how the other person is feeling.

There is a whole school system of rewards and sanctions. Pupils receive Head Teacher awards and are presented with achievement certificates during our weekly assembly.

Calderwood Lodge Primary operates a 'House System' to promote positive behaviour among pupils. We have four houses: Galil, Sharon, Emek and Negev. All children in a family are in the same house. House points are awarded for:

- Wearing smart school uniform
- Showing good manners
- Excellent behaviour
- Giving your best effort
- Showing kindness
- Being caring
- Taking responsibility for our school grounds

If there are concerns about a pupil's behaviour we will discuss the matter with you so that together we can decide what steps to take to work out a solution, this usually proves effective. Children who persistently misbehave may lose some privileges until their behaviour improves. If appropriate a child may receive a daily behaviour chart to be signed by parent and teacher.

Further unacceptable behaviour, despite parental co-operation, or very serious misdemeanours, may result in an exclusion from school. This will only be done in consultation with parents who would then be asked for written assurance that their child will improve their behaviour on his/her return.

Curriculum for Excellence

At Calderwood Lodge we embrace Curriculum for Excellence and focus on children's experiences to ensure that they receive the best possible educational outcomes. A rigorous system of monitoring and evaluation is in place to make sure that our programmes of study and resources are appropriate and that effective learning is taking place. Our curriculum is supported by clear planning, active methodology and continuous professional development for staff. We strive to ensure that the education we provide is deep, challenging and relevant and that there is an element of choice and responsibility for learners. To ensure continuity we aim to make transitions as seamless as possible from Nursery to Primary, between stages in school and at the Primary/Secondary interface. Above all the whole experience should be fun for the children.

Ultimately, Curriculum for Excellence aims to improve our children's life chances by encouraging our pupils to be successful learners, confident individuals, effective contributors, and responsible citizens.

Successful Learners

We consider how our pupils:

- Use literacy, communication and numeracy skills

- Use technology for learning
- Think creatively and independently
- Learn independently and as part of a group
- Make reasoned evaluations
- Link and apply different kinds of learning in new situations

Confident Individuals:

We consider how our pupils:

- Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- Be self-aware
- Develop and communicate their own beliefs and view of the world
- Live as independently as they can
- Assess risk and take informed decisions
- Achieve success in different areas of activity

Responsible Citizens

We consider how our pupils:

- Develop knowledge and understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- Make informed choices and decisions
- Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues

Effective Contributors

We consider how our pupils:

- Communicate in different ways and in different settings
- Work in partnership and teams
- Take the initiative and lead
- Apply critical thinking in new contexts
- Create and develop
- Solve problems

A Curriculum for Excellence provides schools with a unified set of purposes and principles for the whole curriculum, throughout the broad general education. The curriculum is structured around all the experiences that are planned as part of learning and teaching. This includes the curriculum areas and subjects. These are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities.

Within Calderwood Lodge Primary there is a great emphasis on pupils' achievement as well as attainment. Through the curriculum pupils will enjoy greater choice and opportunity to help them realise their individual talents.

Below we have provided information on the eight individual areas of the curriculum:

- Expressive Arts
- Health & Wellbeing
- Languages
- Mathematics
- Religious Education
- Sciences
- Social Studies
- Technologies

Expressive Arts

Expressive Arts includes the subjects of Art & Design, Music, Drama and Dance. These are important because they promote distinctive ways of allowing pupils to understand themselves, to develop their full potential whatever their abilities and to find personal satisfaction and enjoyment. We aim to link Expressive Arts with other curricular areas wherever possible and strive to provide opportunities for the children to experience performing in front of an audience.

Our programmes of study in Art & Design assists with the development and understanding of ideas and feelings and provides a means of expressing these visually. Through Art & Design, pupils develop their capacity to invent, create and interpret images and objects. We encourage pupils to express themselves by using a wide range of materials, techniques and processes.

The structured East Renfrewshire Music programme based on Kodaly principles provides our pupils with the opportunity to enjoy music and to participate in singing and music making. Pupils are able to develop their musical knowledge in rhythm, notation, the use of percussion instruments and creative music making. Weekly visits from instrumental instructors, allows us to offer a range of instrumental tuition to some pupils. There is a cost to parents for parents who wish their child to receive instrumental instruction. During the session, we try to give you the opportunity to hear your child play.

Drama in the primary school should embrace three broad based categories of activity, namely language, movement and theatre. We invite companies to perform for the whole school during the school session and on occasion certain classes have had the opportunity to work alongside theatre groups.

The Dance programme provides an opportunity for pupils to develop ways of:

- creating dance, for example, through repeating phrases of movement

Calderwood Lodge handbook 2018

- creating patterns of movement that expresses and communicates a mood
- creating routines which may contain the body actions of travel
- using lighting and sound equipment to enhance performances

Health and Wellbeing

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

The Health and Wellbeing curriculum is structured under six areas:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

As a Health Promoting School we are committed to finding new initiatives and ways to reinforce the importance of active and healthy living.

We strive continually to:

- improve the health and well-being of all pupils, staff and members of the wider community, working in partnership with pupils, parents, staff and key agencies
- we promote fairness and respect for self, others, the community and the environment
- we provide pupils with an appropriate health curriculum and personal and social development programme
- we strive towards ensuring our school is a safe and supportive learning environment for all

The Health and Wellbeing framework highlights the important learning environment which will support and nurture the health of our pupils, including a positive ethos and relationships, and participation in activities which promote a healthy lifestyle.

Physical Education is delivered using the 'Active 8' programme which has been developed for all primary schools within East Renfrewshire. Our pupils participate in 2 hours of PE each week.

Some classes also benefit from attending a 6-8 weeks swimming block at Eastwood Leisure Centre, there is a small cost for this.

Literacy & English

Using a variety of relevant resources and teaching strategies we endeavour to develop in each pupil competence, confidence and enjoyment in listening, talking, reading and writing.

Reading is a very complex process involving many skills, children are taught phonics or 'sounds' and blend these to make words, they are also introduced to the most common words. Our school incorporates all of these areas through a number of structured reading schemes including Bug Club, Rapid Reading, Prim-Ed and novels.

Our school library is timetabled to allow the children to attend in groups and experience the enjoyment of reading.

In writing, children write for different purposes and for different audiences. Ros Wilson Writing approaches are used to teach imaginative, personal and functional writing skills.

As Talking & Listening permeates the curriculum there are excellent opportunities for the children to focus on developing these skills. This includes delivering presentations to their class, whole school, visitors and parents.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers will provide opportunities across the curriculum for pupils to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.

From nursery through to Primary 7 the pupils are taught French. Occasionally children may be supported by a French Language Assistant. We use 'La Jolie Ronde', East Renfrewshire materials and 'Metro' as our core resources. There is also much emphasis placed on using interactive methodology to enhance the development of language skills. In line with the Scottish Government's 1+2 policy children from Primary 5 to Primary 7 have experience of a second modern foreign language, within the Mearns Castle Cluster this second language is Mandarin.

Numeracy and Mathematics

Teachers use a variety of methodologies to develop every pupil in sound mathematical knowledge and skills and an inquiring mind. The development of mental maths skills is a priority. We provide a carefully structured and balanced maths programme which includes:

- Number
- Money
- Measurement

Calderwood Lodge handbook 2018

- Shape, position and movement,
- Information Handling
- Problem solving and enquiry

The emphasis is on practical work and active learning provides an opportunity for children to use their mathematical skills in every day situations.

We are committed to ensure that pupils develop high levels of numeracy skills through their learning across the curriculum. Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning.

Religious Education

Our day begins with morning prayers. There is an expectation that every Jewish boy wears a Kippa (head covering) and at all times within the school. And boys who are not Jewish wear this for prayers. Daily, at mealtimes, children commence with the customary ritual and blessings and conclude with Birchat Hamazon (Grace after Meals). On Fridays, Kabalat Shabbat (Welcoming the Sabbath) is held. The traditional weekly ritual of prayers, songs and stories is followed. The whole school gathers together to celebrate the Jewish Festivals as they occur through their annual cycle. These too are celebrated with songs, stories, dance, drama, prayers and appropriate readings. Parents are welcomed regularly to join us at assemblies. By Primary 3, children are expected to begin reading from the Siddur (Hebrew Prayer book). A special evening event takes place annually which allows all the children and their families to celebrate a very important milestone in their Jewish education - the presentation of their first Siddur. This event, Messibat Siddur, begins with a programme of entertainment in which all Primary 3 pupils participate.

Parents have a right to withdraw their children from Religious Observance if they so wish and should contact the head teacher to discuss this. Parents from ethnic minority and religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Written requests detailing the proposed arrangements will be considered.

Modern Hebrew is an integral part of the curriculum for all pupils from Primary 1 to Primary 7. Proficiency in Hebrew reading is fundamental to learning in Religious Education classes. The teachers of Hebrew and Religion and the class teachers work together to integrate the subjects where appropriate. Team teaching takes place in art, drama and music. Labels in Hebrew appear throughout the school to promote the unique ethos which Calderwood Lodge has as the only Jewish school in Scotland. Prayers and some presentations at assemblies are said in Hebrew. As the land of Israel is central to the Jewish religion, teaching about Israel features strongly in our curriculum. Both staff and pupils are provided with opportunities to benefit from working with expert educators who share their skills and wide range of knowledge with us. Visiting dignitaries to the Jewish Community occasionally address the assembly or speak to groups of pupils.

Sciences

Through learning in the Sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Pupils will participate in activities incorporating the key concepts identified:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Social Studies

Through Social Studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and of how it has been shaped.

Pupils will participate in activities incorporating the three main organisers:

- people, past events and societies
- people, place and environment
- people in society, economy and business

Social Studies may be approached individually or integrated into carefully managed programmes of topic studies by making connections across and between subject boundaries. Films, books, television, radio, computer

programmes, visiting speakers and educational visits can all be used to consolidate the skills and content of this curricular area.

Technologies

The Technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. These include studying technological development in society to enhance creative and organisational skills, problem solving and planning. Information Communication Technology (ICT) is an integral part of this curriculum area.

Computers are an important aid to learning and teaching and are used extensively at all stages. We have a well-resourced computer suite, where our progressive skills programme is taught. All classes have interactive whiteboards installed. Pupils have access to classroom computers and a wide range of software is used to introduce and consolidate skills across the curriculum.

By the end of their primary school years, pupils will have acquired a wide range of skills and capabilities from their experiences of using word processors, databases, spreadsheets, graphic applications and digital cameras.

Safe use of ICT is essential. Pupils are asked to sign a responsible user agreement to show that they will act in a responsible way when using ICT. Further information on 'Safe Use of ICT' is available through the following link:

www.ea.e-renfrew.sch.uk/curriculum/Links/Parents/Parental%20Leaflets/Internet%20leaflet.pdf

Educational Field Trips and Visits

Field trips and educational visits provide pupils with an opportunity to develop their learning outside the classroom, each year we organise school outings to enhance learning in a variety of curricular areas. All parents are asked to complete a local area consent form at the start of each year to cover trips within the local area, for trips further afield or trips involving sporting activities, consent forms are issued prior to the trip.

An educational trip to Amsterdam is offered in Primary 7 which supports the learning in class surrounding the Holocaust and World War II. All pupils are encouraged to participate. Pupil feedback tells us that this is an exciting and important opportunity to complement their classroom learning.

Assessment and Reporting

Assessment and reporting are an integral part of learning and teaching, pupils are continuously assessed in an informal way as part of daily class routine. This type of assessment is known as Formative Assessment or Assessment is for Learning (AifL).

Three main strands of assessment activity underpin the AifL approach at Calderwood Lodge:

Assessment for Learning focuses on the gap between where a learner is in their learning, and where they need to be – the desired goal. This can be achieved through processes such as sharing success criteria with learners, effective questioning and providing feedback.

Assessment as Learning is about reflecting on evidence of learning. This is part of the cycle of assessment where pupils and staff set learning goals, share learning intentions and success criteria, and evaluate their learning through dialogue and self and peer assessment.

Assessment of Learning involves working with the range of available evidence that enables staff, and the wider assessment community to check on pupils' progress.

At times, teachers use summative assessment approaches, this includes:

- Class tests to help the teacher assess pupil progress and identify if further support is required
- East Renfrewshire Council's Baseline Assessment in language and maths at the beginning of Primary 1. The results are analysed and next steps identified
- Primary 2 Screening to identify children with additional support needs. Further diagnostic testing takes place when appropriate to identify specific areas of need
- East Renfrewshire Council's Standardised Tests in reading and maths at Primary 3, Primary 5 and Primary 7. This takes place in February each year. The results are standardised, with 100 being the East Renfrewshire average. This information assists staff in identifying areas where further support is required
- Pupils in Primary 1, Primary 4 and Primary 7 will undertake Scottish National Standardised Assessments

Each term teachers meet with a member of the leadership team to track pupil attainment and progress. We discuss strengths and next steps. All of the information from assessment helps the teacher to plan work appropriate to the age, stage and development of each pupil.

When planning learning, teachers consider the desired outcomes for pupils and plan assessment tasks and activities that will enable pupils to demonstrate their learning. Teachers plan assessment opportunities for pupils to *say*, *write*, *make* and *do*, this shows how much and how well a pupil has achieved.

Reporting on progress is ongoing through e-portfolios, sharing of Staged Intervention plans (when they are in use) and the Jotters Home programme. There are two opportunities during the year, November and March, where formal Parents' Nights are held, however parents can request a meeting with a teacher at anytime if they would like to discuss their child's progress. A written, summative report is sent home in June that summarises pupil progress across the year. This report reflects the ongoing reporting process.

Extra-Curricular Activities

There are a variety of extra-curricular activities which take place during lunch times and after school. These are organised by members of staff and our Active Schools Co-ordinator. Clubs and activities last year included karate, choir, basketball, art and a book group.

Should any parent wish to devote their time to help run an activity or indeed start up a new activity please contact the principal teacher Miss Dunn.

Section 3

Parental Involvement, Pupil Welfare and Support

Parental Engagement and the Parent Council

Effective education is a genuine partnership between home and school. We try to involve you in the work of the school and rely on you to assist and support us in a variety of school activities and outings.

Throughout the session parents are most welcome to have their child's programme of work explained to them or have informal discussions regarding their progress.

Parental workshops on the curriculum take place throughout the year. As well as the induction programme and workshops we provide a variety of leaflets which can be viewed on our school website, these allow us to share further with you what is taught in school.

Parents are regularly invited to school events such as Kabalat Shabbat, concerts and assemblies. A calendar of events will be sent out to all parents at the start of a new session to help you plan for the events you would like to attend.

We welcome parent helpers within the school. Parents have regularly assisted in classrooms, supporting for example, activities linked with topics, running the school library, accompanying classes on educational visits etc. If you are interested in becoming a parent helper, please contact the school office.

We strive to foster a positive and open ethos which encourages parents to share their views. We seek and take account of parental views through audits, questionnaires and open events.

The Parent Council Act makes provision for all parents to be members of the Parent Forum at a school, and to have their views represented to the school, education authority and others, through a representative Parent Council for the school.

The intention behind the legislation is to support parental involvement in a much wider sense than before. It aims to help *all* parents to be:

- Involved with their child's education and learning
- Welcomed as active participants in the life of the school
- Encouraged to express their views on school education generally and work in partnership with the school

The main changes since the Act are as follows:

- The school's parent body (the Parent Forum) will decide size and composition of their Parent Council
- The method of appointing (and co-opting) Parent Council Members will be decided by the parents. In denominational schools a church nominee must be co-opted
- The Parent Council will be required to support school management in improving the quality of education the school provides, and develop to their fullest potential the personality, talents and mental and physical abilities of the pupils attending the school

- The Parent Council can ascertain views of parents on any matter of interest or concern
- The present system of approval of Head Teacher spending on books and teaching materials, subject to authority guidance and policy, will be discontinued
- In future, if recommendations are made to an authority or Head Teacher and remain unresolved, a Parent Council may then take them to Education Scotland
- The head teacher has both a duty and a right to attend Parent Council meetings
- The Parent Council will still have a role in the appointment of head teachers and depute head teachers

The ***Parental Involvement Strategy*** sets out how the authority is fulfilling its duties under the 2006 Act. There is link to this from the school's website.

We have a very active Parent Council who meet at least three times per year and are actively involved in moving the school forward. Their contribution to the development of the curriculum and school plans is invaluable.

If you are interested in joining the Parent Council please contact the chairperson or the school office.

Parent Council Chairperson:
Janette Neille

Parent Council Vice Chairperson:
Michelle Wilson

Useful Information can be found at The ParentZone website:

<http://www.educationscotland.gov.uk/parentzone/>

Communication

We communicate with you via monthly newsletters, class blogs, Twitter and the school website informing you of various school events. The newsletter each month has a tear off slip for you to send in your views. We always appreciate it when you pass on what pleases you, any concerns or suggestions. Homework diaries are used at every stage to reinforce effective communication between the class teacher and parents.

We regularly send home letters to inform parents of events and to keep them up to date with relevant information. We use text messages to reinforce/remind parents of events and information and are introducing an email system, where if requested, letters and newsletters will be emailed to parents rather than paper copies being sent home. Please contact the school office if you are interested in this service.

A member of the leadership team is at the door each morning welcoming the children into school as part of the informal entry system. Parents are welcome to speak informally to a member of the leadership team at this time. For more serious matters, parents and carers can make an appointment to speak with a member of the leadership team.

In the foyer there are copies of our recent Standards and Quality Report, updated school plans, newsletters, parent leaflets and news cuttings, please feel free to browse.

Transitions

Nursery

We have a very structured transition programme in place within the school. This includes a programme for nursery children moving into Primary 1, incorporating a series of pupil visits to the school and information sessions for the parents. These visits help to prepare both children and parents for the first few months at school.

Stage to Stage

When pupils move from stage to stage within the school, where possible, the current teacher meets with the new teacher. This provides an opportunity for the teacher to pass on all relevant information relating to the pupils social, emotional and academic development. We also arrange, where possible, for the pupils to meet their new teacher before the beginning of the new session.

Secondary

All pupils attending Calderwood Lodge and living in East Renfrewshire may transfer to Mearns Castle High School. Pupils living out with East Renfrewshire Council will be expected to transfer to their local catchment secondary school, a placing request must be made if you want your son or daughter to attend Mearns Castle High School. A placing request must be made if you want your son or daughter to attend any school other than your local catchment secondary school.

Calderwood Lodge has strong links with our associated secondary school Mearns Castle High:

- Pupils are visited by Head Teacher and other staff during Primary 7
- Pupils visit Mearns Castle High over a 2 day period in June. During this time they follow a secondary timetable
- Parents are invited to the secondary school in June
- Staff from the Mearns Castle Cluster regularly meet to discuss curriculum developments of 3-18 programme
- Head Teachers in the Mearns Castle Cluster meet regularly to discuss matters affecting Nursery, Primary and Secondary Schools

Pupils normally transfer to secondary school to continue their education at the end of their primary 7 year, this will be between the ages of 11½ and 12 ½.

The Executive Committee on Education made changes to the transfer arrangements at its meeting on 25th October 2001. A placing request will be needed in order to move a pupil attending a denominational school to a non-denominational school, a placing request will also be required for a pupil to move from a non-denominational school to a denominational school.

Parents will be advised of the transfer arrangements in December of the pupil's Primary 7 year. A placing request application form will be provided at this time. For more information about placing requests for East Renfrewshire schools you should contact Ann Nairn on 0141 577 3287.

Child Protection

Child protection procedures form part of the annual staff development programme for all staff. Procedures followed are in accordance with East Renfrewshire Council Management Circular 57 'Child and Welfare Safety'.

In Calderwood Lodge Primary School we take the care, welfare and protection of our pupils seriously. We believe all children have a right to feel safe within the school, home and the community. Within our school, we strive to provide a safe, secure and nurturing environment for our pupils which promotes inclusion and achievement.

All staff in education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse. Our Child Protection policy and procedure sets out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or in the community. These policies are designed to ensure that children get the help they need when they need it.

We work closely with our partners in Social Work, Health and the Police. The school operates a multi agency Joint Support Team to ensure that the best possible supports are available to pupils when they need them. All children and young people have a right to be listened to and to have matters treated in confidence. Involving children and young people and upholding their rights is good practice and builds trust with children, young people and their families. Where there is no risk to a child's well-being, school staff should respect their right to confidentiality.

Where possible consent to share information should be sought from the child and their parent or carer, the exception to this is where there is potential of harm to the child or young person or where the child or young person has already been identified as being at risk through child protection procedures. In such circumstances then the need for consent is overridden and information should be shared with appropriate agencies.

Children and young people should be advised that there are no guarantees to confidentiality, where the school assesses them to be at risk.

If you are worried, or know of a child who could be at risk of abuse or neglect, please speak to the Child protection Co-ordinator (Head Teacher) or the Depute Head Teacher. Alternatively you could contact a member of staff at one of the following numbers;

Social Work Request for Assistance: 0141 577 8300
Police Scotland Family Unit: 0141 532 4900

Support for Pupils

The Additional Support for Learning Act has introduced a framework for supporting children and young people in education and their families. This applies to all children who, for whatever reason, require additional support in the long or short term.

It is the right of every child to receive an education which will meet his/her needs. In our school we are committed to providing for the needs of each child and welcome the support of parents in identifying those needs. All pupils are supported in their progress by the class teacher but pupils with learning difficulties or high ability can also benefit from additional support from the Learning Support Teacher or a member of the leadership team. Pupil Support Assistants have an extremely important role in our school in raising attainment and supporting pupils and teachers. When a child has been identified as requiring additional support, the parent will be contacted and invited into school to discuss how the parent and school can work together in order to support the child's needs.

Additional Support Needs

It is our aim to identify pupils with additional support needs as soon as possible in order to deliver a curriculum which suits the needs of each child. The Primary 1 teacher and the Additional Support for Learning Co-ordinator work closely with the nursery staff and have opportunities to meet with pupils and staff to discuss how we can best support pupils. This helps to make the transition from nursery to primary school as smooth as possible. This process is repeated when pupils are transferring from Primary 7 to secondary school.

When it is identified that a pupil requires additional support, the class teacher will inform the Additional Support for Learning Co-ordinator and parents will be contacted. The Additional Support for Learning Co-ordinator will discuss the support required and the strategies being implemented by the class teacher. This will be recorded on a Child's Wellbeing Plan and feedback will be sought from the pupil and parents. The parents will receive a copy of the Child's Wellbeing Plan. A time will be given for evaluating the strategies.

If further support is required the parents will be contacted again to discuss this. It may be decided that advice or help may be required from other agencies. If this is necessary then parents will be asked for permission for the school to undertake this. If permission is granted then the child will be referred to the Joint Support Team (JST). The JST meetings take place regularly in Calderwood Lodge and in every school in East Renfrewshire. These meetings are an integral part of school life and may be attended by Head Teacher, Class Teacher, Learning Support Teacher, the Additional Support for Learning Co-ordinator and our Educational Psychologist. There may also be representatives from other agencies e.g. Speech and Language Therapy and Social Work. At these meetings we have the opportunity to share advice and expertise in order to support pupils in the best way possible. Parents' views are expressed at these meetings. Strategies and any support suggested will be conveyed to parents. Parents may decide that they do not wish their child to be discussed at any JST and their wishes will be respected.

A small number of children who have additional support needs arising from complex or multiple factors which require a high level of input and where the input is long term, may require a Co-ordinated Support Plan.

Some children may have high ability and will be identified as early as possible. These children generally cope well with the work of the class but it is important, as with all pupils that they find their work stimulating and challenging. Suitable learning materials are available to extend particular areas of the curriculum including language and mathematics.

If you require further information on support for learning please contact Mr Robson, who is the school's additional support for learning coordinator.

Further information on support for learning and inclusion can be obtained from the following link:

<http://www.ea.e-renfrew.sch.uk/curriculumlinks/Links/Teachers/inclusion.htm>

RESOLVE ASL has been set up by Children in Scotland to assist Scottish education authorities to meet the mediation requirements in the new Education (Additional Support for Learning)(Scotland) Act 2004/2009. Further information on RESOLVE can be obtained from the following link:

<http://www.ea.e-renfrew.sch.uk/parents/asn/mediation.htm>

Useful Contacts

For more advice and information from the Education Department contact:

Nick Smiley
Principal Educational Psychologist
East Renfrewshire Council
Psychological Services Tel: 0141 577 8510

Outside contacts for advice and information are:

East Renfrewshire Dyslexia Parents' Support Group
Dyslexia Scotwest
93 Woodside Place Lane
Glasgow G3 7RB
Tel: 0141 331 2121

Children in Scotland www.childreninScotland.org.uk
Enquire www.enquire.org.uk

Concerns and Complaints

In order to ensure we provide the best possible service to you and your children we have formalised our complaints procedures. Should you have any concerns we want to know about them as soon as possible so that we can deal with any problems quickly and effectively.

You may telephone, write or visit the school and we guarantee your concerns will be listened to in a sensitive manner. You will receive prompt feedback as to any action taken. If you have a concern the quickest and easiest way to deal with this is to contact the school directly and speak to your child's class teacher.

If you feel the issue is of a more serious nature, you should arrange to meet with any member of the leadership team, if you deem it more appropriate. In some instances the Business Support Manager, Ms Aileen Darling, will be able to assist you.

The authority's Policy on 'Complaints Procedures' can be accessed through a link on our school's website to:

<http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1573>

Insurance

Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought into school. Parents should note that the Authority does not carry insurance to cover the loss of such items and any claims submitted are likely only to be met where the Authority can be shown to have been negligent.

Section 4

School Improvement and Data Protection

School Improvement

All schools in Scotland are required to devise an improvement plan as a means of managing change and planning for major development initiatives. Following audit, including consultation with parents, pupils, staff and other agencies, and taking into consideration national and local priorities targets are set and a plan is devised.

A full copy of the School Improvement Plan can be accessed via the school website.

Standards and Quality Report

Every June the school produces a Standards and Quality Report that evaluates the School Improvement Plan and reports on progress made against the targets.

Data Protection

Information on parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1984 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

Equalities

East Renfrewshire Council Education Department is committed to ensuring equality and fairness for all. In accordance with the requirements set out by the Equalities and Human Rights Commission, we seek to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2012
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

Calderwood Lodge Primary has clear guidelines and procedures for dealing with incidents of inequality, as advised by the Education Department. We encourage that any concerns be raised with us. Our Equalities Coordinator is Mrs Carlton and can be contacted by email or by telephoning the school.

Section 5

Annual Updates

School Clothing Grants and Free School Meals

Parents of children receiving family income support, family credit, housing benefit or council tax rebate will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents in different circumstances are at the discretion of the

Director of Education. Information and application forms may be obtained from school and from the Education Offices.

The Breastfeeding Friendly School and Nursery

At Calderwood Lodge we acknowledge breastfeeding is a key public health measure that has enormous health benefits for both mother and child. NHS Greater Glasgow and Clyde have developed an Infant Feeding Strategy to foster the promotion of social and attitude change to ensure breastfeeding becomes accepted as a normal feeding choice. We aim to support this key principal through staff understanding, resources and parental support.

Aims and objectives:

- To promote an environment where breastfeeding is accepted as a normal way to feed infants and young children
- To promote appropriate education and training for staff to enable them to promote, protect and support breastfeeding
- To support informed choice in relation to infant feeding
- To increase awareness of sources of support and information for breastfeeding families
- To provide a welcoming atmosphere for breastfeeding families and staff where breastfeeding is encouraged, supported and protected
- To contribute to the promotion of social and attitude change in relation to breastfeeding
- To develop public acceptability and the promotion of breastfeeding

Calderwood Lodge handbook 2018

Staff List

Leadership Team

Head Teacher	Mrs Marion Carlton
Depute Head Teacher	Mr Andy Robson
Acting Principal Teacher	Miss Louise Kenney

School Staff

Primary 1	Miss Rachael Lindsay
Primary 2	Mrs Gillian Hughes
Primary 3	Miss Michaela Reid
Primary 4	Mrs Lesley Ann Connick
	Mrs Audrey Grubb (0.5)
Primary 5	Mrs Gayle Santi
Primary 6	Miss Amy Berrett
Primary 7	Mrs Jenna Fraser
Kodesh and Ivrit	Mrs Suzanne Rosenberg
	Mr Jonathan Guetta
Support for Learning	Mrs Claire Gage (0.5)
	Mr Onder Ozdemir
PE	Mr Gavin Fry

Support Staff

Business Support Manager	Ms Aileen Darling
Business Support Assistants	Mrs Madihah Ajmal
	Mrs Tracy Davie
	Mrs Ann Turner (0.5)
	Mrs Carol Stevenson (0.5)
Pupil Support Assistants	Mrs Phyla Mair
	Mrs Emily Moyce
	Mr Eddie Connor
Security	Mr Archie Scott

Janitorial Staff

Janitor	Mr Tam Edgar
Janitor/Cleaners	Miss Nicola Boyd (mornings)
	Mrs Sharon Dyer (evenings)
Day Cleaner	Miss Natasha Morrison

Catering Staff

Catering Manager	Mrs Louise Miller
Cook	Miss Louise Carter
Catering Assistant	Mrs Natalie Johnstone
Catering Assistant	Mrs Sharon Alford

Calderwood Lodge handbook 2018

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT CALDERWOOD LODGE SCHOOL HOLIDAY ARRANGEMENTS 2017/18

TERM	DATES OF ATTENDANCE	
First	<p>Teachers return <i>In-Service</i> <i>In-Service</i> Pupils return</p> <p><i>Closed for Rosh Hashana</i></p> <p><i>September Weekend</i> Re-open</p> <p><i>Closed for Sukkot</i></p> <p>Last day of school <i>Closed for Shmini Atzaret</i> <i>Closed for Simchat Torah</i> <i>In-Service</i></p> <p>Re-open after October week</p> <p>Last day of school</p>	<p>Monday 14 August 2017 <i>Monday 14 August 2017</i> <i>Tuesday 15 August 2017</i> Wednesday 16 August 2017</p> <p><i>Thursday 21 September 2017</i> <i>Friday 22 September 2017</i> <i>Monday 25 September 2017</i> Tuesday 26 September 2017</p> <p><i>Thursday 5th October</i> <i>Friday 6th October</i></p> <p>Wednesday 11th October <i>Thursday 12 October 2017</i> <i>Friday 13 October 2017</i> <i>Monday 23 October 2017</i></p> <p>Tuesday 24 October</p> <p>Thursday 21 December 2017</p>
Second	<p>Re-open</p> <p><i>In-Service</i></p> <p>Last day of school</p>	<p>Thursday 4 January 2018</p> <p><i>Friday 9 February 2018</i></p> <p>Thursday 29 March 2018</p>
Third	<p>Re-open</p> <p>Last day of school <i>May Day Holiday</i> Re-open</p> <p><i>Closed for Shavuot</i> Last day of school <i>May Weekend</i> <i>In-Service</i> Re-open</p> <p>Last day of school</p>	<p>Monday 16 April 2018</p> <p>Friday 4 May 2018 <i>Monday 7 May 2018</i> Tuesday 8 May 2018</p> <p><i>Monday 21st May</i> Thursday 24 May 2018 <i>Monday 28 May 2018</i> <i>Tuesday 29 May 2018</i> Wednesday 30 May 2018</p> <p>Friday 29th June 2018</p>

Calderwood Lodge handbook 2018

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT CALDERWOOD LODGE SCHOOL HOLIDAY ARRANGEMENTS 2018/19

TERM	DATES OF ATTENDANCE	
First	<p>Teachers return <i>In-Service</i> <i>In-Service</i> Pupils return</p> <p><i>Closed for Rosh Hashana</i></p> <p><i>Closed for Yom Kippur</i></p> <p><i>September Weekend</i></p> <p><i>Closed for Sukkot</i></p> <p>Re-open</p> <p><i>Closed for Shemini Atzaret</i> <i>Closed for Simchat Torah</i></p> <p><i>In-Service</i></p> <p>Re-open after October week</p> <p>Last day of school</p>	<p>Monday 13 August 2018 <i>Monday 13 August 2018</i> <i>Tuesday 14 August 2018</i> Wednesday 15 August 2018</p> <p><i>Monday 10 September 2018</i> <i>Tuesday 11 September 2018</i></p> <p><i>Wednesday 19 September 2018</i></p> <p><i>Friday 21 September 2018</i></p> <p><i>Monday 24 September 2018</i> <i>Tuesday 25 September 2018</i> Wednesday 26 September 2018</p> <p><i>Monday 1 October 2018</i> <i>Tuesday 2 October 2018</i></p> <p><i>Friday 12 October 2018</i></p> <p>Monday 22 October 2018</p> <p>Friday 21 December 2018</p>
Second	<p>Re-open</p> <p><i>In-Service</i> <i>Mid Term</i> <i>Mid Term</i></p> <p>Last day of school</p>	<p>Monday 7 January 2019</p> <p><i>Friday 8 February 2019</i> <i>Monday 11 February 2019</i> <i>Tuesday 12 February 2019</i></p> <p>Thursday 18 April 2019</p>
Third	<p>Re-open</p> <p>Last day of school <i>May Day Holiday</i> <i>In-Service</i> Re-open</p> <p>Last day of school <i>May Weekend</i> <i>May Weekend</i> Re-open</p> <p><i>Closed for Shavuot</i></p> <p>Last day of school</p>	<p>Monday 29 April 2019</p> <p>Friday 3 May 2019 <i>Monday 6 May 2019</i> <i>Tuesday 7 May 2019</i> Wednesday 8 May 2019</p> <p>Thursday 23 May 2019 <i>Friday 24 May 2019</i> <i>Monday 27 May 2019</i> Tuesday 28 May 2019</p> <p><i>Monday 10 June 2019</i></p> <p>Friday 28 June 2019</p>

