



Strategic Plan Implementation Update: May 2020

Strategic Priority **Spiritual Well-Being:**

- Continued access to our area Protestant Churches to communicate opportunities for registration has occurred
- Our FNMI Lead has posted videos and information In Google drive on the teachings of the 7 Grandfather teachings and shared in individual classes. Students are being recognized similar to the Character Traits assemblies that occurred the previous year.
- 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 overview of the bible story, occur in each grade 4-8 classroom, facilitated by representation from a local Protestant church
- Continued St. Vincent de Paul connection, where students organize and run a school-wide food drive
- Biblical scripture was added between murals created the year before, to honour our First Nations Metis and Inuit students in 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
- Partnered with the Covenant Christian Community Church to host our annual Christmas Concert this year
- O Canada and The Lord's Prayer being done in French some days by Madame Lucie, as well as a positive spiritual message
- Francophone month during March occurred to promote French Heritage

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)
- Entrepreneur fair offered by the grade 7 and 8 students integrating many aspects of the curriculum
- 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 the classroom and the Makerspace are ongoing). This has increased dramatically with distance learning - staff have participated in a number of online sessions and learned through videos to better support families and students.
- 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 enrollment
- Technology devices, in particular, Chromebooks, shared with numerous families to support them during At Home Learning
- '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. Two Empower groups ran this year - one primary and one junior, next year a second staff member returning from maternity leave will assist
- 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)
- Review of EQAO data to help inform instructional strategies and staff PD
- 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.
- EQAO data was looked at regarding poor math scores, and goals to improve were discussed at PA day in the fall
- Lead staff went to two learning facilities to learn more about supporting students with ASD in a classroom and what that looks like in segregated classes
- Literacy, Math, FNMI, Mental Health, Early Years, Technology, Mutli-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 student 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 food bank, raising funds for the Cancer Support Centre, etc.
- Safe School Committee developed coloured teams for the entire student body to try and boost team spirit and compete with one another to be 'kinder, demonstrate more empathy, love etc.' Incentives were offered for students demonstrating positive character traits, and the intent was to offer a year end incentive for the teams.
- School participated in the Great Kindness Challenge - worked individually and within their coloured teams
- 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. Mental Health & Well-Being Lead continues to be available for risk assessments and connection to community support.
- Tragic Events protocol created and reviewed with staff. Implemented protocol successfully this year following the death of Elder Two Dogs, Ken Fraser. Partnered successfully with Jon Limmer and The Seasons Centre for Grieving Children to provide a safe space for children to express grief and get support.
- Partnership with Big Brothers/Big Sisters Mentor program, supporting students who can benefit and increase resilience through that program (8 students)
- Partnership with Kinark and the provision of weekly counselling at Burkevale for students with well-being and mental health needs
- Staff member (MHL) participation in the COMPASS group that meets in Midland monthly to support community partnerships and awareness of community support
- Participation in Bell Let's Talk day, Anti-Bullying days and Mental Health Week with a variety of activities across the school. For May 2020 Mental Health week, activities will be offered online.
- A community volunteer continues to facilitate the Roots of Empathy program for grade 5 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.
- Ongoing development of staff capacity to support mental health and well-being of all students, including mental health awareness and understanding of functions of behaviour. Specific PD on ASD and how to support students at school, and how to build resilience and support students who may have experienced trauma.
- 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:**

- 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
- Board is working on a list for the school to highlight policies that are to be covered yearly by administration with staff around health and safety
- Students were bussed to the YMCA to have more regular gym classes (1-8)
- All students participated in curriculum activities at the Tiny Forest Academy (multiple times throughout the year)
- 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 well-being 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 are continuing
- Approximately 25% of the school population access the Eat Well to Excel Program. Applications will be sent to fund 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
- Many extra curricular activities cancelled due to job action