

## SCHOOL REPORT 2023/2024 & SCHOOL PLAN 2024/2025

- 1) Use this template to complete your **School Report on Outcomes and School Plan**.
- 2) Once completed, please forward your report and plan to your school division office as directed.
- 3) Information and links about **school planning** are available at [www.edu.gov.mb.ca/k12/ssdp/index.html](http://www.edu.gov.mb.ca/k12/ssdp/index.html).

# SCHOOL REPORT 2023/2024 & SCHOOL PLAN 2024/2025

<b>Identification</b>			
Name of School Division Seven Oaks	Name of School Exchange Met School	Name of Principal Jane Suchy	Date (yyyy/mm/dd) 2024/09/30

<b>School Profile</b>	<i>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</i>		
Number of Teachers	11.33 teachers	Number of Students	118 students
		Grade Levels	9 - 12
There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? <b>Yes</b>			
What is your mission statement? At Exchange Met School, we are committed to creating a safe, inclusive, and equitable learning environment that emphasizes a personalized, student-centered approach in pursuit of mino-pimatisiwin—the good life. Strong relationships with students, advisors, families, and the community form the foundation of our pedagogical framework, enabling the collective co-design of authentic, relevant, and rigorous learning experiences. We aim to empower students to uncover their passions, think critically, and take responsibility, inspiring them to become agents of change. By prioritizing relationships, relevance, and rigor, we strive not only to inspire students to uncover their passions, but for students to embody mamàhtawisiwin—sharing their gifts with the world, and fostering reciprocity.			Year Revised 2024

## SCHOOL REPORT – 2023/2024

<b>School Priorities</b>
1. Mino-pimatisiwin & Mamàhtawisiwin – focus on wellbecoming, sharing passions with society
2. Community & Collaboration - improved overall school culture with a focus on equity and inclusion
3. Max out your Met - Deeper projects and internships with a focus on literacy and numeracy

<b>Previous Years' Successes:</b> Please comment on successes and progress towards meeting previous school plan outcomes.	
<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence).</b> Feel free to attach file with results, if needed.
1. Mino-pimatisiwin & Mamàhtawisiwin – focus on wellbecoming, sharing passions with society	<ul style="list-style-type: none"> <li>Implemented our new Wellness Advisor role (PE and health)</li> <li>With a focus on wellness, our students will gain the skills and strategies to be 'ready' to learn and to be active healthy learners.</li> <li>Planned purposeful and rigorous 'Leaving to Learn' (L2L) days to provide opportunities for students to uncover their passions in a variety of areas which included: STEM, arts, wellness, service learning, truth and reconciliation, climate justice, and LGBTQ2S+</li> <li>Framed school-based projects (SBPs) and quarterly narratives around Murray's 4 questions to encourage introspective thinking (Why am I here, Where am I going, Who am I in relation to others, and Where do I come from?)</li> <li>Projects involved the circle of courage, and encourage students to think of the things they are good at, the things they love, problems they want to solve, and things they want to master in relation to: generosity, belonging, independence and mastery</li> <li>Students reflected on these elements in both exhibitions and final narratives</li> </ul>

	<ul style="list-style-type: none"> <li>• Celebrate student success/internships (Celebration Café, PMU, KMO, social media, announcements, newsletter)</li> </ul>
<p>2. Community &amp; Collaboration - improved overall school culture with a focus on equity and inclusion</p>	<ul style="list-style-type: none"> <li>• Planned 3 seasonal whole school outings, with intention</li> <li>• Well-planned intentional PMU &amp; KMOs (assemblies) at least once a month, that include productive play, project sharing, run by students, special guests, alumni, elders etc</li> <li>• Start a monthly newsletter for improved communication with students and parents</li> <li>• Started a school Instagram account for family engagement and weekly updates</li> <li>• Started family ambassador meetings to give families a chance to get involved with the school community</li> <li>• Update bulletin boards and whiteboards</li> <li>• Our L2L and CBA initiatives will lead to deeper and more meaningful projects as students will be exposed to new ideas and encouraged to collaborate on bigger projects, specifically in areas connected to improved citizenship skills.</li> <li>• The whole-school outings, PMU, and KMOs will connect our younger students with older ones and improve collaboration and group dynamics.</li> <li>• Established inter-Met School community-based learning opportunities (STEAM Hub, Tech Hub, MICE, Kitchen Brigades)</li> <li>• Increased ownership in the school will translate to students achieving their goals due to their pride in the school.</li> <li>• Our new wellness advisor, in collaboration with the other advisors, will report his findings at the end of the year.</li> <li>• Our advisors will report their findings at the end of the year as to whether or not the L2L &amp; CBA initiatives have improved student outcomes and increased citizenship.</li> <li>• At the end of the year, as a staff we will assess whether or not there was an improvement in students achieving their goals, group dynamics and collaboration based on our initiatives.</li> </ul>
<p>3. Max out your Met - Deeper projects and internships with a focus on literacy and numeracy</p>	<ul style="list-style-type: none"> <li>• Focus on literacy, numeracy, and public engagement with better use of internship days and more meaningful internships</li> <li>• More service learning when waiting for new placement</li> <li>• Encouraging students to uncover their passions, try new internship placements, and continuously trying to share their interests/skills with society around them</li> <li>• Supervisors in charge of leading a 'spark' or CDE activity</li> <li>• Students to shadow other students during informational interviews</li> <li>• Focus on literacy, numeracy, and public engagement with more relevant &amp; rigorous projects</li> <li>• Take better advantage of Leaving to Learn and community projects for SBPs (Ex. MUNA, Portage &amp; Main) for authentic projects w/real world accountability</li> <li>• More collaborative 'big' projects through interest based advisory</li> <li>• More meaningful internship days will be demonstrated by improved literacy and numeracy at our quarterly exhibitions.</li> <li>• More relevant &amp; rigorous projects will be demonstrated by improved literacy and numeracy at our quarterly exhibitions.</li> </ul>

**Planning Process**

List or describe factors that influenced your priorities.

To identify this year’s priorities, staff were surveyed during the spring and asked what they thought needed to be prioritized for this school year. As a team, we were able to narrow down our priorities to: **developing community, deeper and transformative project-based learning, and improving overall school culture.** Last year, and continuing to be the focus of this year, we framed our planning around “mino-pimatisiwin,” an Ojibwe principle meaning to achieve “the good life” by finding a balance of the physical, emotional, intellectual, and behavioural self. It is the ever-present goal of the growth and healing of an individual with the help of their family and community. With our continued focus on relationships, relevance, and rigour, we continue to work towards helping students recognize their own needs and the needs of others, to prepare them for a world that is constantly changing, and to foster community so everyone can benefit. Under the umbrella of these three Big Picture Learning priorities, we will continue to focus on numeracy and literacy through our ‘one student at a time’ approach which ensures that each of our students has an individual learning plan tailored to their specific needs. Our focus on wellness will continue, as will incorporating Indigenous perspectives (specifically around Truth and Reconciliation), safe schools and inclusion (LGBTQ2S+ centred), and climate justice (ESD) into the daily fabric of our school. With this in mind, we planned our daily routines, activities, and ‘Leaving to Learn’ experiences with an additional emphasis placed on citizenship, by focusing on wellness, land-based education, community-based learning, climate justice, and truth and reconciliation. With a lens on equity and inclusion, our focus will be on a strength-based approach to teaching and learning and looking at improved group dynamics as our advisories are incredibly diverse.

Describe the planning process and the involvement of students, staff, families and the community. Who was involved?

The school plan for the 2024/25 school year has been a work in progress over the course of the last year through both formal and informal discussions with staff, students, families, and mentors. With the continued input of our students and family ambassadors, as a team, we have been able to work together toward developing our school’s long-term Big Picture priorities. Leading up to our June 27, 2024 PD day, our final PD day of the year, we all completed a staff survey to identify and triage our school priorities. Once these were identified, the day was spent planning and formalizing the school plan for the coming year. A shift from internships to community-based learning (CBL) (developing community) emerged as we began to see the value in finding the right mentor, environment and responsibility/reciprocity of internship placements as well as advisory workshops. Improved school culture became a priority with the goal of more cross-advisory/grade experiences (to connect our younger students with older ones and to improve collaboration and group dynamics). Additionally, wellness, and Curiosity-Based Advisory (CBA) opportunities (to expose our students to new ideas, career paths, and build citizenship skills (deeper and transformative learning), also were prioritized. To further improve overall school culture, improved advisory culture became a priority with the lens of the Big Picture Living guidelines. The guidelines focus on good nutrition, sleep, relationships, avoiding risky substances, physical activity and managing stress. We have built in an advisory period (30 mins.) into the start of every day to allow for advisors to intentionally spend time on these elements. Finally, deeper projects and community-based learning opportunities for improved literacy and numeracy outcomes continue to be a priority and connect to L2L and CBA initiatives. Through these initiatives we anticipate deeper and more meaningful projects as students will be exposed to new ideas and encouraged to collaborate.

How often did you meet?

Our staff meets on a weekly basis to discuss both our short and long term goals. In addition, two half days, one in November and one in June, are dedicated to school planning. Our student groups meet regularly and our family ambassadors meet on a monthly basis. Advisors meet with mentors on a regular basis with on-going feedback built into that process.

What data was used?

Ongoing student and parent feedback, Our School Survey, student leadership reporting on their advisories priorities, exhibition feedback (parent, student, advisor, mentor), mentor feedback forms (internships), and staff priorities established through professional development opportunities.

Other highlights?

## School Priorities

1. *Developing community*

2. *Deeper and transformative project-based learning (focus on literacy and numeracy)*

3. *Improving overall school culture*

## School Plan

<b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (observable, measurable)	<b>Strategies</b> What actions will you take?	<b>Indicators</b> How will you know that learning is improving?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?
1. Developing community	<ul style="list-style-type: none"> <li>• Service learning</li> <li>• Creating in-house CBL opportunities</li> <li>• Working with other Met Schools to broaden student and advisor relationships</li> </ul>	<ul style="list-style-type: none"> <li>• New relationships form</li> <li>• Relationships maintained</li> <li>• Students reflecting learning in exhibitions and narratives</li> <li>• Students sharing their learning with others (exhibition, projects, community-based initiatives)</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students</li> <li>• Feedback from advisors</li> <li>• Feedback from families</li> <li>• Feedback from mentors</li> </ul>
2. Deeper and transformative PBL (literacy/numeracy)	<ul style="list-style-type: none"> <li>• Project and internships connected, co-depend on each other</li> <li>• Mentors needed to inform projects</li> <li>• Learning plans that consider core credits as well as electives facilitated by advisors</li> <li>• Quarterly exhibitions, narratives and journalling as forms of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained projects</li> <li>• Student documentation/evidence of process&gt;product</li> <li>• Consistent mentor feedback loops</li> <li>• Consistent advisor feedback loops</li> <li>• Depth improving as year goes on</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students</li> <li>• Feedback from advisors</li> <li>• Feedback from families</li> <li>• Feedback from mentors</li> </ul>
3. Improving overall school culture	<ul style="list-style-type: none"> <li>• Implementation of advisory period</li> <li>• CBAs 4x year, with an outing each semester</li> </ul>	<ul style="list-style-type: none"> <li>• Students using advisory period to focus on BPL 6 measures</li> <li>• Students making new relationships with new advisors/students in other grades via CBAs</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students</li> <li>• Feedback from advisors</li> <li>• Feedback from families</li> <li>• Feedback from mentors</li> </ul>