

**PINKIE PARENTS
MONDAY, 27 FEBRUARY 2023 AT 7 PM
PINKIE ST PETERS SCHOOL**

Present:

Pamela Grant (Chair)
Gaynor Ross (Vice Chair)
Stephanie Ng (Clerk)
Wendy Barber (Treasurer)
Morgan Scott
Marie Hartley
Suzy Falconer
Dan Jardine
Clare Morley
Doug Broadley
Carol Brown
Cllr Ruaridh Bennett
Cllr Andy Forrest

Staff in Attendance:

Colette Bonnar (Head Teacher)
Helen Gordon (Depute Head Teacher)

Children in Attendance:

CH (P7b)
ZL (P5c)

Guest Speaker:

Gail Preston (Head Teacher of Rosehill High School)

Apologies:

Hayley Stewart-Forbes
Sarah Ward
Bex Richmond
Pete Duncan
Cllr Shona McIntosh

1. Welcome and Apologies

1.1 Pamela welcomed everyone to the meeting and apologies above, were noted.

2. Matters Arising From Previous Meeting

2.1 Stephanie invited Louise Proven to the Pinkie Parents meeting, but she was unable to attend this time. She send a written report which will be read out by Gaynor later on, under point 5 “Extension Update”.

2.2 Mrs Colette Bonnar will meet with Louise soon and discuss the bike shelter funding and the playground equipment. **(Action: Colette)**

2.3 The digital recordings by Stephen Graham will no longer be uploaded as they can only stay on Google for so many days. However, a new writing approach will be looked at soon which will supersede it.

2.4 Hayley has managed to get six teams signed up for the EMF as well as Dan running the whole marathon. There will be a group just giving page set up shortly. Pamela will cover more about the EMF under point 8 “Fundraising”.

3. SIP - Rights Respecting School Group - Helen Gordon, CH and ZL

3.1 The rights respecting school group have regular meetings where they discuss the children’s right to education, right to play, and the right to keep safe. Suzanne Gilhooley, one of the parents in the school, comes along when she can to help out as she was involved in the process at the school in which she teaches. She gives lots of support and pinpoints areas that need awareness.

3.2 There are 7 children who are members of the Rights Respecting School Group, and 2 (CH and ZL) were present at the meeting.

3.3 Being a Rights Respecting school is part of the SIP (School Improvement Plan), and every school in Scotland has to be on course to achieve this title. The Scottish government is paying for every school in Scotland to be involved.

3.4 In previous years a survey went out to all teachers and pupils to find out where they thought the school was on the journey to becoming a Rights Respecting School. The results which came in were colour coded in red, amber or green to show where the school is on the journey, and to prioritise areas of development. This then became the action plan to work towards the silver award. This action plan was handed in to Right Respecting Schools at the beginning of the term.

3.5 The bronze award is primarily a planning stage for the silver award.

3.6 The action plan will be shared more with parents and the school community to raise awareness and so everyone knows what it is. That is why CH and ZL came to the meeting.

3.7 The action plan is to achieve the silver award before the end of the academic year. Please see attachment 1 for the silver action plan.

3.8 There are three strands to be implemented: Teaching and learning about rights, teaching and learning through rights, and teaching and learning for rights.

3.9 To teach and learn about rights the teachers share in classrooms what the rights of a child are. This is currently an amber/green area.

3.10 Some ideas to develop teaching and learning through rights is to put an idea box outside the school for suggestions from the school community, sharing at the World Book Day assembly to build awareness of the Rights Respecting School Award and to get the language out there, newsletters, general assemblies and a “friendship bench” in the playground.

3.11 The children in the Rights Respecting School group are actively involved in teaching learning for rights by taking on actions and creating things to do to get these actions ticked off. This is currently a red area.

3.12 The group meets weekly and they come up with ideas together, as well as collecting ideas from their classes.

3.13 All the children have taken action on “Upholding Rights” as many children do not feel that they are that involved.

3.14 The children have been involved in promoting rights on a local and global scale by engaging in national and global issues by watching newsround, collecting for food banks and uniform banks and through assemblies and classes. Classes also attend RRS assemblies by East Lothian Council.

3.15 It was suggested to share the RRS document and explain how it links in day to day. It is already mentioned in newsletters, but it would be good to educate the parent body more on it, maybe at parents consultations with a notice board and conversations or linking to it on the school website. Other schools have a Rights Respecting School banner outside, and it would be good for Pinkie to also get their award recognised.

3.16 Here is the website on becoming a Rights Respecting School for more information: <https://www.unicef.org.uk/rights-respecting-schools/>

4. Head Teacher’s Report

4.1 Mrs Colette Bonnar gave her report and updated the meeting on a number of issues.

Newsletter

4.2 The school newsletter will now be sent out monthly instead of termly. This is to ensure everything remains more in date.

Parent Consultations

4.3 New industrial action is due to take place on one of the dates for parent consultations. It is proposed to do the consultations on the 14th and 16th of March instead and a communication will be sent out about this.

Class Organisation

4.4 More information will be forthcoming about what a composite class is and how they work. Class organisations come from the central team and the school will share more information and answer questions once they know what this will look like.

Positive Relationships / Behaviour

4.5 Consultations to stakeholders will take place on positive relationships and what it looks like.

4.6 There is currently a big push on “Above and Beyond” and it is important to make sure this is celebrated.

In Service Day

4.7 The staff all undertook fire training on the in-service day. This is done every 3 years. It was a good session which resulted in more awareness and some de-cluttering to make sure all was in line with health and safety guidelines.

4.8 The staff undertook a moderation exercise with Wallyford Primary School on writing. The staff at Pinkie showed the staff at Wallyford what they have done and where they are in their writing approach, as well as how Pinkie moderate pieces of writing for attainment. It was great to collaborate with teachers and branch out.

Transition

4.9 Mrs Gail Preston is present at the meeting tonight to give an update on the Wallyford Learning Campus.

4.10 Miss Scarlett Palmer has regular discussions with Mrs Gail Preston, and soon some groups will be visiting the new high school.

Staffing

4.11 A post to cover Miss Scarlett Palmer’s maternity leave has gone live and the recruitment process has started.

4.12 There is currently a vacancy for a teacher for p2b.

Industrial Action

4.13 Communication has gone out for information on the strike which will take place on 28th February and 1st March.

4.14 More industrial action is planned for the 15th and 17th March.

5. Extension Update

5.1 Louise Proven sent a report to update Pinkie Parents on the extension. This was read out by Gaynor.

5.2 The report is as follows:

Pinkie St Peters New Nursery and Gym Project update 27.02.23

The anticipated completion date for the Sports Hall and the Nursery is **22nd June 2023**

Generally this on programme – some areas are ahead of programme and some behind, but in balance the Contractor is on programme.
The only real area of concern is resolving the Scottish Water application to allow the Contractor to complete the new junction and access road. However, we should have an answer on this by the end of next week.

Sports Hall

- Brick and Block to sports hall is complete.
- Roof to sports hall is complete.
- Monodraught units to the sports hall roof have been installed.
- Cladding to the sports hall has commenced.
- M&E 1st fix to sports hall has commenced.
 - Power / data containment
 - Heating pipework.
 - (Linking of services between Nursery & Sports Hall)
- Linit glazing to sports hall is planned for installation mid march following completion of cladding.
- Curtain walling and doors to sports hall are planned for mid march (in fabrication at present)
- Perimeter access Scaffold strip complete.
- Groundworkers are remobilising to complete drainage works.
- Tar to sports hall area is planned for installation during the first week of the Easter Holidays.
 - The intention on completion of the tar is to shrink the compound fencing and open up the majority of the playground for the pupils returning after the Easter break.

Nursery

- Perimeter access scaffold complete.
- Block work to plant room complete.
- Steelwork complete.
- Timber kit.
 - External walls complete
 - Flat Roof complete
 - Pitched Roof trusses commenced.
 - Mezzanine deck complete
- Planned works in next period.
 - Curtain walling and doors.
 - Bauder roof to flat roof area
 - Kalzip roof to pitched roofs.
 - Kalzip cladding.
 - Facing brick
 - M&E 1st fix
 - Breakthroughs to existing building.

Courtyard

- Concrete repairs and strengthening works are complete.
- New screens are being fabricated at present. Awaiting confirmation of material delivery, which will allow the Contractor to liaise with the Head Teacher for access to undertake the works.

5.3 The playground has not been mentioned, and this needs to be highlighted and pushed forward as the parent council is very conscious of the building work getting finished and the playground not getting done. There should be parental involvement in the planning of new playground facilities, and it needs to be made clear how this can be done, in line with the new Playground Initiative Policy.

5.4 There was a new policy issued in December by ELC regarding Parent council involvement in projects such as playground equipment. It changes how things should be managed.

5.5 Councillor Andy Forrest said that the parent body can get involved but can't purchase. The parent council will raise the money and then hand over to Mrs Colette Bonnar who submits the business plan to Facilities and then looks at contractors. This means the playground equipment is bought and looked after by the school and the council.

5.6 The policy states that an up front installation cost and a cost to remove equipment at "end of life" will take place, but it is hard to budget this as the cost for removing equipment in maybe ten years time isn't known.

5.7 The Senior Leadership team are concerned with the extra supervision needed for having playground equipment, and how this will be managed.

5.8 Pinkie St Peter's can't lock their playground, and any equipment there will be used by the general public.

5.9 It was suggested to use any money raised from the marathon fundraiser for playground equipment. A tiered budget system would be needed, so that there is a goal in place and the whole project becomes more fundable. There is already £700-£800 set aside for this purpose.

5.10 Mrs Colette Bonnar will arrange a meeting with Louise to discuss the playground, potentially next week. She will then update the parent council on the outcome.

5.11 The children need to be involved in the planning for the playground. They have a right to play and there is so much that can be done to give them more variety and inspiration to use their imaginations.

5.12 The mounds of dirt are being kept to make a bike track in between the playing fields. Mrs Colette Bonnar confirmed the bike track could be used by children during break and lunch times. Concerns were raised regarding the safety around this.

5.13 The area in front of the nursery will be landscaped and there will be discussions taking place to plan this.

5.14 The material used for the new open plan nursery was carefully planned and designed to make sure the acoustics will be fine.

5.15 Councillor Andy Forrest has sent an email to find out what is happening at the front entrance of the school.

5.16 There is mud everywhere on the school fields, and the children are using the new astro turf at playtimes to avoid this.

6. Wallyford Learning Campus Update - Gail Preston

6.1 Mrs Gail Preston, who is the head teacher Wallyford Learning Campus, gave a presentation to update Pinkie Parents on the progress on the new high school. The presentation can be found in attachment 2.

6.2 A statement from East Lothian Council came out today to announce that the new high school situated within Wallyford Learning Campus will be called Rosehill High School. Here is a link to explain the name and why it was chosen:https://www.eastlothian.gov.uk/news/article/14006/rosehill_high_school_named?utm_source=Twitter&utm_medium=social&utm_campaign=Orlo

6.3 Choosing the school emblems is next to do, which will be exciting.

6.4 There are so many people involved and so much going on within East Lothian Council in creating this new learning campus.

6.5 The schedule is set to mid July to start work on the “safer routes to school”. Work will be focused on widening The Loan as this is seen as the preferred path and not The Drift. This needs to be explored fully as it would mean the children potentially crossing a 40mph road to access the Loan.

6.6 Mrs Gail Preston took a walk with the community police officer on the drift path and thought about her own daughter using it. It was deemed not a safe option with no adults present, as it can be a hot spot for trouble. However, they will keep an eye on it as there is finance going in to look at the different options/routes available.

6.7 Buses will also be looked at, but they won't go all the way to high school although some will go to the roundabout. However, walking should be encouraged.

6.8 Then routes could shift overtime due to the school population, and what works for families.

6.9 It is easier to see the routes visually, but as the plans are sitting with Planning they can't yet be shown.

6.10 Mrs Preston was asked whether the first time new pupils would visit Rosehill would be on the first day of the August term. Mrs Preston said that there were some provisional plans in place but she was not able to say more at this stage.

6.11 In the future the transition events will match those with the other secondary schools in East Lothian with information evenings and parents visiting the school with their children.

6.12 Twilight tours of Rosehill High School will take place for some people.

6.13 It is important to get everything right now for the children, so that it will also be right for the children who will attend in the future.

7. Treasurer's Update

7.1 The opening bank balance is £3,409.53

7.2 The income is as follows:
£27 from East Lothian Lottery
£26.82 from Easy Fundraising

7.3 There was no expenditure

7.4 The closing balance is £3,463.35

8. Fundraising Update

8.1 There are opportunities for people to help with marshalling at the EMF. The roles are from 7am - 6pm and each person will make £22 for Pinkie Parents. A team could be built up, and then they could take part in other marshalling opportunities once trained. This will be advertised, and some people may enjoy this.

8.2 There will be a call out for volunteers to help run the marathon stall in shifts. The stall won't be in the charity village like last year, but hopefully where it was originally (near the finish line.) A gazebo is not allowed because of health and safety reasons.

8.3 The JustGiving page will be advertised once up and running.

8.4 The card machine was hit and miss last year due to loss of signal, and people tend not to carry cash around. Dan Jardine mentioned that there was an app available to allow people to pay on their phone and he will look into this. (**Action: Dan**)

8.5 There are no other fundraising events planned, so this is Pinkie Parent's main focus to raise money for the playground equipment.

8.6 One more runner is needed for the relay, and this is for the last leg - the "glory leg".

9. New Office Bearers / Structure of Parent Council

9.1 Pamela has spoken to Colette, but not yet to Leanne at the council to say that there are no successors for Pamela, Gaynor or Wendy, although Dan Jardine has shown a little interest.

9.2 The structure will be looked at with the possibility of breaking down the responsibilities. Sub committees could work instead to cover areas such as fundraising, SIP, social media and recruitment. This could particularly be helpful for those who can't commit due to childcare. It would also mean the regular core attendees can get more involved.

9.3 Pamela and Gaynor are willing to stay on as chair and vice-chair until the end of term so they can do the marathon fundraiser.

9.4 Another option is to have co chairs and co vice-chairs so it is less overwhelming.

9.5 It was suggested to have "Class Reps" again.

9.6 It might be a good idea to have something at parents evening to show what the parent council does, and what it fundraises for (P7 hoodies, Halloween disco etc). This would be particularly helpful to P1 parents.

9.7 A meeting needs to be set up before the AGM in April to look at the options, and to check if approval is needed to a change in the structure of the parent council. If the constitution needs to be changed it is up to us to change it, but this is routinely done during the AGM.

10. Any other Business

10.1 Pamela had a meeting with the other chairs from the Musselburgh primary school cluster and Musselburgh Grammar School to hear about an opportunity where the parent councils can use charitable status to apply for grants under Musselburgh East Community Learning Centre (MECA). This will sit aside the parent council and will feedback to it. This could maybe be used for a librarian.

10.2 A huge thank you to Clare Morley for her work on keeping the library tidy and sorted. It is a slow and steady process, with lots of plans, but it is feeling sustainable. It is discussed at staff meetings on how keep the library looking nice.

10.3 There are enough books donated to the book swap for every child to take one home on World Book Day.

10.4 Mrs Dixon will do a stall alongside credit union on parents evening to talk about saving for the P7 residential to Benmore. It was suggested to also have some P7's present to help with this.

11. Next Meeting

11.1 The next meeting date is Monday 24th April. This will be the AGM.

Attachment 1: Silver Award Plan for Rights Respecting School Award

ACTION PLAN FOR SILVER



We recognise that children and young people's capacity is age and ability dependent and cannot always be demonstrated, particularly in nursery and additional needs settings. In all contexts the principles of equality, dignity, respect, non-discrimination and participation should be 'visible around the school' and be understood and spoken about by adults.

School name	Pinkie St Peter's Primary School
Local Authority	East Lothian Council
Headteacher	Mrs Colette Bonnar
RRSA coordinator	Mrs Helen Gordon
Date	13/10/22

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child well-being, school improvement, global justice and sustainable living.

OUTCOME	AT SILVER	RAG	ACTIONS – WHAT, WHO, WHEN
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.	Many children and young people are familiar with a number of Articles of the CRC and can talk about the rights they enjoy.		<ul style="list-style-type: none"> Teachers during relevant lessons where there are opportunities link to the UNCRC e.g. HWB, Social studies and RME. Teachers to use the blue print to link with rights as appropriate (DHT to highlight opportunities for links through leaders of learning sharing CATs) DHT to send to all staff Right of the week to raise awareness, use in lessons where relevant and increase the use of rights respecting language RRS Group introduce assemblies once a term All classes provided with link to East Lothian RRS Assemblies that take place virtually
	Many children and young people know rights are universal and unconditional; the CRC applies to all children and young people everywhere, all the time.		
	Many children and young people demonstrate an awareness of where and why some children may not be able to access their rights.		







	<p>Adults and the wider school community know about and understand the CRC.</p>		<p>weekly –many staff using already https://sites.google.com/edubuzz.org/eastlothianeduhub/caring-relationships/uncrc-and-rights-respecting-schools-award/rights-respecting-assemblies</p> <ul style="list-style-type: none"> • A RRS section is updated in each whole school newsletter termly • A RRS noticed board in school to be updated regularly • DHT to meet RRS group weekly to action everything we need to do to obtain the silver award • Put a Rights Respecting School Page up on the web site.
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STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes well-being.

OUTCOME	AT SILVER	RAG	ACTIONS – WHAT, WHO, WHEN
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the</p>	<p>Many children and young people are able to explain how school facilitates them to enjoy a range of their rights.</p>		<ul style="list-style-type: none"> • Where there are opportunities in learning for links to be made with the rights links are

Action Plan for Silver

<p>International Convention on the Rights of the Child.</p>	<p>Many children and young people and adults describe how they and others act to create a rights respecting environment.</p>	
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Many children and young people speak with confidence about how positive relationships are encouraged.</p>	
	<p>Rights are used to clarify moral developments and consider rights respecting solutions.</p>	
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Many children and young people say they feel in a safe environment at school and can describe how their actions and those of others contribute to this.</p>	
	<p>Many children can describe what they would do / who they would speak to if, for any reason, they did not feel safe.</p>	
<p>5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>Many children can describe how the school supports them with their health, social and emotional needs.</p>	

- links to be made with the rights links are planned, spoken about with children and acted on to allow children to learn about, through and for rights.(DHT to optimise opportunities with staff through Learn Share time.)
- RRS Group look for opportunities to highlight rights through school year calendar sharing in assemblies
 - RRS group add ideas box to their display to hear ideas and suggestions from school community
 - Forrest School is an intervention our school has begun supporting children to develop positive relationships
 - Our school delivers the curriculum through nurturing principles and will link to the rights where relevant
 - Teachers should use the UNCRC and link learning to this where relevant including e.g. during debates and moral discussions and encourage children at all times to consider solutions through rights respecting principles
 - Links to Rights sought and planned for in all curricular areas where relevant (Raise focus for staff through Leaders of Learning-Learn Share opportunities)
 - RRG put publications together to send to families and wider community detailing what they are doing to promote a safe environment for children at school

6. Children and young people are included and are valued as individuals.	Many children and young people can describe they feel included and valued at school and can describe how their actions and those of others contribute to this.	
7. Children and young people value education and are involved in making decisions about their education.	Many children and young people speak positively of school and of their learning. The school can demonstrate broadly positive attitudes to school by the children for example through attendance data and questionnaire feedback.	
	Many adults explain how rights respecting language shapes a positive learning environment.	

for children at school.

- Staff through stage and staff meets will be able to explain how they are promoting a positive learning environment using the language of Rights Respecting
- There will be time for discussion around RRS in staff and stage meets.
- Assemblies
- Places children can go in the playground for a friends bench
- Newsletters
- Twitter
- RRS Champions
- Children set their own targets in learning every term through their google classroom which is then shared with parents/carers
- RRS Group plan ways to make sure the whole school community including lunch playground

Many pupils understand and can talk about the role they have in their learning.

school community including lunch, playground, kitchen, janitorial and support staff are included ensuring they too are able to talk about how rights respecting language shapes our learning environment.

- We have made as a whole school and displayed a playground and dining hall charter linked to the rights and are regularly referring to them day to day
- We will publish a family friendly version of the Action Plan on our website and in our school buildingso the community knows about our work and can talk about it
- Floor books are introduced across every class in the school to promote pupil voice and children having the opportunity to lead their learning

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.

OUTCOME	AT SILVER	RAG	ACTIONS – WHAT, WHO, WHEN
8. Children and young people know that their views are taken seriously.	Many children, young people and adults describe how young people can express their opinions and have been involved in decisions about their life in school.		<ul style="list-style-type: none"> • Floor books in all classes to reference RRS • Teachers looking for opportunities in planning to uphold RRS and allow children to explore local and global issues • RRS group collate work done in classes to

<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Many children and young people have been involved in a range of activities to promote children and young people's rights on a local and global scale.</p>		<p>demonstrate whole school commitment to RRS</p> <ul style="list-style-type: none"> • RRS Group to support RRS work in classes by sharing at assemblies, sharing possible themes and Rights of the week. DHT to take responsibility of sending right of the week to all staff. • Children's needs are being met in many ways in our school including involvement of Golden Grey Sports to encourage good health and wellbeing. This is a new initiative and will effect positive change for children involved. • Children engage in national and global issues through e.g. news round, topics, visits, local food bank contributions, uniform bank. Staff will be directed to making more links with rights as relevant through Leaders of Learning Learn Share. • Work with parents to support RRS Group (Mrs Gilhooley already supported in one of he meets)
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Wallyford Learning Campus Updates: Pinkie Parent Council

February 2023

Ongoing communication

- It's all about the HT updates- thank you for engaging 😊
- The website continues to develop edubuzz.org/wallyfordlc
- We have a draft school roll (still some flux), which will make direct communication easier
- Queries to WLCTransitions@edubuzz.org
- 'Meet the SLT' 16th March, 7pm

Parent engagement

- Over 330 responses across the four Google surveys issued earlier this term
- Dress code- draft guidance shared via the HT update (summary info on the website), senior phase still to be considered
- School name and House names- school name proposal currently with local councillors, final House name choices to follow
- Vision and values- finalisation as part of the first Parent Engagement Group discussion (summary info on the website)
- Please join the Parent Engagement group if you can- August 2023 pupils only at this stage

Pupil voice

- As with the parents, a huge response to Google surveys from young people, with almost 350 responses across the 4 surveys
- Pupil voice involvement in recruitment through panels, and devising interview questions
- Mr Valentine will lead on groups focusing on ways of being/ character education (respect, kindness, friendship)
- Mrs Stewart-Young will lead on groups focusing on learning experiences (life skills, fun, challenge)

Staffing

- All SLT members confirmed
- Business Manager 27/02/23, others across March/April
- All Curriculum Leader roles with preferred candidates identified
- Summer term will have three key strands: professional learning (policies and procedures), curriculum development and transition
- Class teacher jobs going out in two tranches- first tranche currently open, second tranche coming through (interviews March/April)
- Significant interest on social media, even in shortage subjects
- Support staff in line with exceptional needs funding

Curriculum

- Continuing to work with Education Scotland on Curriculum Innovation
- All S2 young people have now been able to select Personal Pathways for S3, with Sport and Health proving particularly popular but good representation across all options
- Curriculum mapping to be undertaken by the full team in term 3
- Research and identification of good practice ongoing around areas such as interdisciplinary learning, Learning for Sustainability, and outdoor learning
- My World Programme (including Homeroom programme) e.g. Monday motivation, Wellbeing Wednesday; financial literacy, global citizenship

Transition

- S2 and S3 class lists under construction, S1 next (Homeroom class/form class/practical class, all within a House)
- DHTs allocated for each House will take the lead in terms of CPMs and supporting any young people with multi-agency involvement
- Neil Valentine and the incoming CL for Support for Learning will develop an enhanced transition programme for mainstream pupils who require this
- Sarah Fleming will lead on transitions for those attending The Brae
- All three year groups are transitioning and draft programmes have been agreed
- P7- two sessions from each Curriculum Leader (one in person, one online, 12 in total), plus SfL as required, plus SLT input on vision, values etc.
- S1 and S2: 6-8 sessions in total, focusing on culture, ethos and 'ways of being'

The building itself

- Still on schedule for handover date of 8th June
- Safer routes to school on schedule (mid July)
- ELC procurement moving at pace
- IT procurement moving at pace
- Last visit- flooring, paintwork, kitchens going in
- Next visit with Chief Exec, Director etc.- look for photos of the build on Twitter!
- @MsPrestonHT
- @WallyfordLC