

# 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 REPORTING 2023/2024 and PLANNING 2024/2025

Identification			
Name of School Division Seven Oaks School Division	Name of School Seven Oaks Met School	Name of Principal Nancy Janelle	Date (yyyy/mm/dd) 2024/09/15

School Profile	<i>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</i>		
Number of Teachers 9 teachers	Number of Students 115 students	Grade Levels 9 - 12	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? <b>Yes</b>
<b>What is your mission statement?</b> Our commitment is to foster a safe and inspiring learning environment centered on goals that are relevant to interests and passions; "one student at a time." Our approach of authentic learning is based on meaningful relationships, where relevant and rigorous work is accomplished through internships and project-based learning. We believe this approach engages students to better recognize their own needs, as well as the needs of their local and global communities and the natural environment. By preparing students for a world that is constantly changing, and focusing on essential transferable skills and critical thinking, we aspire to empower students to have the agency needed to become transformative global citizens.			Year Revised 2019 (subject to change)

## SCHOOL REPORT – 2023/2024

### School Priorities

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes.	
Expected Outcomes	<b>Results (status, data or anecdotal evidence).</b> Feel free to attach file with results, if needed.
Develop a TRC school plan	<p>Breaking into professional development groups, we began to develop a framework for how to comprehensively teach TRC at the Met School (both by grade level and as a whole school). This work remains ongoing as it will take into consideration RCAP, UNDRIP, MMIW report, 94 recommendations; develop recommended reading lists/cinema viewing by grade level; identify required shared experiences by graduation; make connections with elders &amp; knowledge keepers; and make curricular connections to core credits</p> <p>Although the formal TRC school plan is still a work in progress, over the course of the school year we:</p> <ul style="list-style-type: none"> <li>● Learned from indigenous climate justice &amp; land-defenders at Camp Morningstar</li> <li>● Focused on MMIWG2S – with visits to Camp Mercedes &amp; Camp Morgan, and ran a student-led awareness T-shirt campaign</li> <li>● Had a school medicine garden &amp; held traditional smudges</li> <li>● Used the Circle of Courage as a project planning tool and a framework for assessment in exhibitions, narratives, etc</li> </ul>

	<ul style="list-style-type: none"> <li>Continued to develop our school library reflective of indigenous authors</li> <li>Had students connected to the SOSD Cultural Credit &amp; participate in the Grad Pow Wow</li> <li>Focused on land-based learning with knowledge keepers at the Aki Center, medicine picking at Birds Hill Park, and the Bannock Point Petroforms</li> <li>Had a monthly volunteer opportunity with the Bear Clan, a grass-roots organization of community members providing aid the inner city in a non-threatening, non-violent and supportive way</li> <li>Provided multiple learning experiences for Orange Shirt Day and Truth and Reconciliation week (film screening at SOPAC on the Oka Crisis; visit to a decommissioned residential school; guest speaker Niigaan Sinclair, etc)</li> </ul>
Develop a Climate Justice Action Plan	<p>Breaking into professional development groups, we began to develop a framework for how to comprehensively teach Climate Justice at the Met School (both by grade level and as a whole school). This work remains ongoing as we aim to develop a systems thinking approach specific to Met, which will include: being able to answer, what is climate change and how did we get here; understanding ecosystems, social policy change, critical thinking, adaptation/mitigation, misinformation, skills for the future, &amp; activism (nonviolent social action); and developing a transportation/infrastructure wish list.</p> <p>Although the formal school Climate Justice Action Plan is still a work in progress, over the course of the school year we:</p> <ul style="list-style-type: none"> <li>Had climate change skills focused curiosity-based advisories</li> <li>Provided a number of land-based learning opportunities: Gr 9 overnight camp at the Aki Center; Gr 10 overnight camp with the International Institute of Sustainable Development at the experimental lake area; whole school winter camp at Camp Cedarwood</li> <li>Learned from climate justice &amp; land-defenders at Camp Morningstar and from the Manitoba Energy Justice Coalition</li> <li>Focused leaving-to-learn opportunities: Narcisse snake den ecosystem, arctic science day at Fort Whyte; Oak Hammock Marsh; Aki Center</li> <li>Focused on project-based learning opportunities: caring for our watersheds; archipelago project, etc</li> </ul>
Mental Health - Safe Spaces & Circle of Support	<p>Breaking into professional development groups, we began to develop a framework for a Circle of Support for all students at the Met School that extends outside of students' immediate family and the school network. This work remains ongoing as we continue to develop systems (a checklist of sorts) to ensure there is a transition plan for all grade 12 students as they leave high school.</p> <p>Although the formal Circle of Support is still a work in progress, over the course of the school year in the area of mental health and wellness we:</p> <ul style="list-style-type: none"> <li>Began visits to community organizations on Tues/Thurs so students could identify additional community supports</li> <li>Implemented a strategy to ensure the Met School is a safe space for all staff and students (creating a flowchart to help staff and students respond to incidents of inappropriate language, making it easier to be an upstander when needed)</li> <li>Had a safe-space GSA &amp; participation in SOSD GSA Day</li> <li>Supported a robust student leadership group that provided a number of opportunities for their peers</li> <li>Continued our focus on mental &amp; physical wellness</li> </ul>

	<ul style="list-style-type: none"> <li>○ Healthy Start student-led breakfast program</li> <li>○ MHSAA participation (Manitoba High Schools Athletic Association)</li> <li>○ Monthly hikes</li> <li>○ Land-based learning opportunities</li> <li>○ Whole school outings to Birds Hill Park, Harborview, and Assiniboine Park</li> </ul>
<p>BPL - Project-based Learning &amp; Community-based Learning (internships)</p>	<p>We continued to work towards improving the student project development and planning process to facilitate deeper, more purposeful, and more meaningful school-based projects that can be sustained over the long-term by students. In addition, we continued to work towards improving our internship program so that it is more holistic and inclusive of a community-based learning approach that is more in-line with the thematic priorities of our school.</p> <p>Although work in this area is ongoing, specific to Project-based Learning this school year we:</p> <ul style="list-style-type: none"> <li>● Encouraged a problem-solving focus to projects, like the CMHR upstander project or the Fight for Equity film project in collaboration with Artists in School (Manitoba Arts Council)</li> <li>● Incorporated the circle of courage (independence, mastery, belonging, generosity) into project planning, exhibitions and narratives</li> <li>● Had a 3 Met School student-led production</li> <li>● Participated in the MSSS (Manitoba Schools Science Symposium)</li> <li>● Ran a number of student-led extra curricular groups (astronomy, animation, creative writing)</li> <li>● Had our 2<sup>nd</sup> annual Met Ex</li> </ul> <p>Although work in this area is ongoing, specific to Community-based Learning (internships) this school year we:</p> <ul style="list-style-type: none"> <li>● Improved the use of the existing database to enhance the internship experience for students, with a focus on non-profit organizations, and organization with a focus on community, sustainability, social justice &amp; social entrepreneurship</li> <li>● Hosted a Community Needs Fair</li> <li>● We continued our group internship experiences</li> <li>● STEAMhub, TECHhub, MICE, Sandbox, Toybox, Kitchen Brigades, etc</li> <li>● We implemented a service-learning component for students connected to the Bear Clan and other organizations like Siloam Mission, Agape Table, Harvest Manitoba, etc</li> </ul>

## SCHOOL PLAN – 2024/2025

### Planning Process

List or describe factors that influenced your priorities.

When planning for the 2024-25 school year, we focused on revisiting the 2023-24 school year by reflecting on what went well, what needed improvement, and what needed letting go of. Planning on doing fewer things well, rather than doing more things poorly, became the focus of our planning. In addition, “Be Kind” became the mantra underscoring this planning process. With this in mind, our plan for 2024-25 will focus on: continuing to develop our school TRC & Anti- Racism School Plan (be kind to each other); continuing to develop our school Climate Justice Action Plan (be kind to the planet); continuing to focus on mental health and finalizing our school’s Circle of Support Plan (be kind to yourself); and finally, getting Back to the Basics of Big Picture Learning (project-based learning & community-based learning/internships) (be kind to your community).

Under the umbrella of the three Big Picture Learning priorities, ‘relationships, relevance, & rigor’, we continue to strive to work towards helping students recognize their own needs, as well as the needs of their local and global communities and their natural environment, to prepare them for a world that is constantly changing, and to foster community so everyone can benefit. We will continue to focus on numeracy & literacy, diversity, equity & inclusion, and wellness & mental health, through our school-based projects, leaving-to-learn opportunities, our internship program, and our ‘one student at a time’ policy (which ensures that each of our students has an individualized learning plan tailored to their specific needs). Our overarching goal continues to be to empower our students to have the agency needed to be transformative global citizens. We feel our on-going focus on climate justice & land defenders (ESD using the United Nations Sustainable Development Goals), decolonizing/indigenizing education through Truth and Reconciliation (inc a focus on the Circle of Courage, the 94 recommendations, RCAP, UNDRIP & land-based learning), and utilizing anti-racist/anti-oppressive pedagogy (for the safety and wellbeing of LGBTQ2SIA+ & BIPOC communities), remains extremely relevant as these continue to be some of the most pressing priorities in education (and the world) today.

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 guided both by formal and informal discussions with staff, students, families, and mentors. With the continued input of our students and families, as a staff, we have been able to work together to strengthen our school’s ongoing thematic pillars. Leading up to our June 2024 PD Day, our final PD Day of the year, we all completed a staff survey to identify and triage our top 3 school priorities (based on student/family input). Once these were identified, the day was spent planning and formalizing the school plan for the upcoming school year.

How often did you meet?

Our staff meets on a weekly basis to discuss both our short- and long-term goals. In addition, two days, one in June and one in September, are dedicated to school planning. Our students and families are regularly encouraged to provide input and meet with advisors multiple times a year at our quarterly exhibitions. Advisors meet with mentors on a regular basis with on-going feedback built into that process.

What data was used?

Ongoing student and family feedback, tell them from me student survey (WDYDIST), divisional parent survey, student leadership reporting on student priorities, exhibition feedback (parent, student, advisor, mentor), mentor feedback forms (internships), mental health assessments, and staff priorities established through professional development opportunities.

Other highlights?

School Priorities
1. Continue to develop our school TRC & Anti- Racism School Plan: Be kind to each other
2. Continue to develop our school Climate Justice Action Plan: Be kind to the planet
3. Mental Health – continue to develop or school’s Circle of Support Plan: Be kind to yourself
4. BPL – Back to Basics (project-based learning & community-based learning/internships): Be kind to your community

School Plan			
Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
<p><b>1. Continue to develop our school TRC &amp; Anti- Racism School Plan: <i>Be kind to each other</i></b></p> <p>To provide opportunities for staff and students to engage in learning and to improve understanding in this area.</p>	<p>We will continue the work our professional development groups started last year, developing a framework for how to comprehensively teach TRC at the Met School (both by grade level and as a whole school). This work remains ongoing as it will take into consideration RCAP, UNDRIP, MMIW report, 94 recommendations; develop recommended reading lists/cinema viewing by grade level; identify required shared experiences by graduation; make connections with elders &amp; knowledge keepers; and make curricular connections to core credits.</p> <p>In addition to the development of our formal TRC school plan, over the course of the school year we plan on:</p> <ul style="list-style-type: none"> <li>• <i>Staff PD</i> - SOSD Divisional Day &amp; 2 Treaty Education PD days</li> <li>• TRC Week &amp; Orange Shirt Day – receive teachings from elders and matriarchs</li> <li>• Participating in Cultural Credit &amp; Grad Pow Wow</li> </ul>	<p>With a focus on TRC, we will know that student learning is improving when we see students feeling empowered to tackle the big issues surrounding anti-racism &amp; TRC, demonstrate their democratic rights, and know they have the mental health supports they need to accomplish these large goals.</p> <p>Both staff and students will be able to better articulate the impacts of ongoing colonialism/colonization, systemic racism, the importance of protecting the land, and truth &amp; reconciliation for all members of our society. There will be a noticeable increase in empathy around these topics on an individual student and whole school level.</p>	<p>Our advisors will be able to report their findings at the end of the year. We will see more student projects, internships, community service, and individual actions that reflect these themes. At the end of the year, as a staff we will assess whether or not there was an increase in students doing work around these themes based on our initiatives. This will also be evident in our quarterly exhibitions and student narratives. We will ask students about this in our annual WDYDIST survey.</p>

	<ul style="list-style-type: none"> <li>• Whole School Outings – land-based education with knowledge keepers</li> <li>• Have a school medicine garden &amp; traditional smudges</li> <li>• Use the Circle of Courage (independence, mastery, belonging, generosity) as a project planning tool and a framework for assessment in exhibitions, narratives, etc</li> <li>• Continue to develop our school library reflective of indigenous authors</li> <li>• Have seasonal solstice feasts</li> <li>• Learn from climate justice &amp; land-defenders</li> <li>• Focused Leaving-to-Learn opportunities</li> <li>• Consider Justice Murray Sinclair’s questions while project planning: <ul style="list-style-type: none"> <li>• Who am I (gr 9)?</li> <li>• Where am I from (gr 10)?</li> <li>• Where am I going (gr 11)?</li> <li>• What is my purpose (gr 12)?</li> </ul> </li> </ul> <p>*note – once our TRC school plan is complete, that PD group will shift their focus to developing an anti-racism school plan</p>		
<p><b>2. Continue to develop our school Climate Justice Action Plan: <i>Be kind to the planet</i></b></p> <p>To provide opportunities for staff and students to engage in learning and to improve understanding in this area.</p>	<p>We will continue to work our professional development groups started last year, developing a framework for how to comprehensively teach Climate Justice at the Met School (both by grade level and as a whole school). This work remains ongoing as we aim to develop a systems thinking approach specific to Met, which will include: being able to answer, what is climate change and how did we get here; understanding ecosystems, social policy change, critical thinking, adaptation/mitigation, misinformation, skills for the future, activism (nonviolent social action); and developing a transportation/infrastructure wish list.</p>	<p>With a focus on climate justice, we will know that student learning is improving when we see students feeling empowered to tackle the big issues surrounding climate change, demonstrate their democratic rights, and know they have the mental health supports they need to accomplish these large goals.</p> <p>Both staff and students will be able to better articulate the impacts of climate change and how we should respond and prepare for it. There</p>	<p>Our advisors will be able to report their findings at the end of the year. We will see more student projects, internships, community service, and individual actions that reflect these themes. At the end of the year, as a staff we will assess whether or not there was an increase in students doing work around these themes based on our initiatives. This will also be evident in our quarterly exhibitions and student narratives. We will ask students about this in our annual WDYDIST survey.</p>

	<p>In addition to the development of our formal Climate Justice Action Plan, over the course of the school year we plan on:</p> <ul style="list-style-type: none"> <li>• <i>Staff PD</i> on land-based learning at Aki</li> <li>• Participation in the SOSD Student Climate Action Group</li> <li>• Grade 9 overnight camp land-based learning to Aki Center</li> <li>• Learn from climate justice &amp; land-defenders at Camp Morningstar and from the Manitoba Energy Justice Coalition</li> <li>• Focused leaving-to-learn &amp; project-based learning opportunities</li> </ul>	<p>will be a noticeable increase in understanding around these topics on an individual student and whole school level.</p>	
<p><b>3. Mental Health – continue to develop or school’s Circle of Support Plan: <i>Be kind to yourself</i></b></p> <p>To continue to provide a safe space for our learning community and to improve the levels of support available to our students by developing a Circle of Support for each student.</p>	<p>We will continue the work our professional development groups started last year, developing a framework for a Circle of Support for all students at the Met School that extends outside of students’ immediate family and the school network. This work remains ongoing as we continue to develop systems (a checklist of sorts) to ensure there is a transition plan for all grade 12 students as they leave high school.</p> <p>In addition to the development of our formal Circle of Support Plan, over the course of the school year we plan on:</p> <ul style="list-style-type: none"> <li>• <i>Staff PD</i> with ECSS on working with neurodivergent students in PBL (specifically students with Autism &amp; ADHD)</li> <li>• Student groups – D&amp;D, leadership, GSA, YIP, Ethics club</li> <li>• Student leadership/school spirit – Halloween, spirit week, holiday planning, etc</li> <li>• Whole school outings – outdoor ed/land-based education focus (Birds Hill Park, Harborview, and Assiniboine Park)</li> <li>• Healthy Start student-led breakfast program</li> <li>• Guest speakers in wellness class</li> </ul>	<p>With a focus on mental health &amp; wellness, we will know student learning is improving when we see our students gain the skills and strategies necessary to be ‘ready’ to learn, to be active healthy learners, to achieve their academic goals more readily, and to know where they can turn to for support in different areas of their lives.</p>	<p>Our wellness advisor, in collaboration with the other advisors, will be able to report their findings at the end of the year. At the end of the year, as a staff we will assess whether or not there was an improvement in students achieving their goals based on our initiatives. This will also be evident in our quarterly exhibitions and student narratives. We will ask students about this in our annual WDYDIST survey.</p>



<p><b>4. BPL – Back to Basics (project-based learning &amp; community-based learning/internships): <i>Be kind to your community</i></b></p> <p>To improve our student project development and planning process to facilitate deeper, more purposeful, and more meaningful school-based projects that can be sustained over the long-term by students. In addition, to improve our internship program so that it is more holistic and inclusive of a community-based learning approach that is more in-line with the thematic priorities of our school</p>	<p>We will continue to work towards improving the student project development and planning process to facilitate deeper, more purposeful, and more meaningful school-based projects that can be sustained over the long-term by students. In addition, we will continue to work towards improving our internship program so that it is more holistic and inclusive of a community-based learning approach that is more in-line with the thematic priorities of our school.</p> <p>To facilitate this, over the course of the year we plan on:</p> <ul style="list-style-type: none"> <li>• <i>Staff PD</i> with Elliot Washor from BPL</li> </ul> <p><b><i>Project-based Learning</i></b></p> <ul style="list-style-type: none"> <li>• Have student-led curiosity-based advisories (including beading, social justice, outdoor education, animation, drama, cooking, creative writing)</li> <li>• Quarterly exhibitions (demonstration of learning)</li> <li>• Harvest Manitoba &amp; Luther Care Home</li> <li>• Participate in the MSSS (Manitoba Schools Science Symposium)</li> <li>• Have our 3<sup>rd</sup> annual Met Ex</li> <li>• Have a problem-solving focus to project plans <ul style="list-style-type: none"> <li>○ Community vs individualism</li> <li>○ Climate justice &amp; land-defenders</li> <li>○ TRC &amp; Anti-racism &amp; anti-oppression</li> </ul> </li> </ul> <p><b><i>Community-based Learning</i></b></p> <ul style="list-style-type: none"> <li>• Group internship experiences for niche interests (STEM, game design, kitchen skills, entrepreneurship, etc)</li> <li>• Have a 3 Met School student-led production</li> <li>• Host a Community Needs Fair</li> </ul>	<p>With a focus on improved project-based learning we will know that student learning is improving when we see students more connected and committed to their work and following through on deeper, more purposeful, and more meaningful school-based projects.</p> <p>With a focus on improving internships, we will know that student learning is improving when we see an increase in more ‘meaningful &amp; purposeful’ internship placements.</p>	<p>Our advisors will be able to report their findings at the end of the year. We will see more meaningful projects with a problem-solving focus. At the end of the year, as a staff we will assess whether or not there was an improvement in projects overall based on our initiatives. This will also be evident in our quarterly exhibitions and student narratives. We will ask students about this in our annual WDYDIST survey.</p> <p>Our internship coordinator, in collaboration with the other advisors, will be able to report their findings at the end of the year. At the end of the year, as a staff we will assess whether or not there was an improvement in students achieving these internship goals based on our initiatives. This will also be evident in our quarterly exhibitions and student narratives. We will ask students about this in our annual WDYDIST survey.</p>
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