

Revised September 20th, 2022



École Élémentaire South Sa-Hali
Annual School Learning Plan
2022-2023

Principal: Susie Mabee
Vice-Principal: Leah Clare



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People.

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Tk'emlúps te Secwépemc through our Local Education Agreement ([link current signed copy](#)) and the Aboriginal Education Enhancement Agreement ([link](#)).

TABLE OF CONTENTS

CONTEXT	p. 3
INTELLECTUAL DEVELOPMENT	
LEARNING GOAL	p. 5
HUMAN AND SOCIAL DEVELOPMENT	
WELLBEING GOAL	p. 12
CULTURAL & IDENTITY DEVELOPMENT	
CULTURAL SAFETY GOAL (District)	p. 21
<p>A district report will be available in the district learning plan. You may choose to include it in your school learning plan and share how you will be involved in learning about cultural safety.</p>	
CAREER DEVELOPMENT (Integrated)	
Key strategies to ensure that every student graduates and transitions grade-to-grade are integrated into the learning and wellbeing goals.	p.
SYSTEMS DEVELOPMENT (Integrated)	
Key strategies for resource allocation are integrated in the learning and wellbeing goals.	p.

CONTEXT

SCHOOL VISION

We envision an inclusive French Immersion school community where personal excellence is inspired through learning opportunities that encourage inquiry, creativity, and global and cultural awareness.

SCHOOL CONTEXT

École Élémentaire South Sa-Hali, perfectly situated next to Peterson Creek Park, is a single-track French Immersion school of choice which draws its student population from a variety of neighborhoods located south of the TransCanada Highway. Because of the size of our catchment area, the majority of our students arrive at school by car or bus (either BC Transit bus or SD73 school bus). Our school has a diverse socio-economic and cultural population of 378 students from Kindergarten to Grade 7, who are housed in 17 classrooms. We have 27 students with Aboriginal Ancestry and 30 students who have a Ministry Designation and whose learning is guided by an Inclusive Education Plan. There are two portables on site; one is used for our music/band program which is delivered by our music prep teacher, and the other is the home for an after school daycare program, Kamloops Kidz. We currently have approximately 100 students accessing additional support from one of the LARTs or CEAs: 70 students receiving small-group support outside of the class and 92 students receiving additional support within the class (some receiving both).

Our school campus is located right beside Peterson Creek Park, which offers excellent opportunities for students to use the natural surroundings to explore the natural world and their connection to it. Many of our classes frequent the park several times a week to explore themes in Physical Education, Science, Social Studies, and Mathematics.

Our staff consists of 23 teachers, four CEAs, one Aboriginal Education Worker (2 days/week), one Administrative Assistant, one Library Aid (2.5 days/week), three custodians, one Vice-Principal, and one Principal. Our Learning Assistance time is divided amongst 2 teachers and our vice-principal.

École Élémentaire South Sa-Hali is a part of the South Kamloops Family of schools which includes Savona Elementary, Aberdeen Elementary, Beattie Elementary, École Élémentaire Lloyd George and South Kamloops Secondary. EESS participates in all District activities, and are also privy to a few special opportunities such as Concours d'art oratoire and le Festival du Théâtre.

FRENCH IMMERSION - SCHOOL OF CHOICE (Brief History)

Since the restructuring of the French Immersion program in 2010 from dual-track to single-track schools, and the concentration of French Immersion from 4 elementary schools to two, there was a steady increase in enrollment at South Sa-Hali until we reached capacity. We currently have space for 52 Kindergarten students each year. For the 2022-2023 school year, we opened up 8 additional kindergarten spots and will be hosting 3 full Kindergarten classes. There is currently a waitlist of 9 for Kindergarten, and we are at capacity in all of our primary classes.

One of our core beliefs in French Immersion is for students to speak French during instructional activities in order to develop fluency in oral French to the greatest degree possible. Our school believes that French is not a language learned solely in school, but rather a language that will be used in many facets for the rest of our students' life. It is our hope that there will be some students who will use French when attending post-secondary institutions, when traveling around the world, and when entering the workforce as an adult. It is, therefore, the staff's expectation that students speak French in all areas of the school, with staff members and with their peers.

In the early years of Kindergarten and Grade 1, when students are gradually building their oral French fluency, some English is acceptable; however, the instruction is given largely in French. These students are encouraged to attempt to express themselves with the French language that they do have, and fill in the rest with English when needed. In addition, it is a bonus for students' oral French growth if they speak French in the hallways and outside during recess and lunch; although, this is not mandatory unless they are speaking with a French-speaking staff member.

Students in Grades 3-7 receive English Language instruction 20% of the time. This equates to approximately 60 minutes per day.

An important factor in the success of our French Immersion program is the strong support of parents and families. As a school of choice, the parents have made the conscious decision to place their children in a program in which they have confidence. Our parents and teachers are committed to working together, and success is achieved because both groups support each other. Parents were surveyed in Jan. 2021 as to what areas we should focus on for our SLP goals, and Financial Literacy was the theme that emerged from our Numeracy Focus.

Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS: [data](#)

We have decided to focus on Numeracy for our learning goal for a number of reasons.

1. The results from our **FSA** indicate that:
 - a. Grade 4: We have 2% fewer students than in the school district at either On-Track or Extending (**62%**).
 - b. Grade 7: Although we have 7% more students than the school district at either On-Track or Extending (**64%**), we are not satisfied with these results.
2. The results from our stakeholder survey in January of 2021 indicated that our community would like to focus on numeracy skills, particularly problem solving (real-world problems) and critical thinking.

June Report Card Data												
	Proficient/Extending June 2021			Proficient/Extending June 2022			Proficient/Extending June 2023			Proficient/Extending June 2024		
	All	Non- Aboriginal	Aboriginal	All	Non- Aboriginal	Aboriginal	All	Non- Aboriginal	Aboriginal	All	Non- Aboriginal	Aboriginal
K	91.7%	93.2%	75%	93%	93%	100%	%	%	%	%	%	%
Gr. 1	91.3%	90.9%	100%	93.4%	93.4%	100%	%	%	%	%	%	%

Gr. 2	94.9%	93.6%	100%	93%	93%	100%	%	%	%	%	%	%
Gr. 3	77.1%	78.6%	50%	90%	90%	88%	%	%	%	%	%	%
Gr. 4	94%	93.8%	100%	88%	90%	67%	%	%	%	%	%	%
Gr. 5	97.2%	97%	100%	90%	91.8%	67%	%	%	%	%	8%	%
Gr. 6	85.0%	84.1%	100%	82%	82%	100%	%	%	%	%	%	%
Gr. 7	84.4%	87.8%	50%	86%	86%	0%	%	%	%	%	%	%

SCHOOL GOAL: FINANCIAL LITERACY

Students will show growth in their ability to recognize the appearance of and the monetary value of currency, solve real-world problems involving money, and identify their needs and wants with respect to spending and saving.

Area of Focus	Strategies and Initiatives	Targets and Measures
<ul style="list-style-type: none"> • Comprehension • Fluency • Vocabulary development • Mental Math strategies • Interactivity and learning by doing • Community assets and resources • Sustainable economy • Financial Literacy Curricular Competencies 	<ul style="list-style-type: none"> • Problem of the Week (Génie de la semaine) • Guest presenters • Financial Literacy Fair • Real-life experiences managing money (i.e. fundraising, food sales) • Financial Literacy section in the library • Math Facts Competitions • Math Facts Café (Kind of like Daily 5 but for Math) • Mathletics • Math Games in the Library at lunch • Family Math Night • Including numeracy vocabulary on daily announcements • Classroom economies 	<p>Targets:</p> <ul style="list-style-type: none"> ☆ 100% of our students will show growth in their financial literacy skills. ☆ Increase in the number of primary students achieving “Proficient” or “Extending” in Mathematics on June Report Card. ☆ Increase in the number of intermediate students achieving “Proficient” or “Extending” in Mathematics on June Report Card. ☆ Increase in the number of students in Grade 4 achieving “On-Track” or “Extending” on the FSA results in Numeracy. ☆ Increase in the number of students in Grade 7 achieving “On-Track” or “Extending” on the FSA results in Numeracy. <p>Measures:</p>

- [pre-/post-test in Financial Literacy](#)
- Report Card Data
- FSA Data
- District Numeracy Assessment (DNA)

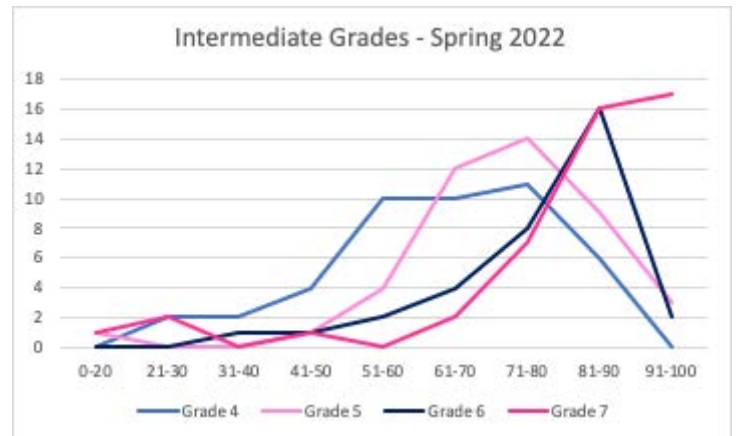
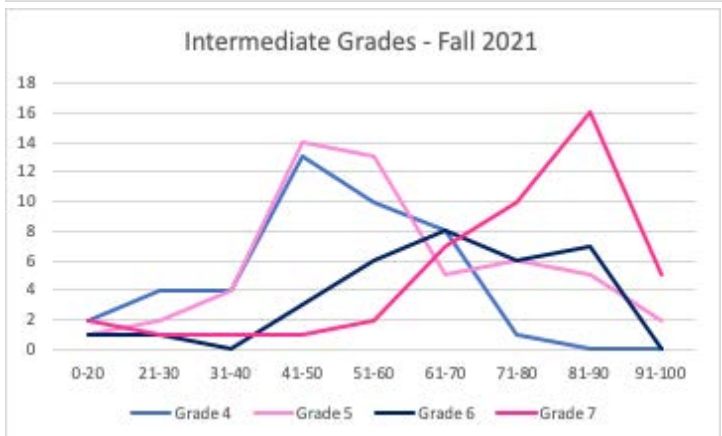
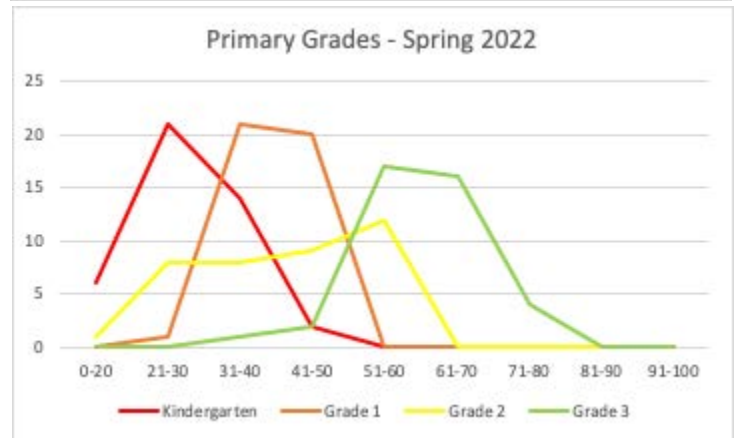
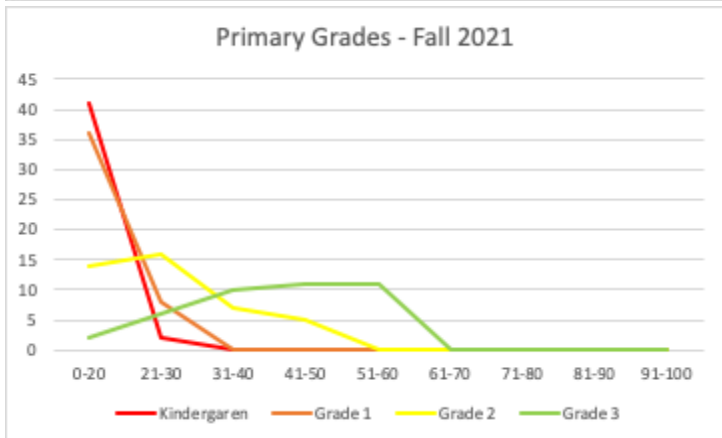
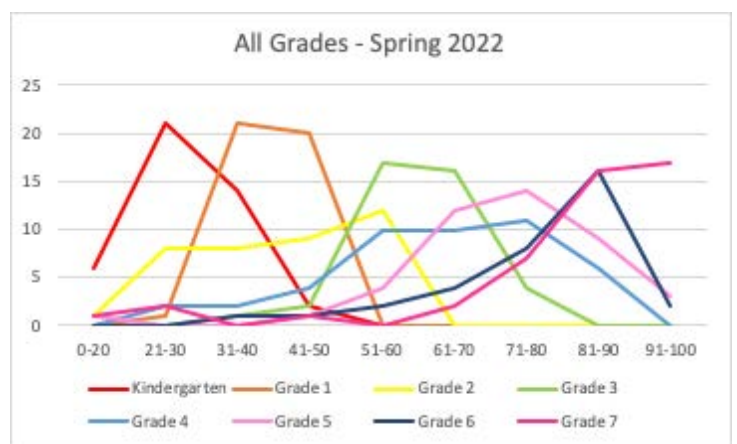
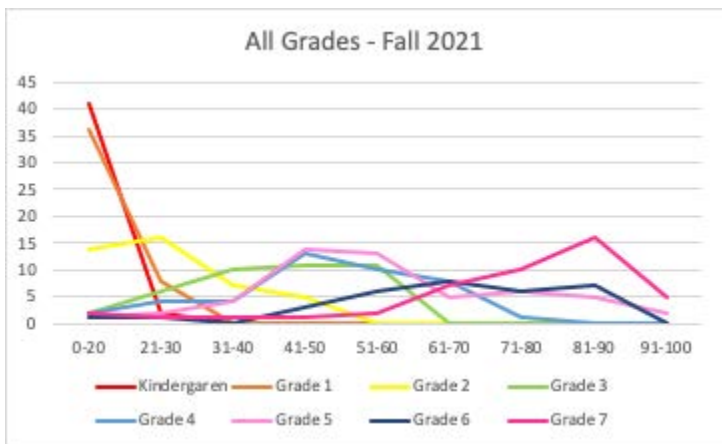
Link to Aboriginal Enhancement Agreement:

Goal #1 - To increase the educational success of all Aboriginal students

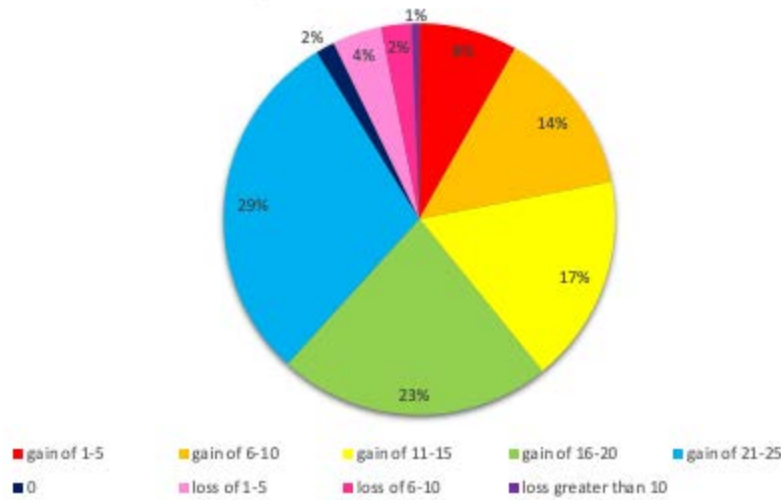
Objective #1 - Continue to improve the literacy, numeracy, and graduation rates of all Aboriginal students.

AREAS TO CELEBRATE:

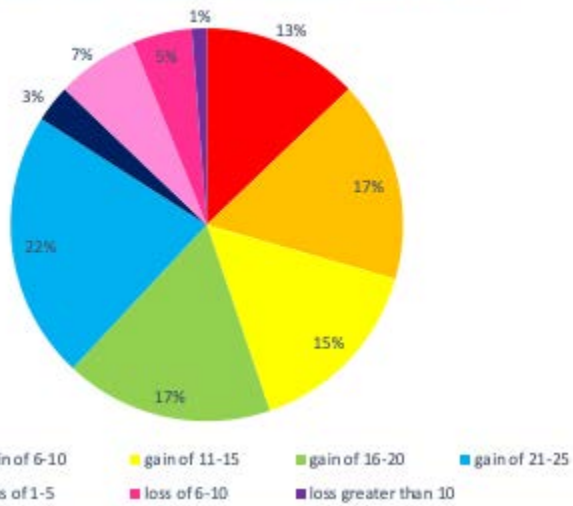
Financial Literacy Results



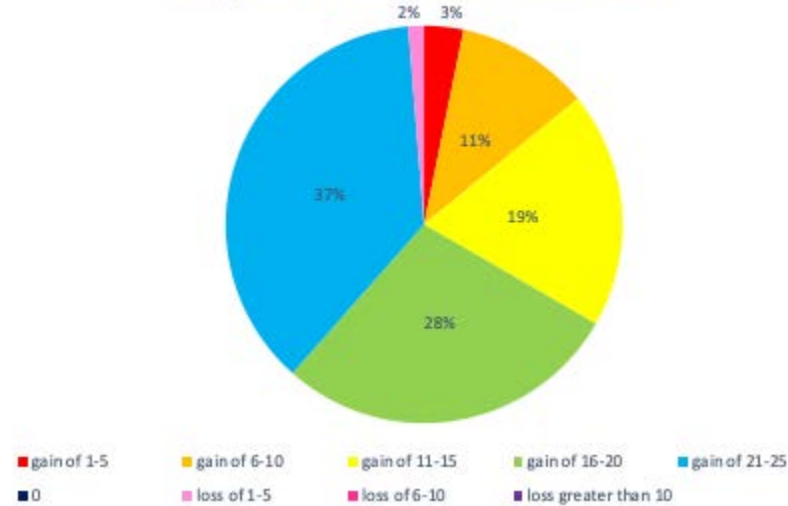
Gain/Loss All Students 2021-2022



Gain/Loss Intermediate Students 2021-2022



Gain/Loss Primary Students 2021-2022



The graphs above show the results from our Financial Literacy Assessment which was administered in November of 2021 and April 2022. This assessment tool was developed to measure the growth in one year of instruction. It was designed to be more of a continuum, so that there are multiple points of entry and room for students to show their understanding beyond their grade level. We realized this year, despite our best efforts to provide questions/activities that would challenge all of our learners, there were some students who scored perfectly on the pre-test, making it impossible for them to show growth. This means that we need to further adapt this assessment tool in order to provide a challenge to those students already showing a proficient or extending level of understanding in this area.

What we noticed this year:

- The majority of students showed growth
- The Spring results demonstrated, more or less, the Bell curve

What we would expect to see is that the shape of the graph will remain fairly consistent, but that the peaks (bulk of the students) would move steadily to the right.

AREAS TO GROW:

Because we have such a small number of Aboriginal students in each grade, one student's FSA results or report card mark in Numeracy can greatly impact the performance of the group as a whole. Those students who are not at parity with our non-aboriginal students have been identified and additional support and interventions are being provided.

Our Financial Literacy results indicate that 9% of our students demonstrated either a lack of learning or a learning loss in this area. 5% of primary students and 16% of intermediate students showed a learning loss. This raises an important question as to why are our intermediate students performing more poorly than our primary students on this assessment? We hope to gather some understanding in the coming school year.

Further inquiry to our students with diverse learning needs, is required in order to determine how they are performing in all areas of the curriculum, in particular in Numeracy and Well-Being.

SCHOOL STRATEGIES:

To improve in numeracy, we will (classroom practices):

- Incorporate class discussion and group work (CGI - Cognitive Guided Instruction sequences)
- Develop a scope and sequence of common language/vocabulary and problem-solving strategies for Numeracy.
- Decide which numeracy competencies will be our focus and that all teachers will use in their formal report cards in order to measure our growth in our numeracy goal.
- A pre-/post- test to measure growth in Financial Literacy was developed this year (2021-2022); however, we discovered this year that some students topped out during the pre-test, and, as a result, were unable to show growth, so we need to take a closer look at this assessment to see how we can adapt or add to the the assessment to meet our needs.

- Annual Financial Literacy Fair
- Practice financial literacy year long by having at least one question from our weekly math problems, “problemes de la semaine” be based in financial literacy
- Continued work on assessment with the proficiency scale and communicating student learning with our parent community, with particular focus on the use of the proficiency scale in all areas of the curriculum.
 - Presentations of Learning
 - Ongoing Communication about Student Learning
- Continued work with “Loose Parts” with regards to how to use them to stimulate imagination and creativity in Writing, as well as an additional way for students to show their understanding and introduce ways to use them in Numeracy and problem solving.
- Build collaborative relationships with the teachers at LGES to discuss resources and their work on assessment and feedback.
- Have Grade 3 and 6 students complete the DNA assessment Fall and Spring

To improve classroom practices, we will (PD strategies):

- At the beginning of each staff meeting, teachers will present a numeracy activity that they do with their class
 - Wil will then discuss how the activity can be adapted to meet the learning needs of students in different grades and ability levels
- Invite District Numeracy Coordinator and other Master teachers to share their expertise with us

To improve in numeracy, we will (resource allocation practices):

- Continue to use School Improvement budget to purchase incentives for our Financial Literacy Fair
- Continue to ask our PAC for funds to pay for incentives for participation in our weekly “Problème de la semaine.”

To improve in grade-to-grade transitions, we will...

- review your specific subpopulations who are needing targeted strategies and consider what those strategies are by working with your School Learning Team.
- review your SBTM referrals and what you are doing to support them to be successful

To improve Aboriginal student learning, we will...

- Continue to ask our AEW to do regular check-ins with our Aboriginal students
- Continue to ask our AFC to meet with our vulnerable Aboriginal students

To improve in learning, we are ensuring that our resources meet our students' needs.

- French resources for Numeracy have been and continue to be a challenge to come by, and as a result, teachers are forced to create their own and parse together resources from a number of different sources. I am hopeful that our efforts to connect both French Immersion elementary schools will help in their efforts.
- Human resources are also an area of challenge for French Immersion schools. Currently, 2 of our 3 LARTs do not speak French and only 1 of our 4 CEAs speak French. This has an impact on their ability to support our students in French. This, in turn, impacts all areas of the curriculum, as they are all taught in French.

Evidence and Next Steps

The Numeracy Goal will be reviewed with:

- School Staff - September 2022
- Students - Fall 2022
- Parents - September 2022
- PAC - October 2022

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS: [data](#)

- Stakeholders Survey: Stakeholders identified **kind**, **confident**, and **resilient** as the top three adjectives they want used to describe students when they leave École Élémentaire South Sa-Hali.
- Stakeholders identified **perseverance**, **generosity**, and **acceptance** as the top 3 attributes they want to see developed in students during their years at École Élémentaire South Sa-Hali.

According to the Ministry Student Learning Survey, we are pleased that most students at École Élémentaire South Sahali feel welcome and feel safe.

- 74% of students, 8% higher than the district, reported feeling welcome.
- 79% of students reported feeling safe at school, also 8% higher when compared to the district.
- We would like 100% of students to feel welcome and safe at Ecole South Sahali and so we will continue to work on this.
- Of more immediate concern is that only 54% of students reported a sense of belonging at school.
 - While this is 2% greater than the district average, it is concerning when only half of students feel a sense of belonging at their school.



Our greatest concern at École Élémentaire South Sahali is the student response to the question on the Ministry Student Learning Survey, “At your school, how many adults do you feel care about you?”

- Only 47% of students reported that 2 or more adults cared about them and this is 19% below the district average of 66%.
 - Our data from the DEWRS supports this finding.
 - Out of 138 responses, only 17 students named two adults and 25 students named one adult in response to the question we added “Can you name two people at South Sahali who believe that you will be a success in life?”

In response to this data and the Stakeholder’s survey, we will be focusing on students developing warm, caring, and consistent relationships with adults and peers in our building, in hopes of building their feeling of school belonging and their ability to name two or more adults who care about them, while exhibiting kindness, resilience, acceptance of others and building confidence, perseverance and generosity.

Student Learning Survey DATA



Feel Welcome 2021/22:
 Ecole South Sahali 74%
 District 66%

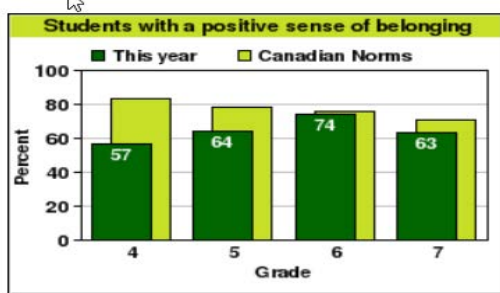
Feel Safe 2021/22:
 Ecole South Sahali 79%
 District 71%

School Belonging 2021/22:
 Ecole South Sahali 54%
 District 52%

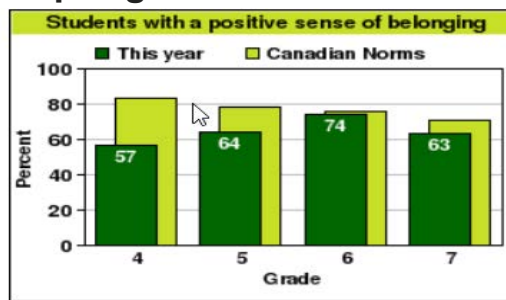
Adults Care 2021/22:
 Ecole South Sahali 47%
 District 66%

DEWRS Data:

Fall



Spring



Of interest is that our students with a positive sense of belonging is higher on the DEWRS (both Fall and Spring) than the results on the Student Learning Survey. In the Fall, 72% of students had a positive sense of belonging and in the Spring 66% of students. While we do not like to see a drop, the 66% is still above the Student Learning Survey total of 54%.

Because neither the DEWRS nor the Student Learning Survey tell us **which** students in particular are not feeling welcome at school or a warm, caring and consistent relationship with peers/adults, we will be adding a question to our school Resiliency Assessment which will address this hole in our data. This additional question will help us to identify which students need more support, attention and care in this regard.

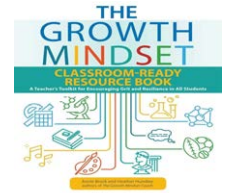
School Resilience Self-Assessment

Because resilience has been a goal at this school for the past few years, and there had yet to be any clear way to measure it, this year, we developed a school-wide students self- assessment to take a closer look at what students were thinking and how they are feeling when they encounter challenges. We asked the students to rate themselves in the following areas, using the same proficiency scale as used in all areas of the curriculum:

1. I can ask for help.
2. I can do hard things.
3. I can make mistakes and learn from them.

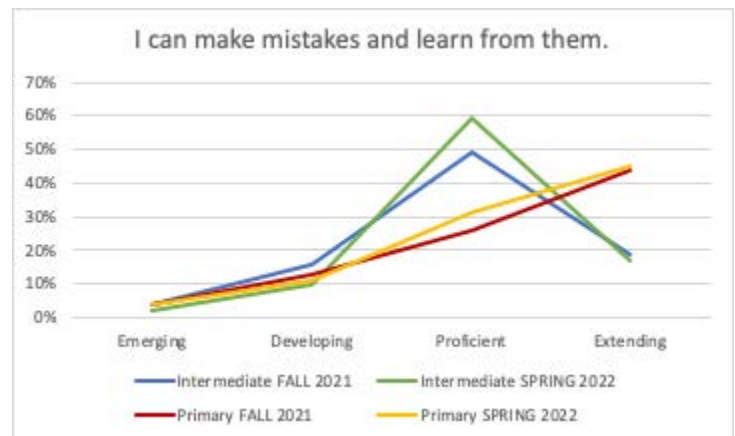
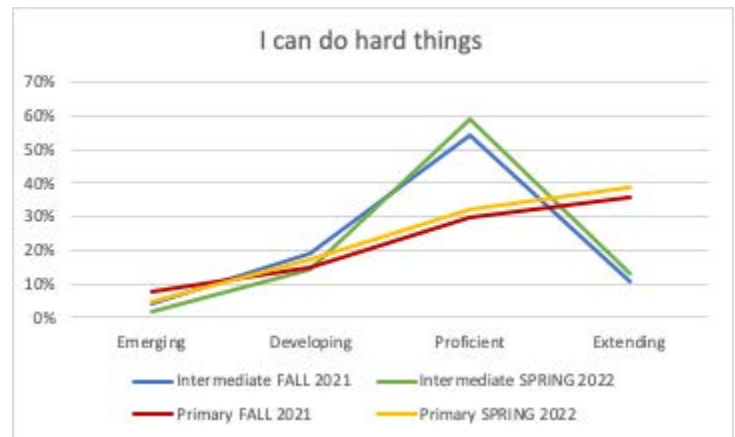
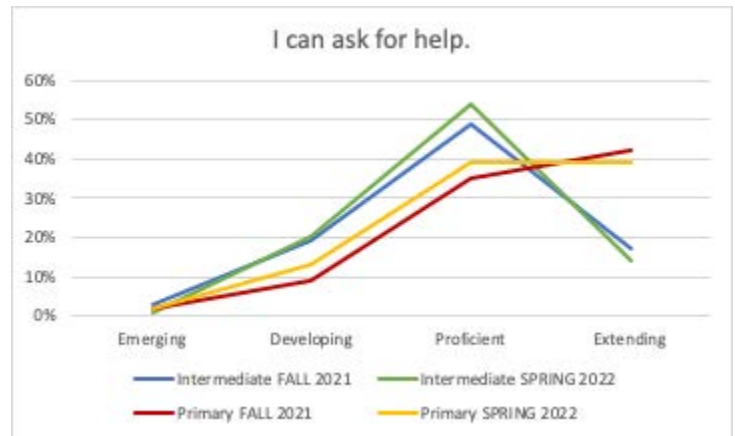
Students will complete this assessment each November and again each April.

The following information gathered this year, gave us some good baseline information which we will use to design whole-school lessons and specific interventions for those students who were identified as vulnerable in this area.



After implementing a year of “Growth Mindset” activities school-wide, we are hoping to see growth in all three of these areas.

Resilience Student Self-Assessment



SCHOOL GOAL: BUILDING COMMUNITY

Previous Goal: Students will show growth in their self-confidence by taking risks in their learning.

New Goal: Students will experience a sense of belonging by developing warm, caring and consistent relationships with peers and adults.

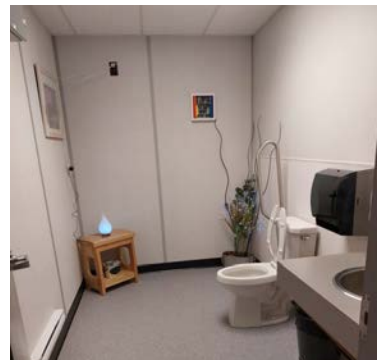
In looking at the results from the Ministry Student Learning Survey and the DEWRS, and with the need to include a well-being goal, we decided to shift our focus and efforts from developing self-confident in our learners to building relationships and community, in order to get to the root of the issue shown in the data.

École Élémentaire South Sahali's previous goal, "Students will show growth in their self-confidence by taking risks in their learning" focused on the outcome we would like to see our students achieve: building self-confidence and taking risks with learning. However, our new goal is informed by our "Adults Care" and "School Belonging" Student Learning Survey results and attempts to get at the source of the lagging self-confidence and resilience (struggle to take risks in learning). Our hope is that by increasing students' feelings of belonging (school community) and their sense that they are cared-for by 2 or more adults in the building, we will see an increase in self-confidence and risk-taking with their learning (resilience).

We hope that all learners at École Élémentaire South Sahali will experience an improvement in mental health and well being by developing and maintaining strong attachments with familiar adults and peers. Improved feelings of well-being helps learners feel safe to share ideas and take risks and in turn, their self-confidence, which improves their overall resiliency and success.

AREAS TO CELEBRATE:

Thanks to our maintenance department, this year we were able to install a barrier-free, all genders bathroom. This bathroom was used by everyone at our school including students, staff, parents, and visitors. Our day custodian took special pride in this space and worked diligently to make it as warm and inviting as a bathroom could be.



Based on Student Learning Survey Data for Sub-populations, *Indigenous and Diverse Students are **higher than the District average** in these outcomes*



- FEEL WELCOME: Indigenous students at ESS 63%, Indigenous students, whole district 61%
- SCHOOL BELONGING: Indigenous students at ESS 50%, Indigenous students, whole district 46%.
- SCHOOL BELONGING: Diverse Students at ESS 54%, Diverse students, whole district 52%

Based on Student Learning Survey Data for Sub-populations, *Indigenous Students are **higher than the Non-Indigenous** students at ESS*

- ADULTS CARE: Indigenous students at ESS 50%, Non-Indigenous students at ESS 46%

AREAS TO GROW:

Based on Student Learning Survey Data for Sub-populations, *Indigenous and Diverse Students are **lower** in these outcomes than the Non-Indigenous and Diverse students at ESS*

- FEEL WELCOME: Indigenous Students at ESS 63%, Non-Indigenous students at ESS 75%
- FEEL WELCOME: Diverse Students at ESS 40%, Non-Diverse students at ESS 78%, District Diverse Students 66%
- SCHOOL BELONGING: Indigenous Students at ESS 50%, Non-Indigenous students at ESS 54%
- SCHOOL BELONGING: Diverse Students at ESS 50%, Non-Diverse students at ESS 54%
- ADULTS CARE: Diverse Students at ESS 40%, Non-Diverse Students at ESS 47%, Diverse Students, whole district 65%

*EESS Indigenous Students are **lower than the Indigenous students in the whole district**, for this outcome*

- ADULTS CARE: Indigenous Students at ESS 50%, Indigenous Students, whole district 62%

Clearly, this needs to be an area of focus as we work on ways to have our indigenous and diverse learners feel more welcome at school, more a part of the school community (school belonging) and find ways for them to feel that adults in the school care about them.

SCHOOL STRATEGIES:

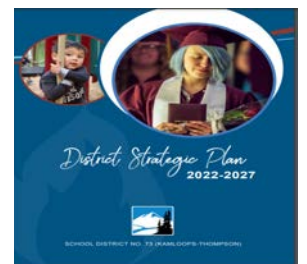
- Present once again this data to teachers and see what suggestions and insights they might have.
- Determine which students are especially not feeling a sense of belonging and who do not feel they have 2 or more adults in the building who care about them by adding a question to our Resilience Students Self-Assessment to gather information regarding the adults to whom students feel connected
 - Implement specific interventions to address the students and needs identified.
- Our Aboriginal Education Worker has organized the purchase of 30 drum kits (grant and school funds) and the plan is to build these drums and to have each class learn the Welcome Song and perform it to open one of our monthly school-wide assemblies. This is a process that will take a considerable amount of time; first to build the drums, and then to learn the song.
- Welcome Song is played to open morning announcements on Mondays and to begin each school-wide assembly
- Work with the First Peoples Principles of Learning and introduce the Seven Grandfather Teachings to have students reflect on how they are being implemented/integrated in their learning.
- Develop comfort with the use of technology (i.e. Chromebooks - Google Read and Write) on behalf of students and staff. This will promote UDL, encouraging teachers to offer all of our students multiple ways to present their learning, thus increasing students' feelings of being cared for.
- Continued use of Zones of Regulation, Superflex, Social Think, and PBIS to teach expected behaviours and to self-/co-regulate emotions to staff and students.



Our plans for targeting growth in the Well-Being Goal are aligned with the following [District 73 Strategic Plan](#) Value Commitments, Priorities, and Strategies

Value Commitments

- **Connections/Relationships:** Building meaningful relationships that support and strengthen learning and growth
- **Equity:** Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive



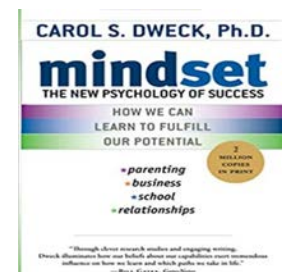
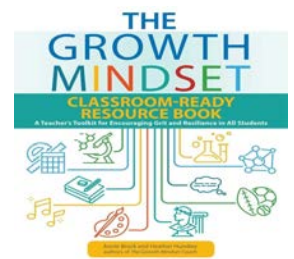
- **Well-Being:** Fostering opportunities to promote emotional, psychological, and physical well-being for all students and staff

Priorities

- **Human and Social Development:** Every learner will feel welcome, safe, and connected to their environments (district-school-classroom)

Strategies

- *Teach social emotional skills to support mental health, physical well-being, and student success.* To improve feelings of belonging and that adults in the building care, we have the following action plan.
- In September we are starting a school wide, year-long, growth mindset focus. Teachers have been given the book, “Growth Mindset: Classroom-Ready Resource Book” to work from and will provide a lesson for their colleagues, each month, on a pertinent aspect of growth mindset. The concepts learned in these lessons will be reinforced through monthly assemblies, daily messages over the announcements, and visually by a bulletin board display which accompanies each month’s lesson
- Teachers have been invited to participate in a book club on the book “Mindset: The New Psychology of Success” by Carol Dweck which provides the underpinning to the growth mindset focus. Admin will provide books to all those teachers interested in participating
- Proactively address inequities experienced on the basis on race, physical, mental, intellectual ability, sex, sexual orientation, gender identity, or expression and others to support meaningful and positive connections within the school community.
- Building School Community Group: A small group of dedicated ESS staff have come together to work on ways that will encourage, support, and celebrate all of our diverse learners at ESS. Their goal is to build school community and feelings of belonging at ESS through a variety of strategies at the classroom, and school-wide levels. While celebrating diversity they also hope to build community by teaching and sharing the French culture and traditions with students. They will come up with the lessons and activities and share them with staff.
 - Classroom level activity examples: **Friendly Fridays**, students write a friendly, anonymous note to a classmate, practice using positive self-talk, or use storytelling to give a peer a pep talk. **Shout Outs**, This is a quick way for students to celebrate each other for doing a job well or for attempting something difficult. **Appreciation, Apology, Aha**, students gather in a circle and share an appreciation of one of their peers, an apology, or a light bulb

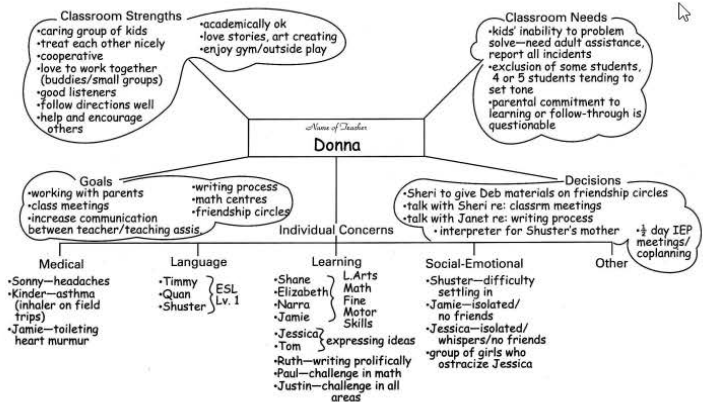


moment. The teacher models the activity by sharing and then asks for volunteers to speak. Our Librarian ensures that teachers have books to read to their students that reflect the diversity found in our students: Indigenous, LGBTQ2+, many different cultural backgrounds, differently abled, different ethnicities etc.

- School level activity examples: School Wide Collaborative art project for September, “**Oh, but what if you fly,**” which also ties in with our growth mindset learning. Students create their own design on one feather, but together they make beautiful wings. **Buddies groups** between older and younger students work on projects for the whole school, one idea is decorating our school fence.
- Implement trauma-informed school support models to ensure that every student feels safe and connected to school.
 - At the September Pro D, the LART staff will provide a half day of information on training regarding: the new CBIEP, the continuum of support, tiered intervention and how to support our struggling learners in a strength-based way. The goal here is to be proactive with support so that students do not experience feelings of low self-worth, “I’m dumb” or seek support unproductively by acting out.
 - In November, admin will have “Class Review” meetings with teachers to discuss their class as a whole, but also ways to support the students who are not feeling connected to school and who may be struggling behaviourally or socio-emotionally. This is taken from Faye Brownlie & Judith Kings, “Learning in Safe Schools: Creating Classrooms Where All Students Belong.”



Sample Class Review Web



Evidence and Next Steps

The Well-Being Goal will be reviewed with:

- School Staff - September 2022
- Students - Fall 2022
- Parents - September 2022
- PAC - October 2022