



Strategic Plan Implementation Update: May 2019

Strategic Priority Spiritual Well-Being:

- Continued access to our area Protestant Churches to communicate opportunities for registration has occurred
- Student-run, bi-weekly assemblies where character traits, now based on the 7 Grandfather teachings, are researched and delivered (A variety of classes sign up for this on a voluntary basis)
- Regularly scheduled faith-based presentations and discussions, based around the grandfather teaching occur in each grade 4-8 classroom, facilitated by representation from a local Protestant church
- Continued participation of additional clergy, upon availability, to support other programs e.g. music and the primary classrooms in sharing biblical stories and knowledge
- Continued St. Vincent de Paul connection, where students organize and run a school -wide food drive
- Parents and students self-identified as FNMI will once again be participating in Aboriginal Day at Ste. Marie Among the Hurons
- Kindergarten classes participated in Forest School Activities for the day
- New murals, to honour our First Nations Metis and Inuit students have been created up the main hallway to depict each of the Grandfather Teachings, in conjunction with a local Metis community member and students
- Adoption of Land Acknowledgement continues to be used at all system meetings
- A short bible story is read over the morning announcements and a teacher shares a spiritual learning and key message at bi-weekly assemblies

Strategic Priority Academic Well-Being:

- Continued connection with the Metis Nation of Ontario and a local Metis elder within the school at the classroom and educator levels e.g., working with students in sharing activities and stories that promote Indigenous education and teachings (animal tracking, beading, traditional arts etc.)
- Continued implementation of a Makerspace within the computer lab/library (Learning Commons) to support curriculum e.g. Science, Technology, Engineering , Arts, Mathematics (STEAM)
- Various students attended theatrical performances (Let's Get Loud, The Little Mermaid, Jack and the Beanstalk) to develop an appreciation for the arts.

- Partnerships with home, community and school to support students' academic progress continues to be a priority (Use of Seesaw and Google Classroom, invitations for parents and community members to volunteer, attend trips, work in classroom and the Makerspace are ongoing)
- Chromebooks continue to be provided for all students in grades 5-8 to support teaching and learning in all curriculum disciplines and to guarantee equity of access . . . additional Chromebooks were purchased to support growing enrolment.
- 'Empower' training for a second staff member to take place in order to deliver this program to another group of older students to move reading competency to grade level.
- Group of staff attended conference on building resilience through co-regulation to support student well-being and readiness to learn
- All teaching staff have received PD around the Fundamentals of Math; a ministry representative facilitated PD, connecting some concepts within the Fundamentals around the trajectory of learning related to addition, subtraction, multiplication and division (will support pinpointing gaps in learning and support next steps in these areas)
- Equity and inclusivity continues to remain central to teaching and learning. The reference tools that were developed are being utilized at the school and board level. Feedback from students in grades 4-8 indicated that over 80% see themselves reflected in their learning.
- Literacy, Math, FMNI, Mental Health, Early Years, Technology, Multi-Disciplinary Team and Experiential Learning Leads support teachers by sharing successful practices when planning and developing strategies to support students' learning
- Professional development to support students learning is shared by various staff at monthly staff meetings
- To better meet the needs of students receiving special education services, an external resource person has been providing professional development to school, administration and board level individuals

Strategic Priority **Social Well-Being:**

- An increasing number of students are designing passion projects that look at social justice issues e.g. selling homemade bracelets for the local hospital, collecting food for the local foodbank, raising funds for the Cancer Support Centre etc.
- The Makerspace, supervised by 3 staff, has been available every Wednesday and Thursday after school for approximately 20-30 students to participate in individualized project activities. The school council is helping to support the space through donations from Bingo money.
- Community officer has been to the school to speak with grades 4-8 around topics such as bullying, harassment, social media, and being kind
- Primary students are offered an opportunity to access the Makerspace with our Library and Technology Lead
- The random acts of kindness projects have been ongoing throughout the year. These are being shared on the google drive for all students and staff. The hope is that these acts filter outside of one act to an embedded culture

- Student representatives from the Safe Schools Committee have created a Google Form to find out students' interests for extra-curricular activities
- Indigenous teachings and practices continue to be incorporated into classroom activities to support social and emotional well-being
- Life Promotion, Suicide Prevention, Intervention and Response Protocol has been reviewed with staff
- A community volunteer continues to facilitate the Roots of Empathy program for grade 2 students at Burkevale PSS
- Two more staff have been trained to provide Rainbows programming that supports students experiencing loss. (death of loved one, separation of parents etc.) Small group programming is currently taking place during break times.
- Two comfort dogs are trained and working at the school. Students can access Paw Passes to support their well-being.
- Student council is active this year and is open to any students who wish to participate

Strategic Priority Physical Well-Being:

- Recertification of First Aid and CPR for four school staff has occurred
- WHMIS training was reviewed for staff, and new staff have received training
- Relevant board policies regarding Health and Safety, Fire Plan, Workplace Harassment etc. were reviewed with all staff, and board policy updates were provided
- All classes are involved in mindful breathing or another strategy to support students in calming themselves as they transition inside from outdoor recesses
- Ongoing programs promote physical activity for all students to support physical wellbeing e.g. skating, swimming, running etc.
- At the beginning of the day, grade 1-8 classes participate in a morning walk
- Scheduled movement breaks occur for students to meet individual and academic needs
- School-wide kindergarten/primary play days and junior/intermediate track and field day are continuing
- Approximately 25% of the school population accesses the Eat Well to Excel Program. Application has been sent for funding for the program for the upcoming year
- Continued support for the Eat Well to Excel Program is provided by St. Vincent de Paul, Town of Penetanguishene, community members and private donations