

All about Service Children's Education

Service Children's Schools are intended as far as possible, to provide the same pattern of education as that provided by UK education authorities. So, the kind of education offered by our schools will therefore conform in type and scope to that provided in England and Wales under the Education Acts, although these have no legal validity overseas. Within the Ministry of Defence, responsibility for the education of dependent children residing with MOD personnel overseas is vested in the Secretary of State for Defence and Service Children's Education (SCE), a Defence Support Agency headed by the Chief Executive, Mr David Wadsworth. The Agency is responsible for the administration of Service schools worldwide and is located in JHQ.

The staff at Headquarters of SCE is available to answer any queries you may have that cannot be answered by the Headteacher or staff of St Andrew's School and the first point of contact in HQ is:

Mr B Banks, Assistant Education Officer, HQ Service Children's Education, Wegberg Military Complex, BFPO 40. Telephone No: Wegberg Military 2305

Catchment Areas and Parental Choice of Schools

The Service Children's Education Authority operates a form of parental choice of school and full details of this are available in all schools. Parents living outside the school's normal catchment area may apply for their child to be admitted to the school. However, if the class which the child would enter is already oversubscribed, the school concerned is not permitted to admit him/her. Should out-of-catchment parents be unsuccessful in their request to have their child admitted to a particular school, there is an appeals procedure.

St Andrew's Catchment Area

Appleby Walk, Argyll Way, Aylesbury Way, Ballymena Walk, Bangor Walk, Belfast Walk, Bodmin Walk, Brecon Walk, Brailmont Road, Buckingham Way, Canterbury Way, Carlisle Avenue, Cardigan Way, Cornwall Drive, Cumberland Drive, Cupar Way, Derby Walk, Dingwall Way, Dorchester Way, Dolgelly Walk, Durham Walk, Elgin Walk, Essex Drive, Exeter Way, Flint Drive, Forfar Way, Gloucester Avenue, Hertford Way, Hereford Walk, Hugo Eckener Strasse, Lanark Walk, Lancaster Way, Lilienthal Strasse, Leicester Way, Lewes Walk, Lincoln Drive, Londonderry Drive, Marino Way, Marlborough Road, Monmouth Walk, Norwich Walk, Oxford Walk, Pembroke Drive, Portadown Way, Roberts Road, Roxburgh Drive, Salisbury Walk, Shrewsbury Way, Stafford Walk, Sussex Drive, Taunton Way, Waldniel, Winchester Way, Worcester Way, Wrexham Walk. Any Local Hiring.

Age of Admission and Leaving School

St Andrew's is a Primary School catering for children from 4 years to 11 years of age. Please see the relevant section of this guide for details of the admission of 4 year olds.

Children transfer to secondary education in the September following their eleventh birthday.

Registering your child

If you have received your school booklet prior to your arrival, please return the enclosed registration form by post with a copy of the child's birth certificate. This allows us to place your child in a class and keep teachers informed. The Headteacher will give you a guided tour of the school and give you an overall picture of the curriculum, school organisation and expectations and introduce you and your child to the class teacher.

Please bring with you any records, reports and books from the previous school.

Foundation Stage 2 (4 year old) Admissions

It is the Education Authority's policy to admit children from 4 years of age, if parents so choose. Parents are legally bound to admit children to school after the term in which they have turned 5 years of age.

The school has an induction policy for Foundation Stage (FS2) admissions which involves several meetings with the Headteacher, both as a group and as individuals. Parents who have registered FS2 children are notified by letter of the induction arrangements. It is part of the Education Authority's policy that FS2 children attend mornings only for the first four weeks, after which they attend school for the full day.

Details of the Foundation Curriculum can be found under the section based on the curriculum provided in the school

School Day

FS2 and Key Stage 1	Key Stage 2
08.55 – 10.45 Lessons	08.55 – 10.45 Lessons
10.45 – 11.00 Break	10.45 – 11.00 Break
11.00 – 12.15 Lessons	11.00 – 12.15 Lessons
12.15 – 13.15 Lessons	12.15 – 13.15 Lunch
13.15 – 14.30 Lessons	13.15 – 15.15 Lessons
14.30 – 14.45 Break	
14.45 – 15.15 Lessons	

Hours per week

KS1 = 22 hours 30 minutes, KS2 = 23 hours 45 minutes

National Curriculum

St Andrew's School, like all service schools, follows the National Curriculum in every respect with the regulations published by HM Government.

The National curriculum consists of 3 core subjects and 7 foundation subjects which must be provided for all children of compulsory school age. The **core subjects** consist of **English, Maths and Science**. The **Foundation subjects** are made up of **Information Communications Technology (ICT), History, Geography, Art, Design Technology, Music and Physical Education (PE)**. In addition to this, all classes receive **Religious Education**. (Please refer to the relevant section of this guide for further information).

The Foundation Stage works to the **Early Learning Goals**. These Goals set out what is expected for most to achieve by the end of the Foundation Stage. Further details of the Early Learning Goals can be found later in this booklet.

Much of the teaching is based on the whole class, but given the wide range of ability in each class, group work and individual work are common strategies used to match work to the needs of each child. Our basic aim remains as ever – to enable each child to reach their full potential.

Maths (Numeracy)

St Andrew's School timetables at least 45 mins of Numeracy per day. Planning for Numeracy is based on the National Numeracy framework. A leaflet to further explain the National Numeracy Strategy is available from the school. The aims of the National Numeracy Strategy are for children to:

- Be confident, competent and proficient with numbers and measures
- Be able to tackle mathematical problems independently
- Have a sense of size of a number and where it fits in the number system
- Know by heart number facts such as number bonds, multiplication tables, division facts, doubles and halves
- Use what they know by heart to calculate answers mentally
- Calculate accurately and efficiently, both mentally and on paper, drawing on a range of strategies
- Recognise where it is appropriate to use a calculator and be able to use one effectively
- Make sense of number problems and recognise the operations to solve them
- Explain their methods and reasoning using correct mathematical terms

English (Literacy)

St Andrew's School timetables at least an hour of Literacy every day. The Literacy Strategy framework is used for planning the children's work. A leaflet to further explain the National Literacy Strategy is available from the school. The aims of the Literacy Strategy are for children to:

- Read and write with confidence, fluency and understanding
- Use a variety of reading strategies
- Understand the sound and spelling system and use this to read and spell accurately
- Have fluent and legible handwriting
- Have an interest in words and their meanings and a growing vocabulary
- Know, understand and be able to write in a range of genres in fiction and poetry
- Understand, use and be able to write a range of non-fiction texts
- Plan, draft, revise and edit their own writing
- Be interested in books, read with enjoyment and evaluate and justify their own preferences

Science

The aims of Science teaching at St Andrew's School are for children to:

- Acquire knowledge and understanding of the National Curriculum programmes of study for Key Stage 1 and 2
- Use and develop their scientific understanding through planning and carrying out their own scientific investigations
- Apply their knowledge to unfamiliar contexts
- Understand and show an appreciation of the nature of scientific knowledge
- Understand the contribution that science makes to society
- Communicate scientific findings using a variety of other subject areas

Information Communications Technology (ICT)

St. Andrew's School recognises the importance of computers in all areas of the curriculum and in everyday life. The broad aims for the teaching of ICT are for children to:

- Enjoy and become confident at working with computers
- Become familiar with computers and appreciate how they contribute to everyday life
- Acquire the necessary skills to become fluent users of ICT
- Develop the skills to work independently
- Use computers to experience and complement other areas of the curriculum

Geography

The National Curriculum in Geography has one Attainment Target. The programme of study includes: Geographical Skills, Places, and a Thematic Study. Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. The three main aims are:

- To help pupils develop geographical knowledge and understanding
- To introduce pupils to geographical enquiry
- To help pupils develop a sense of identity through learning about the UK and its relationship with other countries

History

The National Curriculum in History has one Attainment Target. The programme of study includes: Knowledge, Understanding and Interpretation of History and The use of Historical Sources. In their study of History children are given opportunities to develop awareness of the past and the ways in which the past differs from the present, using historical sources where appropriate.

They look at important episodes and developments in Britain's past, investigate local history, ancient civilisations and the history of other parts of the world, thus developing a sense of chronology and how everyday life changes over long periods of time.

Art

The National Curriculum in Art has 2 programmes of study: Investigating and Making and Knowledge and Understanding.

Children are encouraged to record the world around them as soon as they enter the school. They use a range of materials and techniques including drawing, painting, collage, sculpture, rubbings, printmaking, clay model-making and sewing, exploring each medium fully. They are also encouraged to develop their imagination and look at aspects such as colour, tone, line shape and texture. All children will look at the work of famous artists and craftsmen throughout history. The work of the children is given value through display and Good Work Assemblies.

Technology

The National Curriculum in Technology has one programme of study with which children develop Technical Capability, Designing and Making Skills and Knowledge and Understanding in order to design and make products.

Technology is not just an acquiring of knowledge and facts, but an approach to solving problems and therefore to life in general. For primary age children it is the development of experience and interests. This naturally leads to the acquiring of facts about the world and children's natural curiosity about their surroundings can be used to help them learn.

As children respond to finding answers to their own questions, our approach will be one of allowing children's interests to lead them into developing skills and attitudes. We will be encouraging them to investigate, pose questions, and formulate ways of reaching an answer and encouraging them to link their findings with other areas of their knowledge. Technology work may be linked with other subject areas to form part of a theme, or may be taught separately.

Music

The National Curriculum in Music has two programmes of study: Performing and Composing and Listening and Appraising.

Children learn to perform and compose music with understanding, either individually, in groups or as a class using voices and instruments, developing control. They investigate and use sounds to produce and perform simple compositions and devise means of recording them. They develop the ability to listen and appraise music from a variety of times and cultures, becoming more aware of differences and similarities within and beyond pieces and the different instruments involved.

Physical Education

The National Curriculum in PE defines only one Attainment Target which enables all pupils to develop knowledge, understanding and skills in: Games, Gymnastic activities, Dance, Athletic activities, Outdoor and Adventurous Activities (KS2) and Swimming (KS2).

We have a programme of two PE sessions a week, within which we aim to achieve a balance of activities over the year. Years 5 and 6 use the Blue Pool on camp during the summer term for swimming instruction.

Religious Education

St Andrew's School, in common with all SCE schools, follows the agreed syllabus for Religious Education. The syllabus has been written with the needs of children in a Forces community in mind. It takes into account the fact that families on the move come from a mainly Christian background although some families would claim to be non-religious. It offers Religious Education for all pupils, based on sound educational principles which include the preparation of pupils to live and work in a multicultural society. Our local Padre takes regular weekly assemblies in school.

Parents have the right to withdraw their children from RE lessons and Assemblies of Collective Worship. It would be helpful if such requests were made to the headteacher in writing.

Sex Education

This is not compulsory for primary schools, but the School Advisory Committee (SAC) and the school have formally agreed that it should form part of our curriculum. Sex Education is provided at Years 5 and 6 and is supported by the school nurse. All parents are given the opportunity to view the materials used with the children and to ask any questions prior to teaching and learning events. Our main aim is that sex education is not treated as a separate subject, but arises naturally from within our Health Education, RE and Science studies – developing self respect, respect for others, dealing with feelings, behaviour and a positive image of the bodily functions and parts of the body. We treat this subject as a joint parent/school responsibility that should be dealt with sensitively. A copy of this policy can be obtained from the school on request, as can all our policies.

Parents are entitled to withdraw their children from Sex Education if they choose to do so.

Cross Curricular Themes

As indicated above, we seek to provide a broad and balanced curriculum that enables all children to develop their full potential. We also aim to take account of the wider understanding of subjects through the use of project work. These will include health, multi-cultural, equal opportunities, environmental, personal and social education.

Assessment

Teachers constantly assess children's performance against the curriculum in order to set appropriate targets for each child. This ensures that the work provided for each child matches their age and level of ability. Formal assessments take place as they would in UK schools. Standardised Assessment Tests or SATs take place at the end of Year 2 (the year in which a child is 7 years old) and at the end of Year 6 (the year in which a child is 11 years old). Tests at year 2 are completed under normal classroom conditions, and tests at Year 6 are completed under examination conditions and returned to UK for marking. In both cases, a SATs presentation is arranged for parents to find out about why the tests are given, how they are administered and how they are marked and graded. Results of these tests are sent home to parents at the end of the summer term.

As well as National Assessment, it is school policy to assess children on entry to class in September. These assessments allow class teachers to group children according to ability as well as to set targets. The children are assessed on a termly basis in order to monitor progress. These assessments are shared with parents during teacher/parent interviews. Children entering school at 4 years of age are given baseline assessments in order to inform teachers and parents about what the child can do and provide information about the next learning steps for the children.

Homework

It is recognised by the staff of St Andrew's School the vital part that parents make to the education of their children. Their assistance is necessary in reinforcing the work undertaken at school and this is achieved through homework. The purposes of homework are as follows:

- To encourage children to develop the skills, confidence and motivation to study at home
- To consolidate and reinforce the skills, understanding and knowledge developed at school, with particular reference to Literacy and Numeracy
- To extend school learning for example through additional reading
- To develop and sustain the involvement of parents in their children's learning and to keep them informed of the work their children are doing
- To utilise the resources for learning, of all kinds, at home

As a guide the following are expected times for homework:

- FS2 - 15 minutes (usually reading)
- Year 1 - 20 minutes
- Year 2 - 20 minutes
- Year 3 - Up to 30 minutes
- Year 4 - Up to 40 minutes
- Year 5 - Up to 40 minutes
- Year 6 - Up to 50 minutes

The Foundation Stage

The period of time from the age of three years to the start of Year 1 is described as the Foundation Stage. It is a distinct stage and important in its own right as it prepares children for later schooling. The Early Learning Goals set out what is expected for most children to have achieved by the end of the Foundation Stage.

The Early Learning Goals and other information can be found in the FS2 prospectus in the Foundation Stage 2 Pages section of the website.

Special Education Needs (SEN)

St Andrew's School in common with all SCE schools, has a duty to provide an education for the children of Service and attached personnel that matches provision in the UK. This includes provision for children with Special Educational Needs.

Children who have difficulty with learning in particular areas of the curriculum are given help and support both in the classroom and occasionally by withdrawal from class. Some children may be referred for more specialised assistance and support, including Speech Therapy or assessment by an Educational Psychologist. In the case of gifted children, their classroom work is carefully planned to ensure that they are fully extended and challenged within their capabilities.

Those children at School Action Plus and above may be supported by a Learning Support Assistant. However, children who have a statement of Special Educational Needs cannot always be catered for because some support facilities do not exist. If your child is at School Action Plus or above, please contact SCE UK and the school before accepting the posting, to ensure that the school can meet the needs of your child.

The school has a member of staff responsible for SEN, who works in an advisory capacity with colleagues as well as with children.

The school maintains close links with the Area Psychologist, Speech Therapist, Social Workers and the School Medical Team. All such links include the involvement of parents at all stages. All class teachers are tasked with assisting with the identification of children with special needs by means of informed observation and/or diagnostic testing under the direction of the SEN Co-ordinator or Headteacher.

The building has been adapted to cater for the needs of physically disabled children, accommodation is all at ground level and all areas have reasonable access. It is our policy to ensure that no child with a disability is treated less favourably than other children and we urge the parents of such children to help advise the school of any special arrangement which may be necessary.

It is the school's policy to allow all children access to the National Curriculum which may be adapted in content and delivery to cater for individual needs and parents may be assured that SEN provision is a school priority.

Instrumental Tuition

The Education Authority offers instrumental tuition by peripatetic teachers from the local Music Centre for those children with a particular interest or aptitude. Full details of the services on offer are available from the school secretary.

Sporting Activities

The school endeavours to provide as wide a range of sporting activities as possible, particularly for KS2, and enters teams in all inter-school competitive events that are available. This includes participation in German schools' events.

Over the years we have collected more than our fair share of trophies and are proud of the fact that we are the only British school to have won the local German soccer trophy, the "Drumbo Cup".

Extra-curricular Activities/Clubs

A wide range of clubs are available to KS2 children during the Autumn and Spring terms. Clubs available vary from term to term, but sporting, artistic and musical activities are always well represented. Children are dismissed from clubs at approximately 16.00 and parents must make their own arrangements for collection of children. Once children have been dismissed, there is no further supervision provided.

School Uniform

The school uniform has been chosen to be smart, practical and to enable children to feel a sense of belonging.

We would greatly appreciate the support of parents in ensuring that children wear the following clothes to school:

Girls	Boys
School sweatshirt	School sweatshirt
White blouse/polo top	White or grey shirt/polo shirt
Grey skirt/pinafore	Grey trousers/shorts
White socks	White socks
Black shoes	Black shoes
Gingham dress in Summer (blue preferred)	
Black or grey trousers in colder weather (optional)	

We prefer children not to wear trainers to school. If they do, then we ask that they are provided with suitable indoor shoes to change into.

School sweatshirts and polo tops are available for sale from the school secretary.

P.E. Clothing

All children are expected to take part in P.E. and require the appropriate clothing as outlined below:

FS2, KS1 and KS2

Shorts, tee shirt, plimsolls and a drawstring bag in which to keep them. P.E bags can be purchased from the school secretary.

Football boots are required for football club

We ask parents to label all children's clothing and equipment to prevent items being lost.

School Meals

All children are entitled to stay at school for lunch whether it be a school meal or a packed lunch. School meals are of a high standard, are varied, well cooked, well presented and represent good value for money. The contractor, Naafi Support Services (NSS), runs the school meal system.

Payment of School Meals

Payment for school meals is by a smart card. This is issued to a pupil once you have signed up with NSS. The forms required to register with NSS may be obtained from the school secretary, or by contacting NSS directly at their office on Bedford Walk, JHQ.

Snacks

Most children bring some form of snack for morning break-time. We encourage healthy snacks at school and ask that children do not bring sweets to school or drinks in glass containers.

Transport

Official transport is provided to and from off-garrison areas (but not to take the children home after clubs), and on a limited basis on camp. The school has no jurisdiction over transport and enquiries should be directed to the appropriate transport office.

If you wish to change your child's normal home going arrangements please send a letter or telephone the school. We cannot accept verbal messages from children.

Parent Interviews and Reporting to Parents

We regard the home as probably the most important factor influencing a child's education and therefore seek to maintain the closest possible links. Parents are given opportunities to meet their child's class teacher each term and are urged to make full use of these. In addition, parents are regularly invited to various activities in the school, when more informal contact with teachers is welcomed.

A written report is issued at the end of the Summer term and also when your child leaves the school. The results of the Standardised Assessment Tests (SATs) are reported in the Summer term for Year 2 and Year 6.

Parents are urged to contact the school without delay if they have any query or problem concerning their child's education. Nothing is too trivial – if it concerns the child, it concerns us.

Communication with Parents

In addition to the information contained in the school brochure, newsletters will be sent home via the children at least twice per term giving details of particular events. There is also a Parents Notice Board in the entrance area where parents can gain up-to-date information regarding the school.

Complaints Procedure

We see it as a positive duty on the part of the parents and not merely a right, to register any complaints they feel they have against the school. Home/school disputes are rare, and where they have occurred in the past there is no case that has not been amicably settled by parental consultation with either the class teacher or the Headteacher. Where problems do arise, the following procedures are recommended:

a) A problem concerning an individual child/teacher

- i) Parent interview with class teacher

and/or

- ii) Parent interview with Headteacher, at parent's discretion

If no resolution then

- iii) Parent consults either the chairman of the School Governance Committee or the Area Education Officer (or both)
- iv) Parent consults own CO, Welfare Organisation or AEO (SEN/PRI) HQ SCE, HQ UKSG(G), BFPO 40

The vast majority of problems are settled to the satisfaction of all parties by stage (ii)

b) A dispute concerning school policies

- i) Parent interview with headteacher

If no resolution then

- ii) Parent consults a member of the School Governance Committee for advice or has the matter raised in a committee meeting
- iii) If matter not resolved the parent initiates (iii) or (iv) from section (a).

Parents, of course, are not bound to follow the suggested procedures. Clearly it is conceivable that a situation might arise where parents feel that they need advice from some outside body.

The school is not prepared to countenance the discussion of individual children, parents or teachers at a School Governance Committee meeting as this could clearly infringe the rights of any of the aforementioned parties.

(See Education Authority leaflet "What to do when things go wrong" which is available from the school).

School Rules

These are kept to a minimum, the main ones being:

- a) Children are not allowed on the premises before 08.45 hours, nor in the evenings or at weekends.
- b) Jewellery should not be worn: children with pierced ears must wear studs
- c) The school cannot accept responsibility for valuable items and these should not be brought to school.
- d) Children are expected to be punctual in the mornings and are not allowed to leave the school premises without the headteacher's permission.

Clearly it is impossible to have rules covering every eventuality – we expect our children to act with common sense and to have respect for others and for property. The Golden Rules relating to general behaviour and attitude are displayed in the school hall and are reinforced regularly with the children.

Behaviour and Discipline

We aim to foster good manners, respect and responsibility. Rules and consequences of breaking these are agreed for all levels from the classroom to the playground. If consistent or extreme bad behaviour, including bullying, is exhibited by a child then the parents of this child would be invited to the school to discuss the matter. The school tries to provide positive incentives to reward good behaviour and effort by using a system of Golden time, stickers, house points and badges.

Leaving/Transfer Procedures

We ask parents to give as much notice as possible when their child is to transfer to another school. All documentation on each child i.e. education and medical records, is handed to the parents when a child leaves. It is then the responsibility of the parents to hand these documents on to the appropriate authority in the new location. We ask parents to collect the child's leaving documentation from the office on the child's last day at school.

Transfer to Secondary Education

Children transfer to Secondary Education in the September following their 11th birthday. Those children remaining in JHQ transfer to Windsor School. There are transfer procedures in place to make the transition from primary to secondary school as smooth as possible for the children. This includes induction visits to Windsor School.

Absence from School

We ask that parents send a note to school explaining any absence. When a child is to be kept away from school for reasons other than illness, prior permission must be obtained from the Headteacher. Specific forms for this purpose are available from the school office. Parents are urged not to take their children out of school unless such absence cannot be avoided.

Change of Address or Telephone Contact Number

It is essential that the school secretary is notified of any changes to address or contact telephone numbers. There may be times when we have to contact you regarding the welfare of your child.

Medicine in School

As a rule schools are not permitted to administer medicines to children. Medical Centres are aware of this.

On occasions, exceptions to the rule can be made after consultation with the headteacher, but such exceptions will only be made in respect of long term medical conditions e.g. asthma. The school cannot undertake the administration of antibiotics, cough medicines, eye, ear or nose drops etc.

First Aid

Only routine First Aid is given in school for minor injuries such as cuts, scratches etc. If there is any doubt whatever about the extent of any injury sustained in school, the parents are informed without delay. Should a child sustain an injury requiring professional medical attention and we are unable to contact the parents, or if there is a sufficient degree of urgency, the school may contact the medical Centre direct or deliver the child to the Medical Centre for attention. Parents will be informed in writing of any minor injuries/illness occurring during the school day.

Medical Inspections

A pre-school questionnaire is completed at the Medical Centre with a Health Visitor. The School Nurse carries out vision and hearing checks in school during the child's first year of school.

Child Guidance Service

What is it?

The Child Guidance Service consists of a team of staff with various professional skills. They offer a range of services for children with various difficulties. There are four teams in Germany each based at Child Guidance Centres. The address of the centre serving St Andrew's School is:

Child Guidance Centre, HQ SCE, Wegberg, BFPO 40

Who are the staff?

Each child Guidance Centre is staffed by:

- Educational Psychologist
- Social Worker
- Speech Therapist
- Psychiatrist

What do they do?

The staff of the Child Guidance Centre offer help and advice to children, parents and teachers. The types of difficulty dealt with may include;

- Learning difficulties
- Emotional difficulties
- Special Educational need
- Speech and language difficulties
- Behavioural and adjustment difficulties at school or home

Who refers the children to the Child Guidance Service?

Children are referred to the Child Guidance Centre mainly by:

- Schools
- SSAFA
- Parents
- Unit Medical Officers and other medical personnel

When schools, medical personnel and SSAFA refer a child they will first have discussed the child's difficulties with parents, suggested referral and gained the parents' agreement for referral to be made.

Where are the children seen?

Different places are used by different members of staff. The Educational Psychologist will usually see children at school or within the home. If seen at school, parents are invited to attend. Often a joint discussion takes place between parents, teacher and Educational Psychologist.

The Social Worker sees parents and children mainly at home, school or at the Child Guidance Centre. He/she may work with parents, the child or the whole family.

The Speech Therapist sees children mainly in school or at the Child Guidance Centre. The therapy programme is made out jointly by the Speech Therapist and parents to enable the parents to follow it at home. There is also close liaison between the speech therapist and the school.

School Fund

The school maintains a private fund made up mainly of the proceeds from fund raising activities by parents and children. The secretary keeps the account, transactions are authorised by the Headteacher and it is audited by the school's Budget Manager from SCE. Parents are welcome to see the account at any time. The school fund is used mainly to purchase educational items for the children.

Fund Raising Committee

We have a very proactive and enthusiastic Fund Raising Committee in the school. The committee is made up of several parents and new members are always welcome. The committee has been very successful in raising considerable amounts of money, which has been used for various projects directed specifically at the children. If you are interested in joining the Fund Raising Committee, please do not hesitate to contact the school.

School Governance Committee (SGC)

Whilst Service schools do not have governing bodies as such, they do have officially constituted Governance Committee. The School Governance Committee is a forum for the discussion of general educational matters. The committee is made up from representatives of the school, parents, station services and SCE. It meets twice a term and its role is to advise and support the school. Members of the committee and their contact details are listed in the supplement of this booklet and are posted on the Parent's Notice Board in school. Any areas of concern that a parent has can be raised at a SGC meeting by informing one of the members.

Conclusion

We hope that this has answered all the questions that you may have about St Andrew's School. However, if you have any further queries, please do not hesitate to contact us.