

School Personnel 2018-2019

Teachers:

Principal—Micheál Martin
Deputy Principal—Geraldine Cullen
Assistant Principal—Martina Byrne
Jamie Carty
Claire Casey
Helen Cleary
Emma Cosgrave
Dara Cullen
Phillipa Cullen
Sinéad Doyle
Michelle Flynn
Sinéad Fortune
Ciara Gahan
Ceire Goggin
Emer Jordan
Donal Keane
Orla Kelly
Mary Lawlor
Yvonne Miller
Mairéad Moore
Ailse O'Brien
Ann O'Connor
Sinéad O'Rourke
Denise Power

Special Needs Assistants:

Michelle Cave
Susan Evans
Edel O'Brien

Classroom Assistant:

Shauna Cousins

Ancillary Staff:

Caretaker - Stephen Connolly
Secretary - Triona Ennis

Cleaners - Martha Redmond
Mary Sinnott

Parents' Association:

Chairperson: Agnese Kelly
Vice Chairperson: Vicki Joyce
Secretary: Sharon MacKinnon
Treasurer: Eilis Anglim
PRO: Simmi Duffin
BOM Rep: Rachel Fortune

Email: kilmorepa@gmail.com

Board of Management:

Chairperson: Fr Denis Doyle
Secretary: Micheál Martin
Treasurer: Eamonn Dempsey
Committee: Ollie Daly
Ann O'Connor
Rachel Fortune
Fr Jim Doyle
Sr Mary O'Shea

Foreword



Fáilte romhat agus roimh do pháiste.

Starting school will be the first big change in the life of your child. Up to this he/she has felt safe and secure with you in the home and family but now he/she is facing the wider world of classroom and school. This may seem a big step for someone so small but most children manage it without any great fuss or stress - and in fact take to it like ducks to water.

However, it is also a time when parents and teachers should take special care to ensure that the transition from home to school is as smooth as possible. If the child's first experience of school is one of happy involvement, a very good foundation will have been laid for fruitful school years ahead.

It is important too, particularly during the first year that parents understand what the aims of the school are, as many may be expecting too much in the way of academic achievement.

We know from experience that parents are very anxious to help in any way possible. We have, therefore, included some ideas for the home, which should stimulate the child's interest and nurture his/her desire to know more.

With these aims in mind we have put together this little booklet as a general guide for parents. It deals briefly with the period before your child comes to school and his/her introductory stage in Junior Infants.

We trust you will find it helpful and that your child will be happy and fulfilled with us.

Before we begin

School Rules

The basic rules of behaviour in our school are the Golden Rules

Do:

- Be Gentle
- Be kind and helpful
- Be honest
- Work hard
- Look after property
- Listen to people

Don't

- Hurt anyone
- Hurt people's feelings
- Cover up the truth
- Waste time
- Waste or damage things
- Interrupt

We feel Parents will wish to reinforce them and will perhaps wish to use these rules at home. Each child will receive two copies of the Golden Rules, parents will be required to sign one copy and return it to school, and the child will keep the other at home.

Uniform

- Grey skirt/pinafore/trousers
- Light blue shirt/polo/blouse
- Plain navy sweater (no logos)
- Plain grey or navy tracksuit for PE (no logos)
- Plain grey or navy shorts during warm weather
- Runners or Flat shoes (black)

Full school uniform should be worn every day. Please have your child's name on all personal property, including coats and bags. We ask that you send in a note if for some reason your child is not wearing his/her uniform. The school keeps a number of clean uniforms in case of accidents. Classes will be informed which day for P.E. so your child can come to school in tracksuit and trainers.

Coming to and from school

School begins at 9.20am. Please allow adequate time for yourselves in the morning. Children need to eat a healthy breakfast. Only those travelling by bus should apply for a bus ticket on line at www.buseireann.ie. Small children are often intimidated by the school bus, so it's a good idea to drop them and collect them from school for the first few months at least. Your child is only insured on school insurance during school hours. Junior Infants finish at 12.30pm for the first 2 weeks. The Infant school day is over at 2pm. Please collect your child promptly at 2pm, and make sure phone numbers of those who may be picking up your child are sent to the office. The gates at the front yard will be locked at 9.30am and re-opened at 1.50pm, access to the school is via the gate at the staff car park and entrance beside the school office.

Parting Thoughts

Who is the Boss?

Bit by bit your child will get used to the general discipline of the classroom. He/she will get to understand very quickly that in certain important matters an instruction from the teacher must be obeyed promptly and without question.

Teacher and Parent

At the early stages most parents meet the teacher almost daily and this is a very desirable thing. However, if there is something in particular that you would like to discuss you can arrange to meet her/him at a time when you both can have a little peace and quiet.

Easy Does It

There are lots of ideas and suggestions in this little book as to how you can help your child. **We are not advocating that you do ALL of these with him/her in a systematic way.** But if you find from time to time that he/she enjoys a fun approach to certain aspects of learning then we would say – give it a go – but remember **don't over-do it.**

Our Hope

We are offering this Guide to Parents as a little practical help in dealing with the education of their children at the very early stages. We will be very happy if you dip into it from time to time and find something in it of value to you and your child.

Our aim is to ensure that your child/ren are happy in our school. If you have a concern please contact the school, make an appointment and come in and talk to me. Together let us work to recognise your child's worth and achieve your child's full potential.

Yours sincerely

Micheál Martin

Don't discourage left-handedness. If that is his/her definite natural inclination, don't attempt to change it.

He/she may be making capital letters at home even before he/she comes to school. When he/she starts making lower case letters at school you should try to get him/her to practise his/her new system whenever he/she feels like it. Consult the teacher about this.

Other Areas of the Curriculum

The child in junior infants learns a lot through many other activities, which do not need any elaboration here. His/her general development is enhanced through Art & Craft, P.E., Music, SESE, Drama and of course through Religious Education. In regard to the last area its moral and social aspects are covered right through the school day e.g. kindness to others, sharing with them, saying we are sorry, being aware of God through the beauty of nature etc.

The children learn their prayers and bible stories gradually. Again, as in the other areas we referred to already, the child will benefit from practising at home what he/she has learned at school. He can then make his own contribution to the usual family prayers.

Social skills are very important. We encourage good manners at all times, please/thank you, addressing teachers properly, being respectful and courteous to fellow students and teachers. It is important to ask your child whom he/she played with at school and to ensure he/she isn't alone, also encourage mixing rather than being dependent on one friend only. **Rough behaviour is totally discouraged in the playground.**



In the classroom

Be sure and tell the teacher about any problems your child may have.

- Medical illness e.g. asthma, diabetes, cough, cold etc.
- Physical e.g. speech, hearing, eye or co-ordination difficulties.
- Emotional e.g. moving house, bereavement, separation.

Absences

In the event of your child being absent through illness, the class teacher or the Principal should be informed by note on the pupil's return to school. If it is anticipated that the absence will be of lengthy duration, the class teacher or the Principal, should be informed by note as soon as possible. When it is necessary for a pupil to leave school early, a note should be sent to the class teacher. Parents/guardians are asked to call to the office to sign the child out. Any person collecting a child on behalf of the parent/guardian should present written authorisation with a telephone contact number. If your child misses 20 days in any school year the school is obliged to inform the National Educational Welfare Board.

Supervision

The school gates open at 8.55am. No responsibility is taken for children who arrive at school before this time, the children will be supervised until 9.20am. When the grass is wet the children play on the tarmac. Kicking balls is not permitted on the tarmac for reasons of safety. On wet days the children stay in the classrooms and extra supervision is provided. The teacher collects the children from the playground before class and after each break. On wet days the main door of the school will be opened at 8.55am. Pupils will go straight to their classrooms where they will be supervised until 9.20am. All other days they should remain in the yard until the bell rings at 9.20am when a teacher will take them to their classroom.

Parking

The roundabout is for buses only and must be left available for bus parking both morning and afternoon and at 3pm, and school trips/tours. Please ensure the disabled parking space is only used by disabled people, and please leave the space beside it free so the buses can enter the roundabout safely.

Parent/Teacher communication

If you need to speak to your child's teacher please ring the office to make an appointment. If you need to collect your child early please call to the office to sign your child out and a member of staff will get your child from the classroom. Please see our website for more information.

Book Rental Scheme

The school runs a very successful book rental scheme, through which all books and workbooks and photocopying are provided at a much reduced rate than purchasing them in the bookshops. The books will be given out in class when your child starts school and are usually kept in class. An alternative to the Book Rental is the Free Book Grant Scheme that offers assistance with the cost of books for social welfare recipients and those who qualify for 'Back to school footwear and clothing allowance'. Application for the book grant must be accompanied by supporting documentation. Parents are asked to pay towards the cost of copies, stationery, art and crafts materials. This payment is not optional.

Parent—Teacher communication

Any notes will be put in your child's folder/bag. Parent/teacher meetings are held usually in November. You will be sent an appointment time by your child's teacher. However if at any stage you have concerns, please phone the office to make an appointment to see your child's teacher so that adequate supervision of the class may be arranged. The school communicates with the primary carer in situations where parents are living apart.

Parents Association

The Parents Association organise and assist in a number of activities:

Insurance	Sports Day
Halloween disco	Maths for fun
Annual field day	Christmas party
Shared reading	Family quiz/family cycle
Christmas concert refreshments	

Green School Committee

Our Green School Committee is led by Mr Keane. There is a bin in each area to recycle plastic bottles. There are recycling facilities at school glass, newspapers, mobile phones and batteries. Please encourage your child to help at home with preparing for recycling. Children bring home all the waste from their lunches and dispose of it at home. We have recently been awarded our 5th Green Flag based on the theme of 'Biodiversity'.

Voluntary Contribution

Each family is asked to contribute €20 four times per year or €80 to provide for the short fall for the running costs of the school.

Understanding Gaeilge

All children enjoy learning another language besides their own language. They have no difficulty in picking it up because it fascinates them as another code of communication.

They are free of any hang-ups about Irish unless they become aware that the home attitude towards it is not good. **So please be careful that anything you say does not give a negative attitude to your child.**

Getting ready for Writing

Making letters on paper is not easy for the small child. He/she must learn to hold the pencil properly and make regular shapes. His/her hand and finger muscles are only gradually developing at this stage.

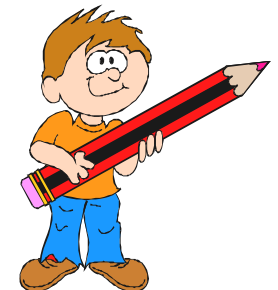
You Can Help...

He/she must develop the ability to get the hand and eye working together. This is very important. Get him/her manipulating toys like:

- Jigsaws, Lego, beads to thread etc
- Plasticene (Marla) to make his/her own shapes
- A colouring book and thick crayons
- Sheets of paper that he/she can cut up with a safe scissors

These activities will build up muscle strength in the child's hands.

When he/she begins to use a pencil make sure that he/she holds it correctly at the start. It will be difficult to change him/her later.



Understanding Maths

First a Word of Warning

Maths for the small child has nothing to do with sums or figures or tables or adding and subtracting. These will all come much later. Maths is really part of the language he/she uses in understanding and talking about certain things in his/her daily experience e.g.

He/she associates certain numbers with particular things – two hands, four wheels, five fingers etc.

Counting – one, two, three, four, etc.

Colours – black, white, red, green, etc.

Prepositions (telling position) and their opposites: over/under, before/after, inside/outside etc.

Matching/Sorting – objects of the same size/colour/texture/shape etc.

Odd One Out – difference in size/colour etc.

Understanding of these concepts comes very quickly for some children. For others it takes a long time. Be patient. You cannot force Maths understanding on a child.

But You Can Help...

In the course of your ordinary daily routine in the home, in the shop, in the neighbourhood you should use suitable opportunities to casually introduce the maths vocabulary referred to above. E.g. How many cakes? The glass is full/empty. We turn left at the lights, setting the table.

The child gets to understand Maths best by handling and investigating and using real objects. This has been his/her natural method of learning since he/she was a baby. This allows him/her to do the learning himself/herself and the final result is well worth it.

Health & Hygiene

Your child will be sharing a room with a large number of children. Close contact with other children is unavoidable, so particular attention should be paid to health and safety.

- Check hair regularly for head lice.
- Children who are sick should not be sent to school.
- Medical screening is offered during the child's time at school, you will be asked to sign a consent in Junior Infants for eye and hearing tests carried out by the school nurse. The HSE will carry out immunisation programmes in the school and will notify you in advance of this taking place.
- A good diet, plenty of sleep, fresh air and exercise are essential for a growing child.
- If a child falls in the playground, the SNA and teacher supervising will care for him/her and bring them inside for first aid if necessary. If something serious happens we will contact you or the child minder. If necessary, you may be asked to collect your child. It is essential that we have a day time contact number.
- We encourage our children to eat healthy food. Our first break is at 11.15am daily. Lunch is at 1.00pm. The children are given time to eat lunch before their breaks. This helps to minimise litter in the yard as well as allowing time to eat lunch before playing.

Community Activities

Hurling/camogie—GAA

Gymnastics

Karate/Kung Fu

Tops/variety concert

Youth Group

Basketball

Football - GAA

Soccer - Kilmore United

Athletics

Irish dancing

Hip hop

Drama

Religion

Scoil Réalt na Mara is a Catholic school. Religious Education and daily classroom prayer are part of the school day. The school respects the values and beliefs of all children.

- Confirmation is celebrated in 6th class
- First Holy Communion & First Confession is celebrated in 2nd Class.

Administration of Medicine to Pupils

No medicines will be administered to children in school by any member of staff (with the exception of children with chronic health conditions e.g. diabetes) If you have any concerns regarding your child's health please discuss his/her needs with the teacher or Triona in the office.

Information Communication Technology

The school's computer room is equipped with 32 PCs all networked and with broadband internet connection. All classrooms, learning support and resource rooms have a computer with broadband internet connection. An internet permission form is required to be filled out and signed on entry to the school acknowledging that a filtering process is engaged to prevent access to inappropriate material.

All classrooms are now equipped with interactive whiteboards, projectors and laptops, and digital cameras to use the most up to date technology to enhance the lives and education of the pupils.

School Completion Programme/D.E.I.S.

The School Completion Programme is an initiative of the Department of Education and Skills to prevent early school leaving and provides funding for the following activities:

- Homework club—3rd to 6th classes, Tuesday to Thursday 3.00-4.30pm—The children who participate make their own toasted sandwich, do homework with the support of two teachers and attend an activity e.g. sport, computers, art etc.
- Rainbows offers support to children who have suffered bereavement through death, separation or divorce. Children are grouped according to needs.
- Personal development/Mentoring Programme/Social Skills offers children the opportunity to work in small groups on a specific behaviour related target. Ms Sharon Murphy facilitates these groups.
- Transition Programme works with 6th class pupils in last term to help them cope with the significant changes as they move into secondary school.

D.E.I.S.

We also participate in this scheme to encourage Social Inclusion. This year we have subsidised gymnastics, Homework clubs and music with funding from this source.

- Choir is taught to pupils of 3rd & 4th classes.
- All classes from 3rd-6th learn glockenspiel initially and then recorder. Pupils from these classes are auditioned for flute, saxophone, clarinet, trumpet, violin and cello. Mr James Warren teaches cello and violin, and Ms Geraldine Mahon teaches wind instruments. Our school orchestra is a proud achievement after ten years of instrument tuition. Orchestra meets on Fridays at 9am for rehearsals.

First Steps in Reading

Ability to read is the foundation for all future progress in our school system. However, learning to read is a gradual process and a lot of preparatory work must be done before a child is introduced to his/her first reader.

We very deliberately do not rush or push children into reading. We get them ready for it over an extended period. Reading is something to be enjoyed. It should never start as a chore for the small child.

You can Help..

Have attractive colourful books in the home. Read him/her a variety of stories from time to time. He/she will get to associate these wonderful tales with books and reading.

You must convey to him/her gradually that books are precious things. They must be minded and handled carefully and put away safely. Look at the pictures with him/her and talk to him/her about what they say.

Read him/her nursery rhymes. He/she will learn them off his/her own bat. Don't try to push him/her. This will help develop an awareness of sound and rhyme, essential for learning to read.

Above all, don't push him/her with his/her early reading. You may turn him/her against it for evermore.

The teacher will judge what rate of progress is best suited to each child.

Sing the alphabet song with your child, so that he/she hears the letters.



Some Important areas of early learning

Developing his/her Command of Spoken Language.

It is important that the child's ability to talk is as advanced as possible. It is through speech that he/she communicates his/her thoughts and feelings, his/her needs and desires, curiosity and wonder. If he/she cannot express these in words he/she will tend to remain silent and will often withdraw from the learning activity of the class. This can be the first sign of difficulty in the school system and must be remedied, if at all possible. That is why a lot of attention is given to language development in the first years of school. Early intervention can bring about positive changes for the benefit of your child.

You Can Help....

Talk to your child naturally and casually about things of interest that you or he/she may be doing at home, in the shop, in the car, etc. Remember that all the time he/she is absorbing the language they hear about them. It takes him/her a while to make it his/her own, and to use it for his/her own needs.

Try to make time to listen when he/she wants to tell you something that is important to him/her. But don't always make him/her the centre of attention.

Answer his/her genuine questions with patience and in an adequate way. Always nurture his/her sense of curiosity and wonder.

Introduce him/her gently to the ideas of why? How? When? Where? If? etc. These demand more advanced language structures.

He/she will have his/her own particular favourite stories that he/she never tires of hearing. Repeat them over and over again and gradually get him/her to tell them to you.

Social, Personal and Health Education (SPHE)

The SPHE curriculum promotes interpersonal development by helping children to recognise, understand and accept themselves as unique individuals who feel valued and loved. It provides particular opportunities to nurture self-worth and self-confidence, helping the child to set and assess his/her own goals and to be able to manage his/her own behaviour. The 3 programmes included are: -

- Walk tall—every class level
- Stay safe—Senior Infants, 2nd, 4th 6th
- R.S.E. (Relationship & Sexuality Education) - every class level as well as lessons on Road Safety, Water Safety, Fire Safety & Farm Safety

The aims of SPHE are:

- To promote the personal development and well-being of the child.
- To foster in the child a sense of care and respect for him/herself and others and an appreciation of the dignity of every human being.
- To promote the health of the child and provide a foundation for healthy living in all its aspects.
- To enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future.
- To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life.
- To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.
- To enable the child to develop skills to protect him/herself in bullying situations.

School calendar

A school calendar detailing any known holidays or closures is provided for each family at the beginning of the school year. Families will be informed of other closures via the school newsletter and on our [website](#)

Preparing for school

In June all parents whose children are enrolled for the following September are invited to meet the staff who will be directly involved with the Junior Infants: Principal, class teachers, and classroom assistant. This gives parents an opportunity to see the Infant classroom, hear about the Infant programme and ask questions. The Headstart Programme provides each child with an experience of pre-reading and pre-writing activities, stories and rhymes and learning in everyday activities.

Children are natural learners. They have an inbuilt curiosity and an eagerness to know more about everything – about themselves, about others and about the world around them. And they learn fast – but only when they are ready and their interest is aroused.

Because they come to us so young we must guard against putting pressure on them to learn what they are not yet ready for. Demanding too much too soon can switch a child off completely. At the same time we must cultivate readiness so that they can get moving as soon as possible.

Our first year in school therefore, is mainly about settling in, relating to others, making friends, feeling happy and gradually getting used to the routine of the school. On the learning side the emphasis is on getting children ready for learning by –

- Developing their **oral language** and expression.
- **Sharpening their senses**, especially seeing, hearing and touching.
- Developing **physical co-ordination** especially of hand and fingers.
- Extending their **concentration span** and getting them to **listen attentively**.
- Learning through **play** – the most enjoyable and effective way.
- **Co-operating** with the teacher and other children.
- Performing **tasks by themselves**.
- **Working with others** and sharing with them.
- Teaching each child to **accept the general order**, which is necessary for the class to work well.

Before your child starts

You should ensure that he/she is **as independent as possible** - physically, emotionally and socially. If he can look after him/herself in these areas he/she will feel secure and confident and settle in readily.

It would help greatly if he/she is able to-

- Take off and put on their jumper.
- **Button and unbutton his/her coat** and hang it up.
- **Use the toilet without help** and manage pants buttons and fasteners.
- Also **encourage personal hygiene** and cleanliness. Your child should know to flush the toilet and wash his/her hands, without having to be told, or helped.

Handling the Upset Child

In spite of the best efforts of both teacher and parents a small number of children will still become upset. If your child happens to be one of them don't panic. Patience and perseverance can work wonders.

A Word of Advice

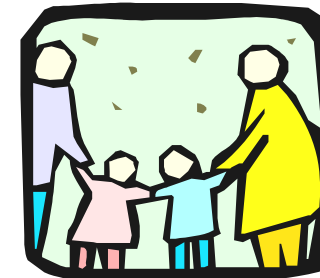
Trust the teacher. He/She is experienced and resourceful and is used to coping with all kinds of starting-off problems.

Try not to show any outward signs of your own distress. Sometimes the parents are more upset than the child and are the main cause of his/her anxiety.

When you have reassured him/her, leave as soon as possible. The teacher can distract and humour him/her more easily when you are not around.

Check back discreetly in a short while. You will invariably find that calm has been restored.

You must be firm from the start. Even if a child is upset you must insist that he/she stay for a short time, even ten minutes. He/she must never feel that he/she is winning the psychological battle of wills.



Arriving / Going Home

Get him/her into the habit of being in good time for school from the beginning, school begins at 9.20am. Mid-morning break: 11.15am to 11.25am, lunch break 1.00pm-1.30pm. Children need plenty of rest after the effort and excitement of a day at school. You should ensure that he/she gets to bed early and has a good night's sleep.

When he/she has settled in and hopefully, looks upon school as a "home from home" do continue to show interest in his/her daily adventures.

If his/her progress is slow do not compare him/her adversely with other children while he/she is listening. **Loss of self-esteem can be very damaging to him/her.**

Be sure to **collect him/her on time.** Children can become very upset if they feel they are forgotten. (see times below)

If at any time the collecting routine has to be changed ensure you tell the child and the teacher.

Please ensure that your child only watches programmes and play games appropriate to his/her age, and that you restrict their viewing to an appropriate time allowance to allow enough time for creative play, language development, socialisation etc.

All infants will be going home at 2 o'clock (Junior Infants finish at 12.30pm for the first 2 weeks.



- Use his/her tissue when necessary.
- **Share** toys and playthings with others and "take turns".
- **Tidy up** and put away his/her playthings.
- Remain contentedly for a few hours in the home of a relation, friend or neighbour. If he/her had this experience, then separation from his/her parents when he/she starts school will not cause him/her any great anxiety.

Preparing for the 'Big Day'

The child's first day at school is a day to remember for the rest of his/her life. **You can help to make it a really happy one for him/her.**

Tell him/her about school beforehand, casually, and talk about it as a happy place where there will be a big welcome for him/her and he/she will meet new friends.

Don't use school or the teacher as a threat. A negative comment, though said light-heartedly can make some children very apprehensive.

During the Headstart Programme, you and your child will have an opportunity to visit his/her new classroom, meet the teacher, see the toilets etc.

He/she will like to have **his/her new uniform and his/her new bag** when he/she begins. These help him/her identify more readily with the school and other children. Please make sure the schoolbag will be large enough to accommodate A4 sized workbooks etc.

Please provide Velcro fasteners on footwear, elasticated trousers rather than zips or buttons.

If you choose to provide your child's own lunch rather than avail of the free lunch scheme, please observe the guidelines in the following section.

All books/copies must be marked with your child's name and books should be covered. Your child will only feel important if he/she has something in his/her school bag, so perhaps you could buy a copy or colouring book for him/her, which he/she could use at home.

The Big Day

Coming in...

When you arrive at the classroom, **be as casual as you can**. He/she will meet the teacher and the other children and will be shown his/her chair.

Hopefully he/she will be absorbed in his/her new surroundings. So having assured him/her you will be back to collect him/her, wish him/her goodbye and **make your getaway without delay**.

Packed Lunches

Lunch is an important meal for school going children. It should provide one third of their recommended daily allowance of nutrients without being high in fat, sugar or salt. It should also provide dietary fibre (roughage). Our school has been involved in a scheme for the past few years which **provides a lunch to each child in the school, the cost of which is covered by the Dept of Social and Family Affairs**. If we continue to be included in this funded scheme, you will be provided with a menu from which you select your child's choices. You may choose to provide a lunch from home for your child alternatively. Please use plastic bottles (non-spill) or cartons and containers your child can easily open and close.

The **traditional packed lunch of milk/water and sandwiches is under attack from a range of convenience foods** like crisps, sweets, biscuits, chocolate and soft drinks. Parents and teachers are concerned about this trend but some find it difficult to come up with popular healthy alternatives. We will **ask you to encourage a healthy lunch right from the start**. Also, please, only give your child something you feel he/she can easily manage to unwrap and eat. On Fridays your child can bring in a small treat, e.g. a mini chocolate bar (but please, no fizzy drinks).



The following guide is designed to help you provide quick, appetising, and nutritious lunches for your child.

Bread & Alternatives

Bread or rolls, preferably wholemeal.
Rice – wholegrain.
Pasta – wholegrain.
Potato Salad.
Wholemeal Scones.

Savouries

Lean Meat.
Chicken/Turkey.
Tinned Fish e.g. tuna/sardines.
Cheese, including Edam, blarney, cottage.
Quiche.
Pizza.

Fruit & Vegetables

Apples, Banana, Peach, Plum, Pineapple cubes, Mandarins, Orange segments, Grapes, Fruit Salad, Dried fruit, Tomato, Cucumber, Sweetcorn, Coleslaw, Celery.

Drinks

Milk, including low fat.
Fruit juices.
Diluted squash drinks.
Homemade soup
Yoghurt.



Start with the Basics

A healthy packed lunch should contain bread or an alternative, a savoury filling which provides protein, a suitable drink and some fruit and/or vegetables