

PROTESTANT SEPARATE

Academic Well-Being

Align resources to further enhance programs in the Arts, Physical Health and Well-Being, Sciences, Languages, Mathematics, and Technology to enrich learning and close gaps for all learners

Enhance open and clear communication with students, parents, teachers, and the Community

Social Well-Being

Nurture positive School climate within and among all members of the Board and the School Community

Enhance parental and student engagement within the School and Community to support Board policies

Spiritual Well-Being

Promote the Protestant identity of The Protestant Separate School Board of the Town of Penetanguishene within the Board and its only School, Burkevale Protestant Separate School

Support positive relationships with families, churches, and the extended Community

Physical Well-Being

Support learning programs that enhance physical health and well-being

- Support physical activity with programs that encourage involvement based on student interests and needs

The Protestant Separate School Board

of the Town of Penetanguishene





MULTI-YEAR STRATEGIC PLAN

SPIRITUAL WELL-BEING

2017 – 2022

Strategic Priority Spiritual Well-Being	Strategic Goals	Actions	Indicators of Progress
<p>Promote the Protestant identity of The Protestant Separate School Board of the Town of Penetanguishene within the Board and its only School, Burkevale Protestant Separate School.</p>	<p>Christian identity will be visible within and outside of the Board office and School building.</p> <p>Christian values will be incorporated into Board and School programs.</p>	<p>Post Mission, Vision and Values Statements in prominent locations within the Board office and School building.</p> <p>Enhance visible artifacts of Christian faith.</p> <p>Enhance staff awareness on opportunities for integrating Christian values into all dimensions of School activity and curriculum.</p>	<p>Artifacts of Christian faith will be visible at the Board and School sites.</p> <p>Gospel values will be integrated into all aspects of School activity and curriculum delivery reflecting the Board’s Mission, Vision and Values statements.</p>
<p>Support positive relationships with families, churches, and the extended Community.</p>	<p>Environment at the Board and School will be welcoming to all faiths, cultures, and abilities.</p> <p>Relationships between and among Board members, staff members, families, churches, and the extended Community will reflect Christian values.</p>	<p>A positive and welcoming environment and outreach will be extended to all members who interact with the Board and School.</p>	<p>Documentation from various sources will support that Christian character traits are demonstrated among and between all members interacting within the Board and School communities.</p>



MULTI-YEAR STRATEGIC PLAN

ACADEMIC WELL-BEING

2017 – 2022

Strategic Priority Academic Well-Being	Strategic Goals	Actions	Indicators of Progress
<p>Align resources to further enhance programs in the Arts, Physical Health and Well-Being, Sciences, Languages, Mathematics, and Technology to enrich learning and close gaps for all learners.</p>	<p>Prudent allocation of resources resulting in sustained and improved programs where School results and individual student results in Language and Mathematics continue to improve.</p> <p>School staff will continue to be provided with opportunities for professional development and sharing of practices as it applies to improved student learning.</p>	<p>Continue and enhance specialized programs for students self-identified as First Nations, Metis, Inuit, students requiring special education programs and services, speech and language services, psych-ed assessments, well-being supports, and other specialized services.</p> <p>Provide personal learning opportunities for School staff individually, within staff groupings, out-of-Board in-service, webinars, and other PD to be determined, with the understanding that knowledge and skills be shared among staff.</p>	<p>Measures of student achievement (e.g. report cards, Summer Learning Program) indicate that gaps are closing among students where learning gaps have been identified. EQAO data by cohort overtime indicates gap closing.</p> <p>Variety in program options reflects differentiated instruction and assessment based on learning style, ability, and interest.</p>
<p>Enhance open and clear communication with students, parents, teachers, and the Community.</p>	<p>All who interact with the Board and School, in a variety of venues, are openly and transparently informed about School programs and student progress.</p> <p>All are welcome to ask questions, seek clarification, and provide input on a variety of aspects related to Board and School direction.</p>	<p>Board and School initiate ongoing opportunities for families and Community members, in a variety of forums, to learn about School programs and student progress in the various program areas.</p> <p>On-going enhancement of the Board and School websites to allow for input and suggestions from a variety of stakeholders on a variety of topics related to student programming and student achievement.</p>	<p>The number of parents/guardians, grandparents, Community members who participate in opportunities/invitations extended by the School to discuss and learn about student programs and student progress.</p> <p>The number of respondents who accept the invitation to provide input and suggestions through the various forums offered.</p>



MULTI-YEAR STRATEGIC PLAN

SOCIAL WELL-BEING

2017 – 2022

Strategic Priority Social Well-Being	Strategic Goals	Actions	Indicators of Progress
<p>Nurture positive School climate within and among all members of the Board and the School Community.</p>	<p>Positive self-worth and relationships serve as the foundation for well-being and productivity for the entire PSSBP Community, individually and collectively.</p> <p>All Board, School, and Community know that their individual and collective role is understood and valued.</p>	<p>Board staff, School staff, parents/guardians, extended family, and Community members will be aware of the implications of Board and School programs related to well-being, and equity and inclusivity.</p> <p>Annual review of relevant legislation, policies, and guidelines that impact individual and collective roles.</p>	<p>Results of comprehensive positive School climate surveys.</p> <p>Findings regarding discipline and suspension patterns and statistics.</p> <p>Participation in activities related to anti-bullying, internet safety, relationship building, ethno-cultural and anti-racism awareness, etc.</p> <p>All parties learn about and are supported in their awareness of what impacts their individual and collective roles (i.e. legislation, policies, guidelines, etc.).</p>
<p>Enhance parental and student engagement within the School and Community to support Board priorities.</p>	<p>Parents and students know they are welcome to express views toward improving the Board's and School's direction and progress as expressed in the Mission, Vision and Values Statements.</p> <p>Students will know they are encouraged to contribute to their Community both inside and outside of School.</p>	<p>The Board's Parent Involvement Committee and School Council members will be constant sources of consultation and advice on a variety of matters.</p> <p>Participation will be welcomed and enhanced by open invitation for contribution to activities that promote a positive School environment.</p> <p>Provide for greater social consciousness and ownership in School, Home, and Community projects and programs.</p>	<p>Collection of feedback on a variety of matters including parent satisfaction on their role as partners in education.</p> <p>Participation in 3-way conferences, special events, fundraising, volunteering, etc., will increase.</p> <p>Degree of student participation in various School, Home and Community events.</p>



MULTI-YEAR STRATEGIC PLAN

PHYSICAL WELL-BEING

2017 – 2022

Strategic Priority Physical Well-Being	Strategic Goals	Actions	Indicators of Progress
<p>Support learning programs that enhance physical health and well-being.</p>	<p>Students and Teachers will continue to learn about, and be current about, applicable research and legislation.</p> <p>All staff and students will have the knowledge and skills to make positive decisions regarding personal health and well-being.</p>	<p>Work with Community Partners, to support programs on substance awareness, bullying prevention, nutrition, healthy food choices, safety, etc.</p>	<p>Determine, through climate surveys or other mechanisms, the degree to which information or new learning contributed to making positive decisions about health and well-being.</p> <p>Through specific programs (e.g. Rainbows, Social-Emotional Learning) determine the degree to which the actual decisions contributed to improved student health and well-being.</p>
<p>Support physical activity with programs that encourage involvement based on student interests and needs.</p>	<p>Students feel encouraged to participate in activities and sports at the School-level during both the curricular and extra-curricular programs.</p> <p>Students feel encouraged to seek out activities within the Community that support increased activity leading to improved health and wellness.</p>	<p>Introduce new and varied activities within the School to support maximum physical involvement.</p> <p>Invite not-for-profit Community members to utilize Burkevale School facility to host physically active events and/or to promote existing activities within the Community.</p>	<p>Determine level of increased participation in physical activity programs and impact of same.</p> <p>Determine satisfaction of students participating in various in-School and out-of-School activities.</p> <p>Determine parent satisfaction from increased programs and/or increased child participation.</p>