

PUBLIC



Mossvale Primary School ELCC

School Improvement Plan

2026/27

Planning framework

As part of Children's Services, Mossvale Primary School has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult Children to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all Children, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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Our Vision, Values and Aims

Vision: All children to be the best they can be!

Values: Positivity Respect Integrity Determination Equality
Take **PRIDE** in ourselves, our school and our community

Aims:

- To provide a positive and caring environment where everyone follows our values and are encouraged to do their best.
- To give children, parents and staff a strong voice which is always valued.
- To achieve the best outcomes for pupils and equip them with skills required to lead an active, healthy lifestyle with positive relationships.
- To actively involve children in their learning, encourage ambition and celebrate their achievements.

Who did we consult?

To identify our priorities for improvement, we sought the views of Staff, Pupils, Parents and Carers and our Community Partners. We also reflected on our HMIE Inspection report from January 2025 and Care Inspectorate report and requirements. We used a variety of methods of getting the views of those who are involved in the life and work of Mossvale Early Learning and Childcare Centre (ELCC) such as:

- Staff, parent/carer and partner surveys and questionnaires
- Professional discussions during staff meetings, collegiate sessions and in-service days
- Feedback from visitors and partners, including our Educational Psychologist
- Family engagement events, including daytime and late afternoon sessions, Parent Learning Together events and the annual nursery trip, planned to accommodate a range of family circumstances and working patterns
- Child voice activities, including pupil focus groups and consultation during learning experiences and family events
- Ongoing communication and feedback through digital platforms such as Seesaw
- Consideration of children's rights through the United Nations Convention on the Rights of the Child (UNCRC)
- Tracking and attainment meetings to monitor children's progress
- Education Authority Quality Improvement visits and feedback
- Care Inspectorate and HM Inspectorate of Education (HMIE) feedback

All information gathered is collated, analysed and used to identify next steps and areas for improvement. The priorities and actions within our Early Learning and Childcare Class Improvement Plan meet the needs of the service and align with local and national priorities.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this following our agreed quality assurance calendar which includes:

- Termly SLT visits with a focus on a particular area of self-evaluation
- Attainment and achievement meetings
- Regular Reflective Learning Conversations to evaluate learning linked to the Pre Early Years Progression Tool, Early Years Progression Tool and Ongoing Assessment
- Monitoring of Learning Journals, Floorbooks, IEPs
- Collecting Data for Early Years Transition Checklist
- Analysing Attendance
- Each year we complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – Closing the Attainment Gap in Early Literacy and Numeracy.

NIF Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF 7 Key Outcomes (see page 2 for full descriptors)

Highlight as appropriate

- Develop knowledge, skills, values and attributes to support children and young people to thrive
- Excellent partnerships in line with GIRFEC
- Inclusive and relevant curriculum and assessment
- High levels of achievement across the curriculum with action to close the poverty-related attainment gap
- Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
- Improving relationships behaviour and attendance with increased engagement in learning

Rationale for change	Outcome and Expected Impact	Measures	Interventions
• Our developmental milestone (DC) tracking highlights significant areas of strength across the cohort. Our children are highly capable of navigating social contexts and adult guidance, with 94% consistently able to follow instructions. Furthermore, they display creative and structural competence, with 85% engaging deeply in imaginative role-play, 88% showing mastery in mathematical sorting, and 85% demonstrating an early understanding of financial education through money concepts. These baseline strengths provide an ideal platform for practitioners to scaffold more complex cognitive and language skills. • Despite our children's strong social and practical skills, our data shows a gap in the foundational building blocks needed for literacy and numeracy. This data profile	• Children will demonstrate increased mathematical fluency and robust phonological awareness embedded naturally through high-quality, play-based pedagogy and intentional adult interactions. (Term 4) • Phonological Awareness: Most children will consistently recognise rhyme and isolate/tap out syllables (a significant increase from minority to majority baselines). (Term 4) • Mathematical Fluency: Most children will demonstrate a consistent understanding of time through play, and majority (10% increase) will be able to subitise confidently. (Term 4) • Staff Capacity: All Early Learning and Childcare (ELCC) staff (90%) will be confidently implementing evidence-informed literacy and numeracy strategies, seamlessly weaving rhythmic, rhyming, and subitising patterns into spontaneous play. (Term 4)	• We will gather and analyse data from the following tools to measure trends in attainment. • Early Years Progression Toolkit / Milestone Trackers: Ongoing monthly tracking and termly data evaluation focusing specifically on targeted outcomes. • CLPL & Framework Registrations: Maintaining 100% registration for eligible children in the Dolly Parton Imagination Library. Pre- and post-implementation confidence surveys for staff tracking the impact of moderation and literacy continuous Lifelong Professional Learning. • To measure the depth of the improvement and ensure alignment with Realising the Ambition, we will capture learning as it happens through:	• Community/Partnership Links: Partner with health visitors and Speech and Language Therapists (SLT) to create integrated support pathways for children requiring targeted communication intervention. Furthermore, to support phonological development through programs/activities to harness pre-school expectations. Maintain 100% registration for the Dolly Parton Imagination Library and sustain weekly Bookbug sessions and termly family engagement events to foster a lifelong love of reading. • Empowering Parental Partnerships: Clearly communicate pre-school expectations to families, providing guidance on how to support literacy and numeracy development within the home. • Literacy Home-Link Resources: Distribute specialised home-link bags, including phonological awareness games and resources, to bridge the gap between nursery and home learning. • Progress Tracking: Align home-learning activities with the Early Years Progression Toolkit, allowing parents to celebrate and track their child's "small steps" of progress at home. Staff will use Leaven scales at the

highlights a clear opportunity to alter our practice by aligning our interventions with the Experiences and Interactions framework outlined in Realising the Ambition (RtA) • Phonological Awareness: 15% increase for overall class with rhyme recognition & for syllable isolation. • Mathematical Fluency: Increase overall class by 8% for understanding time; 10% for subitising • Learner Agency: Increase from minority (48%) to majority children able to confidently articulate their learning journey • Staff Capacity: For nearly all staff confidently implementing evidence-informed literacy and numeracy strategies • Realising the Ambition emphasises that these fundamental skills must not be taught through isolated, formal processes, but instead embedded inside high-quality, play-based pedagogical environments. By utilising the children's existing strengths in imaginative role-play (85%) and sorting (88%), staff will intentionally weave rhythmic, rhyming, and subitising patterns into daily play-based contexts to naturally bridge these data gaps.	• Children will have the conceptual vocabulary, cognitive tools, and confidence to articulate their own learning journeys, achievements. (Term 4) • Communicating Learning: Majority of children will be able to confidently share their achievements, progress, and skills development in the nursery (up from the baseline of 42% who could successfully do so), utilising co-constructed floor books and digital technology tools, leadership roles and their environment. (Term 4) • Emotional Literacy: Almost all pre-school children will be at an age-appropriate stage of identifying, labelling, and communicating their feelings, supported by consistent, nursery-wide implementation of Emotion Works, PATHS. (Term 4) • Self-Evaluation: Staff and children will be actively and visibly collaborative partners in the new nursery self-evaluation tool, shifting from consultation to genuine co-construction. (Term 4) • An embedded, high-quality reading culture across the nursery that extends into the home and wider Renfrewshire community, fostering an early love for stories, songs, and rhymes. (Term 4) • Community & Home Links: Family engagement will be strengthened through the expansion of the Dolly Parton Imagination Library programme and new	• Nursery & Pupil Floor books: Termly review of child-led, co-constructed floor books to document rhyming games, literacy/numeracy patterns in play, and evidence of pupil voice from leadership groups. • Children's Learning Stories: Individual profiles tracking learning progress and the ability to articulate their own achievements and progress. • Monthly Data meeting & Tracking Overviews: Dedicated time during staff meetings for practitioners to engage in professional dialogue, ensuring observations of play routines match toolkit progression trends. • Distributed Leadership Overview: A monitoring calendar framework to track the engagement, ownership, and strategic impact of staff leadership roles across the core SIP priorities. • We will monitor the reach and health of our parental and community partnerships through consistent feedback. • Digital Engagement Tracking: Monitoring family interactions, responses, and home-learning uploads via Seesaw linked to literacy, numeracy, and emotional well-being opportunities,	start, middle and end of the year to measure outcomes relating to perseverance. Staff will use elements of emotion works and PATHS to develop this methodology. • Auditory & Listening Development: Integrate structured listening games and "Learn to Listen" strategies at the beginning of all Bookbug sessions to enhance phonological foundations. • Staff Training: Senior will explore interventions and resources that will support continued attainment in writing, including drawing club. We will supplement this with Sensory Stories to support language development and emotional attachment, particularly for those in small group interventions. • Moderation activities: Staff training on phonological awareness, measure, time and shape. This will happen at the start of the session to support staff to improve understanding, evaluate and monitor child development and be more confident in evaluating progress and next steps. • Rhyme & Rhythm Integration: Implement daily, high impact rhyming sessions using Bookbug/Reading Schools methodologies to focus on rhythmic patterns. We will conduct play-based activities across all zones, encouraging children to naturally tap out syllables during spontaneous play. • Collaborative Practice: Utilise weekly meetings to facilitate professional dialogue, ensuring that observations of play are consistently mapped against the Early Years Progression Toolkit to inform immediate, next-step pedagogy.
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	intergenerational community initiatives. Home-link learning will be further enriched through creative UNCRC rights-based toolkits. (Term 4) • A more inclusive, responsive learning environment where targeted speech, language, and communication interventions ensure equity for children with Additional Support Needs (ASN) or language delays. (Term 4) • Closing the attainment Gap: Targeted nurture, language, and sensory groups will ensure that the most vulnerable children make accelerated progress toward their individual developmental milestones, narrowing the attainment gap across the setting. (Term 4) • Distributed Leadership: All staff members will have agreed, clearly defined leadership roles within the ELC that directly map to the SIP priorities. (Term 1) • Data-Driven Practice: Leadership responsibilities will be explicitly linked to a robust nursery monitoring calendar, ensuring regular, systematic tracking of intervention impacts on the developmental milestone data. (Term 4)	with a baseline taken in June 26. • Attendance & Engagement Registers: Tracking family attendance trends at Bookbug sessions or Family Engagement sessions. • Home-Link Bag Impact Audits: Post-event tracking of the uptake and engagement levels of home-link bags (such as the UNCRC rights-based bags or Numeracy bags). • Targeted Feedback Cycles: Qualitative data collected via family events via feedback sheets and pupil focus groups. A formal Family Survey (scheduled for March 2027) evaluating community alignment with the nursery's updated vision, values, and aims.	
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Improvement Priority 2 – Learning for Sustainability & Developing a Rights-Respecting Environment

NIF Priorities

Highlight as appropriate

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF 7 Key Outcomes (see page 2 for full descriptors)

Highlight as appropriate

- Develop knowledge, skills, values and attributes to support children and young people to thrive
- Excellent partnerships in line with GIRFEC
- Inclusive and relevant curriculum and assessment
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
• We recognise the importance of our outdoor learning environment to bolster children's health and wellbeing by providing meaningful, real-life contexts for development. RtA notes that the quality of adult interaction is the single greatest determinant of a child's progress. We aim to ensure that practitioners can confidently use intentional adult modelling to turn spontaneous play episodes into high-impact language milestones. • Emotional Literacy: Data shows 58% of children currently struggle to articulate their learning; we are addressing this by embedding co-constructed floor books, environmental displays and child-friendly dialogue to build confidence and identity as "Successful Learners". • Rights-Based Wellbeing: By aligning outdoor environment with our Children's Charter and UNCRC Article 12, we empower	• Sustainability & Financial Literacy: Children will demonstrate a functional understanding of the "farm-to-table" process, integrating early financial education (selling produce) and culinary concepts into their play. (Term 3) • Environmental Citizenship: Evidence will show sustainable practices being shared between the nursery and the home environment, supported by active family participation in cooking and produce-sharing initiatives. (Term 4) • Democratic Participation: Through the co-construction of outdoor spaces—specifically "quiet nature" versus "active physical" zones—all children will be consulted in environment management, fostering self-regulation and adherence to the Children's Charter. (Term 2) • Rights-Based Culture: The Children's Charter will function as a "live document," with children	• Evidence of Four Capacities: Use floor books and individual learning stories to document children's journeys as "Responsible Citizens" and "Effective Contributors". • Reflective Professional Dialogue: Utilise weekly staff meetings to analyse observations of child-led boundary setting, specifically tracking children's patience and respect for natural timelines. • Environment Audits: Use photographic and anecdotal evidence to document the co-construction of "quiet" versus "active" zones, demonstrating how children are shaping their environment to meet their wellbeing needs. • Community Communication Strategy: Monitor the flow of information via Seesaw and termly newsletters to	• Democratic Stewardship: Shift to child-led garden management by establishing leadership roles where children negotiate outdoor boundaries, distinguishing between high-energy physical play zones and nature-care zones. • Child-Authored Signage: Support children in creating their own visual boundaries and informational signage (e.g., "What Butterflies Need"), helping them internalise their role as environmental custodians. • Farm-to-Table Cycle: Facilitate the full production process—planting, nurturing, harvesting, and selling/sharing produce—to develop skills as "Effective Contributors" and "Responsible Citizens". • Inclusive Culinary Programme: Partner with families to curate a "Nursery Recipe Collection" using homegrown crops, celebrating the diverse cultural identities within the nursery community. • Documenting Progress: Utilise nursery floor books to record the full development cycle, from initial debates on boundary-setting to the final stages of produce distribution, ensuring pupil voice

children to co-construct their learning space, fostering self-regulation, security, and a sense of agency. • Sustainability as a Catalyst: Extending our "farm-to-table" gardening cycle into entrepreneurial and culinary experiences (selling produce, making soup) provides a rich, purposeful context for children to develop a deeper understanding of time, growth, and community contribution. • Building Four Capacities: These experiences nurture "Responsible Citizens" and "Effective Contributors," naturally bridging the gap between nursery life and the home environment to support holistic wellbeing	using it to navigate interactions with the natural world and peers, moving from adult-imposed rules to child-led respect. (Term 4)	ensure the sustainability ethos reaches the wider community. • Impact Evaluation: Conduct a formal Family Survey in March 2027 to evaluate how nursery initiatives have influenced family lifestyles and home-based sustainable practices. • Rights-Based Review: Conduct termly reviews of the Children's Charter to ensure it remains a "live" document that reflects the current cohort's understanding of rights and responsibilities.	and UNCRC understanding are highlighted.
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Improvement Priority 3 – Racial awareness (School linked priority)

NIF Priorities

Highlight as appropriate

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
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- Improving relationships behaviour and attendance with increased engagement in learning

Rationale for change	Outcome and Expected Impact	Measures	Interventions
• We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that, <i>"Scotland has a wonderfully diverse society, and we are all, each and every one of us, equal citizens and stakeholders of Scotland. Our vision is that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally."</i> • Within our school and ELCC we have 22 different nationalities represented and currently, 22.3% (42 children) of the children come from homes where English is not the first language. • In the last two years, we have seen a decline in the number of racist incidents reported from 5 to 2 incidents. However, we feel that further CPD for staff is required to identify when an incident should be categorised as a racist incident.	• Staff demonstrate increased confidence in recognising, responding to and preventing racism (90%+ Almost All) and have an improved understanding of the school's cultural and ethnic profile. (Term 4) • Staff apply a consistent approach to addressing racism and promoting inclusion through the implementation of updated anti-racist guidance within the Positive Relationships Policy (90%+ Almost All). (By Term 2) • Learning environments and resources reflect the diversity of the school community and wider society. (Term 3) • Cultures and traditions represented within the school community are recognised and celebrated throughout the year, increasing pupils' sense of belonging and inclusion. (Terms 1-4)	Staff Knowledge, Confidence and Practice • Staff racial literacy audit (using the NEU Framework for Developing an Anti-Racist Approach) completed pre- and post-intervention, demonstrating measurable improvement in staff knowledge, confidence and practice. • Professional learning evaluation feedback. • Learning walks, ELCC observations and planning scrutiny evidencing the implementation of anti-racist and culturally responsive approaches. Pupil Inclusion, Belonging and Racial Literacy • SHANARRI wellbeing data demonstrating that almost all children feel respected, included and valued regardless of race, ethnicity or religion.	Develop staff racial literacy and anti-racist practice • Implement a structured programme of professional learning using: (Terms 1-4) ○ Education Scotland's Building Racial Literacy Programme ○ The Renfrewshire Way ○ Professional Reading uploaded onto the school Padlet ○ Create a CPD Learning library for staff • Use school demographic data and the school's cultural profile to deepen staff understanding of the experiences, cultures, languages and religions represented within the school community. (By Term 2) • Facilitate professional dialogue, self-evaluation and collaborative enquiry using the NEU Framework for Developing an Anti-Racist Approach. (By Term 2) • Cluster February INSET Day 2027- Anti-Racism Approach (Term 3) • CPD facilitated by 'Show Racism the Red Card'. (By Term 4)

• 40% of staff reported a lack of confidence and understanding in responding to racist incidents, and appropriate language and approach to use. • Almost all pupils reported that they feel happy, safe, respected, and included at school, although this wasn't directly linked to different cultures reflected within the environment and curriculum offer. Class resources, reading materials and promotional events and materials do not reflect our school profile. This work aligns with: • HGIOS4 Quality Indicators 2.3, 2.4 and 3.1 • UNCRC Articles 2, 12, 29 and 30 • GIRFEC • Scottish Government Race Equality Framework for Scotland 2016–2030 • Scottish Government Anti-Racist Curriculum Principles • Education Scotland Building Racial Literacy Programme • Respect for All: The National Approach to Anti-Bullying • Rights Respecting Schools Award (RRSA) • National Improvement Framework Priorities and Key Outcomes • Renfrewshire's commitment to Equity, Diversity, Inclusion and Belonging	• Learning and teaching within the ELCC reflect diverse voices, cultures and perspectives and is responsive to the lived experiences of pupils and families (75–90% Most). (Term 4) • Almost all children (90%+) feel respected, included and valued regardless of race, ethnicity or religion and are confident discussing race, identity, culture and inclusion. • Parents and carers report maintained confidence in the ELCC's commitment to inclusion and effectiveness in addressing racist incidents- 90%+ Almost All. (Term 4)	• Pupils focus groups, learner conversations and pupil voice activities evidencing all children feel respected, included and valued regardless of race, ethnicity or religion. Curriculum, Learning Environment and Representation • ELCC library and resource audits demonstrating increased representation of diverse cultures, ethnicities, religions and family backgrounds. • Learning environment audits and photographic evidence of improvements. • Curriculum audits, planning scrutiny and moderation activities evidencing increased representation of diverse voices, perspectives and experiences across learning. Family and Community Engagement • Parent/carers surveys demonstrating increased confidence in the school's commitment to inclusion and effectiveness in addressing racist incidents. • Evidence of family contributions to learning experiences, policy development and cultural celebrations.	Strengthen whole-school systems and policy to promote inclusion and address racism • Collaborate with colleagues from St. James' Primary School to strengthen whole-school and shared campus systems. (Terms 1-4) • Review and update the Positive Relationships Policy in line with Respect for All. (Term 1) • Develop staff guidance and response prompts to ensure a consistent approach across the school. (By Term 4) • Monitor and review racist incidents regularly to inform ongoing improvement. (Terms 1-4) Improve representation, diversity and belonging across the curriculum and learning environment • Conduct a whole-school audit of learning environments, class libraries, curriculum resources and displays to ensure they reflect the diversity of the school community and wider society. (Term 3) • Increase the use of diverse texts, resources, perspectives and lived experiences across all curriculum areas. (Term 4) • Use planning scrutiny, moderation and learning walks to support consistency and share effective practice across the school. (Terms 1-4) Celebrate diversity and strengthen a sense of belonging across the school community • Create meaningful opportunities throughout the year (National and Local Events) to celebrate diversity and increase awareness, understanding and respect for different cultures and identities. (Term 1)
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			- Engage families and community partners in planning and delivering cultural learning experiences and events. (Terms 1-4) Strengthen partnerships with families to support racial literacy and inclusion - Establish regular consultation opportunities through surveys. (Terms 1 and 4) - Communicate the school's anti-racist approach, progress and impact through newsletters and workshops. (Terms 1-4) Promote pupil wellbeing, inclusion and racial literacy - Use Rights Respecting Schools, restorative approaches and pupil voice activities to promote respectful dialogue and challenge discrimination. (Terms 1 and 4) - Implement targeted wellbeing and belonging initiatives to ensure all children feel safe, respected and included. (Terms 1-4)
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