



# GOVERNOR SEMPLE SCHOOL PLAN 2024-2025

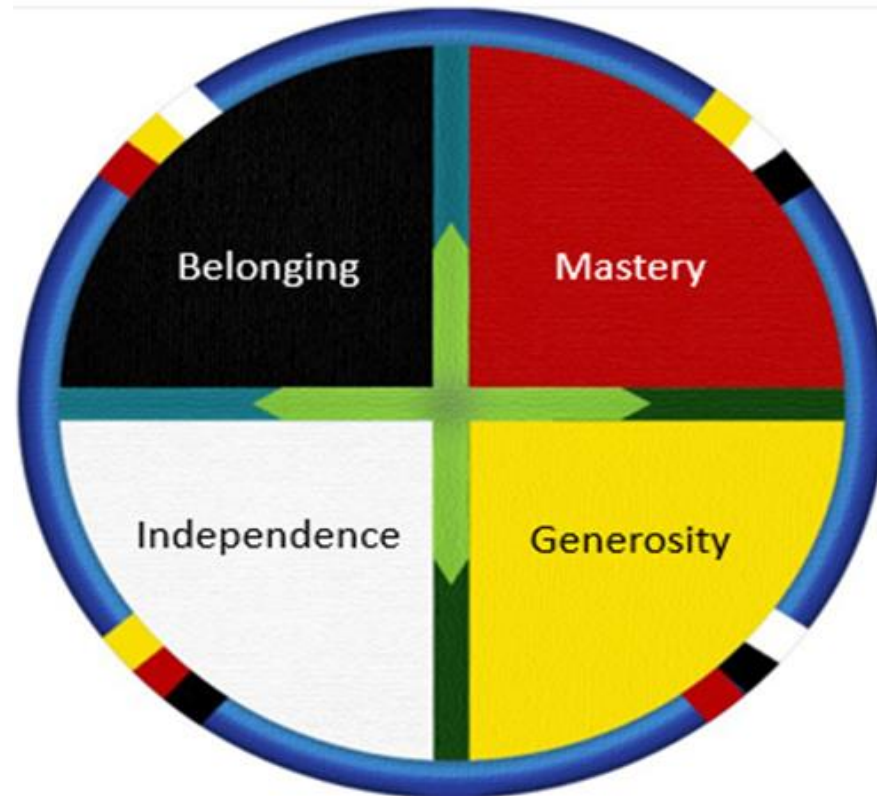
## SCHOOL PROFILE

- 140 students
- 8 classrooms from Kindergarten to Grade 5
- 10 Classroom Teachers, 1 Physical Education Specialist and 1 Music Specialist, 2 Learning Support Teachers, 1 Admin Assistant, 1 Day Custodian, 1 Evening Custodian, 1 Library Technician (0.5 at Semple), 8 Educational Assistants & 1 Principal.
- A diverse community of learners and educators with representation from Indigenous, New Canadian, and Settler communities.
- We proudly learn on Treaty One Territory, situated in Winnipeg's West Kildonan neighborhood between Main Street and the Red River.



# FOCUS FOR 2024-2025

The Circle of Courage (Brendtro, Brokenleg, and Van Bockern) is a holistic model based on four universal needs: belonging, mastery, independence, and generosity. Our school plan continues to be inspired by the Circle of Courage to build a healthy, inclusive community where every child is supported in the realization of their full potential as a learner and citizen. In the pages that follow, we outline the ways in which we will meet these four needs throughout the school year.





# BELONGING

- Strong focus on relationships and nurturing a sense of belonging for all students, families, and staff
- Strong commitment to inclusion, anti-racism and reconciliation through school-wide initiatives but also in daily action and decision-making.
- Community events to honour important times, dates and histories – Welcome Back Celebration, Solstices and Equinoxes, the National Day for Truth and Reconciliation, Indigenous Peoples Day, Black History Month, acknowledgment and learning around dates on Seven Oaks' Calendar of Cultural Events, etc.
- Creating a welcoming space – natural outdoor spaces for learning, play and gathering, multi-language welcome sign art in the school foyer, community libraries outside the front door and in the foyer, visibility of Indigenous artwork throughout the school, and creative use of limited space to gather and learn.
- Morning announcements on Microsoft Teams, led by students, incorporating multiple languages, with daily opportunities to share ideas and learning.
- Ongoing additions to classroom and school library resources that are reflective of the diversity of the school community.
- Ongoing invitations for students and staff to create and participate in clubs and groups such as Pow Wow Club and Divisional Pow Wow, Student-led QSA (supported by staff) and Divisional GSA Gathering, student-led antiracism initiatives, Bhangra Club and Divisional Diwali Celebration, beading clubs, music clubs, sports clubs and intramurals, etc.
- Ongoing collaboration with SOSD's Assistant Superintendent for Indigenous Excellence, Knowledge Keepers, and Elders to support students in culturally relevant ways and to move forward on the path toward reconciliation in partnerships.
- Intentional focus on stories and learning experiences with children that uncover and honour expressions of identity, diversity, and belonging.
- Collaboration between classroom teachers, EAs, learning support teachers, and clinical support staff to meaningfully include all students.
- Supporting partnerships between staff members.
- Expand Community Council to reflect the diversity of the school community, including an Indigenous Parents' Circle.
- Programming for preschool children and families.



# MASTERY

- Sustain, support, and grow professional learning journeys (with the addition of many new staff).
- PD Committee consisting of staff teaching and supporting diverse grade levels, and with diverse experiences and strengths.
- Ongoing professional learning focuses of anti-racism, diversity, equity, and inclusion.
- Collaboration with divisional teacher team leaders for anti-racism and climate action.
- Strong commitment to improving literacy practice and use of data collection tools such as the Early Math Assessment and the Classroom Literacy Survey, and literacy PD for teachers school-wide through collaboration with teachers and leaders from other schools as part of Teacher Talk, PD days, Lunch & Learn sessions, etc.
- Staff Book Study on *Wînipêk* by Niigaan Sinclair focused on the history of the land, our connection to it, and calls to act toward reconciliation in our local context.
- Teacher participation in divisional professional learning about JUMP Math and Building Thinking Classrooms.
- Development of student knowledge related to digital literacy and citizenship.
- Weaving of Indigenous perspectives into teaching practice and daily work.
- School-wide inquiry into trees (classrooms are all named after Manitoba trees; learning about classroom tree names, visiting them in the community, connections to sustainability and climate action, etc.)
- Student participation and engagement in land-based learning and a variety of outdoor learning experiences in collaboration with the Aki Centre.
- Student participation in divisional programs such as Learn to Swim and Learn to Skate and a variety music and movement opportunities in our school and in the broader Seven Oaks Community.



# GENEROSITY

- Professional learning opportunities and book study for staff focused on improved skills, knowledge, and understanding in supporting students and families, particularly for circumstances involving issues of neurodiversity, equity and social justice.
- Supporting students in building empathy for themselves and others through supported daily interpersonal learning and collaboration, and participation in anti-bullying initiatives such as Pink Shirt Day.
- Ongoing learning about and honouring of Orange Shirt Day and victims of residential schools, and the path toward reconciliation.
- Honouring of Terry Fox.
- Support of United Way campaign.
- Holiday hampers for families in need.
- Breakfast Bowls and food availability throughout the day for students; supported by CNCM grant and Provincial Universal Nutrition funding.
- Ongoing participation in First Teacher programming to support families' nutritional and early learning needs.
- Intentional consideration of how to cultivate connection with and amongst students, families, and staff through multi-age classrooms, Community Council, community gathering and daily interactions, etc.
- Ongoing efforts to honour and support the diversity of strengths, gifts, and challenges in the school community.



# INDEPENDENCE

- Variety of student voice and advocacy opportunities.
- Student Leadership Groups – patrols, recycling and composting, QSA, student leadership with morning announcements, etc.
- “Clubs and Connections” during Movement Breaks.
- Student-led conferences.
- Nurture autonomy in learning (investment and engagement) through inquiry-based learning and the building of strong foundations in literacies.
- Student participation in “Our School” survey.
- Nurturing of opportunities for students to engage in problem solving recess conflicts with increasing independence and success.