

SCHOOL REPORTING for 2023/2024 and PLANNING for 2024/2025

Identification				
Name of School Division Seven Oaks School Division		Name of School West St. Paul School	Name of Principal and Vice-Principals David Ingram, Tammy Harder and Jenny Macdonald	Date (yyyy/mm/dd) 2024/09/23

School Profile	(Complete the following using FTE as of Sept 30 <sup>th</sup> .)			
Number of Teachers 38.5	Number of Students 597	Grade Levels K-8	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes	
What is your mission statement? At West St. Paul School, remember to: Take Care of Yourself, Take Care of Each Other and Take Care of This Place.				Year Revised 2010

Previous Years’ Successes: Please comment on successes and progress towards meeting previous school plan outcomes.	
School Priorities	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. To educate students, families and community on the importance and relevance of Indigenous Perspectives	<ul style="list-style-type: none"><li>Look at the “Mamahtawisin: The Wonder We are Born With Reflection, Planning and Reporting Document”, reflecting on our school progress on the 4 pillars, using the School Reflection Tool – <b>Beginning Phases and Ongoing</b></li><li>Invite Heather Eckton in to facilitate a staff PD Day on Climate Action, using an Indigenous lens and the “Mamahtawisin: The Wonder We are Born With Reflection, Planning and Reporting Document”- <b>Achieved</b></li><li>Connect with and build relationships with an Elder or Indigenous Knowledge Keeper within our school who could offer teachings on the Tipi, Indigenous Art, Pow Wow Dance, Sacred Medicines, Jigging, Drumming and Beading Teachings- <b>Beginning Phases but Class Specific</b></li><li>Say and stand for the Land Acknowledgement before “Oh Canada” and engage students to work on writing their own Land Acknowledgements that can be shared- <b>Beginning Phases and Ongoing</b></li><li>Explore the Indigenous Peoples Atlas of Canada Interactive Map- <b>Achieved</b></li><li>Continue to have a Pow Wow Club that represents West St. Paul at Divisional Celebrations, such as the Grad Pow Wow- <b>Ongoing</b></li></ul> <b>Additional Accomplishments:</b> <ul style="list-style-type: none"><li>Established a Grade 7/8 Indigenous Student Group who represented West St. Paul School at two Indigenous Youth Gatherings (Divisional and Manito Ahbee Next Gen)- <b>Intend to Continue</b></li><li>Established a Jigging group under the direction of Darrell Sais, who performed at the Divisional Dance Day, Arts in the Park and as the opening performance of the Divisional Pow Wow- <b>Intend to Continue</b></li></ul>
2. Enhancing student literacy and numeracy development and student engagement	<ul style="list-style-type: none"><li>Focused work on literacy through Teacher Talk Time and MY Meeting Time, including Book Studies- <b>Achieved and Ongoing</b></li><li>Collect new writing samples and compare with last year’s samples to notice growth and plan for next steps in the teaching of writing- <b>Achieved and Ongoing</b></li><li>Create a shared document for teachers to add ideas, book suggestions, lesson plans, resources in the area of math, for each grade group- <b>In some Grade Groups</b></li><li>Introduce Drones and Coding and 3-D Printing as a TAS Class at our school- <b>Achieved and Ongoing</b></li><li>Increase the engagement with Engineers in residence by adding a second Engineer- <b>Achieved for the 2024/25 School Year</b></li><li>Create common literacy assessments/continuums for grades K-8- <b>Beginning Phases and Ongoing</b></li><li>Continue and increase co-teaching in classrooms - <b>Ongoing</b></li></ul>

3. Education for Sustainable Development	<ul style="list-style-type: none"> <li>Enhance our garden space (planting vegetables and Indigenous plants and medicines in planters), in collaboration with students, including picnic tables made by students at TAS- <b>Achieved and Ongoing</b></li> <li>Create more buzz around Earth Day, Earth Hour and a digital detox (limiting cell phone use in MY)- <b>Achieved and Ongoing</b></li> <li>Re-visit our partnership with UNESCO – <b>Achieved for the 2024/25 School Year</b></li> <li>Begin a Green Club with students (Activism and Action) – <b>Beginning Phases and Ongoing</b></li> <li>Conduct a Garbage and recycling audit, litterless/ Boomerang lunch challenge and composting- <b>Achieved and Ongoing</b></li> <li>Expand our partnership with Aki Center, exploring land-based learning opportunities with more teachers and classrooms - <b>Ongoing</b></li> <li>Engage in a full-day pd for staff on ESD initiatives, using an Indigenous lens, where staff will create Climate Action projects to explore with their class/school - <b>Achieved and Ongoing</b></li> <li>Develop an active transport plan for students and advocate for the last 300 meters of the trail on the west side of the highway to be re-built - <b>Ongoing</b></li> <li>Work alongside our PAC to plan an updated play space for our students, which incorporates some natural elements, now that funds are available- <b>on Hold due to Future On-site Buildings</b></li> </ul>
4. Developing a school culture that promotes student and staff leadership, wellness and an inclusive community of learners	<ul style="list-style-type: none"> <li>Support and promote Student Voice Groups, where student ideas and initiatives are encouraged and supported – <b>Ongoing and Plan to Expand</b></li> <li>Create further intentionality and visibility when it comes to creating inclusive spaces, including the use of inclusive language - <b>Ongoing</b></li> <li>Regular community engagement, in partnership with PAC (Family Welcome Night and Halloween Family Dance) - <b>Achieved and Ongoing</b></li> <li>Create School-wide cultural celebrations and feasts that reflect our student population, referencing the Divisional Calendar of Cultural Events - <b>Beginning and Ongoing</b></li> <li>Honour the International Day of Pink (Anti-Bullying and Anti-Homophobia) in April – <b>Achieved and Ongoing</b></li> <li>Implement Peer Mediators to help with problem solving during activity breaks - <b>Beginning and Ongoing</b></li> <li>Intentional engagement of students during activity break times, such as clubs, intramurals, open gym times – <b>Ongoing</b></li> </ul>

SCHOOL PLAN for 2024/2025			
School Priorities 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?
1. To educate students, families and community on the importance and relevance of Indigenous Perspectives <ul style="list-style-type: none"> <li>To deepen an understanding and appreciation of the Indigenous culture and to educate our students and families about why it is important</li> </ul>	<ul style="list-style-type: none"> <li>Re-introduce Smudging</li> <li>Monthly or Bi-monthly Assemblies with Student Involvement, partnering an EY and MY class: celebrating Indigenous teachings (7 Teachings, Medicine Wheel, Circle of Courage, Solstices), Storytelling, Artists, Authors, etc.)</li> <li>Play O’Canada in Indigenous Languages and share an Indigenous word or phrase over the announcements, at least once a week and on the TV</li> <li>Engage in school-wide interactions with Indigenous Elders and Knowledge Keepers on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>We will see that the truth about the treatment of Indigenous peoples in Canada is being taught in an age-appropriate way so that students, staff and families can explain the reason behind why we honour and celebrate Indigenous cultures and perspectives to make steps towards reconciliation.</li> <li>We will hear conversations in classrooms about social justice issues regarding Indigenous populations that indicate a deeper and more enhanced understanding of the importance for everyone to know about them.</li> <li>We will see attitudes amongst students, staff and families growing positively.</li> </ul>	<ul style="list-style-type: none"> <li>Anecdotal feedback</li> <li>Staff feedback</li> <li>Our Schools Survey</li> <li>Staff Reflections and next steps that were noted by staff on the Mamahtawisin School reflection tool and using the data for school-wide planning, as well as re-visiting the tool later in the year to track our progress</li> <li>PAC meetings- presence of an awareness of the importance of infusing</li> </ul>

	<ul style="list-style-type: none"> <li>Further develop our Treaty Education, including a possible Treaty Days</li> </ul>	<ul style="list-style-type: none"> <li>We will see evidence of Indigenous perspectives being woven into the curriculum.</li> </ul>	<p>Indigenous perspectives and support of initiatives</p> <ul style="list-style-type: none"> <li>Student response and attitude</li> <li>Student participation in events, clubs, activities, days of Acknowledgement</li> </ul>
<p>2. Enhancing student literacy and numeracy development and student engagement</p> <ul style="list-style-type: none"> <li>To enrich the strategies and improve the outcomes regarding multiage math, as well as developing and using common numeracy language in K-8</li> <li>To explore multiple literacies, including across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Make student writing more visible</li> <li>Display student book recommendations</li> <li>Establish a school-based literacy continuum</li> <li>Host a Literacy or Numeracy Evening for families</li> <li>Create a numeracy focus- (EY and MY Teacher Talk/Meeting times, School-wide numeracy challenges, projects or assemblies)</li> <li>Plan a school-wide Monthly Author or Artist Study (connected with our school priorities) followed by a gallery walk</li> </ul>	<ul style="list-style-type: none"> <li>We will hear teachers reflecting on activities they incorporate in their classroom and making improvements as needed to make lessons meaningful and engaging for students</li> <li>We will see teachers regularly re-visiting the EY Quadrant Assessment to see if students have moved to a new quadrant</li> <li>We will see students engaged during all aspects of ELA and Math</li> <li>We will see that differentiated instruction is common practice in all classrooms, making success for all students more obtainable</li> <li>Students will see themselves as readers, authors/writers and mathematicians</li> <li>We will see teachers using assessment data to make changes in their teaching</li> <li>We will see and hear Increased teacher collaboration and sharing of resources</li> </ul>	<ul style="list-style-type: none"> <li>Anecdotal student and family feedback</li> <li>Staff feedback</li> <li>Progress identified on report cards</li> <li>Our Schools survey data</li> <li>Grade 3, 4, 6 and 7 assessment data in numeracy</li> <li>EMA (Early Math Assessment) data</li> </ul>
<p>3. Enhancing Education for Sustainable Development</p> <ul style="list-style-type: none"> <li>School-wide initiatives that reduce our environmental footprint</li> <li>A better and deeper understanding of all that encompasses sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>Become a farm/garden school, with food crops and maybe chickens</li> <li>Engage in re-wilding parts of the school yard</li> <li>Encourage low waste or waste free lunches, starting with the Boomerang lunch idea</li> <li>Develop a school-wide focus on climate action projects</li> <li>Promote active transport for those who live closer to the school</li> </ul>	<ul style="list-style-type: none"> <li>We will see less waste and litter in garbage</li> <li>Students can explain why recycling, re-using and re-purposing is important for our environment</li> <li>We will see that students understand about what "Take Care of this Place" means through their actions</li> <li>We will see students gaining knowledge of plants and gardening practices</li> </ul>	<ul style="list-style-type: none"> <li>Anecdotal feedback and observations</li> <li>Less waste in garbage cans; increase in reusable containers for lunches</li> <li>Students reminding other students about where to put waste</li> <li>Staff feedback</li> <li>Our School survey</li> </ul>

		<ul style="list-style-type: none"><li>• We will see evidence of an increased respect for the land through observing how it is treated by the students</li><li>• We will see that a plan for a play space revitalization has been made</li></ul>	<ul style="list-style-type: none"><li>• Photo evidence of school improvement projects</li></ul>
<p>4. Developing a school culture that promotes student and staff leadership, wellness and an inclusive community of learners</p> <ul style="list-style-type: none"><li>• Living up to our school motto of Take care of yourself, Take care of each other and Take care of this place</li><li>• Every child feels they belong at West St. Paul School</li></ul>	<ul style="list-style-type: none"><li>• Create an Anti-racist student group</li><li>• Create an Inclusive, Safe Space Club (connect with Rainbow Resource Centre)</li><li>• Create a welcoming words mural in multiple languages</li><li>• Participate in regular acts of Public Kindness</li><li>• Train peer conflict managers</li><li>• Expand on the celebrations that are reflective of our school population</li><li>• Create an art piece in the school to honour Ryley Anderson</li></ul>	<ul style="list-style-type: none"><li>• We will see students treating each other with kindness and respect</li><li>• We will see students involved in groups intended to promote kindness and respect for all</li><li>• We will see students eager to participate in leadership opportunities and having some ownership in school activities and decision making</li><li>• We will hear from students that they are feeling like they are contributing to the school environment through their work in various clubs/groups</li><li>• We will see students engaging in extra-curricular team sports</li><li>• We will see regular school gatherings, such as assemblies</li></ul>	<ul style="list-style-type: none"><li>• Anecdotal feedback</li><li>• Staff feedback</li><li>• Our School Survey</li><li>• Student observations</li><li>• Reduction in recess incidents</li></ul>