

## Governor Semple School – Report to Community – June 2021



Every year, schools in Manitoba prepare a Report to the Community celebrating the school year’s learning opportunities, events, and activities. Staff at Governor Semple School are excited to share some highlights from the 2020-21 school year. While the pandemic context unquestionably presented unique challenges, this year’s learning journey has reinforced how interdependent we are as a community, and how grateful we are to have a strong partnership with our students’ families. Many thanks to students, families, and staff for everyone’s flexibility, adaptability, perseverance, and resilience throughout the past year.

Our school plan for 2020-21 focused on the safety, health and well-being of all students, families, and staff, the promotion of Indigenous perspectives and our continued commitment to reconciliation, and high quality learning and assessment for all students. We are excited to share some of the many ways we have addressed these priorities over the course of the school year.



## **Safety, Health, and Well-Being for all Students, Families, and Staff:**

- Strong focus on relationships; nurturing a sense of belonging for all students, families, and staff
- Intentional consideration of how to retain and cultivate connection with and amongst students, families, and staff through multi-age classrooms, Community Council, etc.
- Ongoing efforts to honour and support the diversity of strengths, gifts, and needs in the school community
- Variety of professional learning opportunities for staff focused on improved skills, knowledge and understanding in supporting students and families, particularly for circumstances involving issues of equity and social justice
- Honouring of Terry Fox and fundraising efforts for cancer research
- Variety of programs offered for preschool children and families
- Implementation of breakfast bowls in all classrooms, and support with additional food for students and families as needed
- Application of trauma-informed practice; collaboration with learning support and clinical support teams to meaningfully include, plan for, and support all children
- Honouring of Orange Shirt Day and the victims of residential schools
- Student participation in Pow Wow Club through the Aboriginal School of Dance
- Introduction of multi-lingual morning greetings during daily announcements
- Intentional focus on *stories* and learning experiences with children that uncover and honour expressions of diversity and belonging
- Intentional weaving of important messages through music, art, drama, and storytelling
- Student participation and learning about Pink Shirt Day
- Variety of student leadership and advocacy opportunities to nurture a sense of community (Patrols, etc.)
- Collaboration with the school's Before & After School Program
- Support for families with the necessary technology, connectivity, and resources for periods of remote learning
- Implementation of all recommended safety precautions for Covid-19 context





## Promotion of Indigenous Perspectives and Commitment to Reconciliation:



- Honouring of Orange Shirt Day and the victims of residential schools
- Student participation in Pow Wow Club through the Aboriginal School of Dance
- Consultation and collaboration with our school's CATEP students, our division's Teacher Team Leader for Indigenous Education, and an Elder to support students in culturally relevant ways
- Inquiry into Land Acknowledgements; connecting students in a meaningful way
- Focus on land-based learning and sustainability
- Professional learning day for staff facilitated by Niigaan Sinclair and Dr. Erin Millions
- Staff inquiry into Governor Robert Semple and his role in the Battle of Seven Oaks





## High Quality Learning and Assessment for all Students:

- Professional learning focuses of anti-racism, diversity, equity, and inclusion
- Teacher Talk Time focuses of literacy, numeracy, and the role of assessment
- Staff and student learning about, and engagement through, various digital platforms
- Student learning about digital citizenship
- Weaving of Indigenous perspectives into teaching practice and daily work
- Student learning about sustainability
- Student participation and engagement in land-based learning and a variety of outdoor learning experiences
- Intentional focus on *stories* and learning experiences with children that uncover and honour expressions of diversity and belonging
- Collaboration with WHEAT Institute (Winnipeg Holistic Expressive Arts Therapy Institute)
- Inquiry-based learning
- Student participation in divisional programs including Learn to Skate
- Student participation in a variety of physical activities
- Student participation in a variety of musical opportunities, including learning how to play the ukulele
- Student participation in a Virtual Winter Concert
- Collaboration with the University of Manitoba through a partnership between Seven Oaks School Division and the University of Manitoba (Pedagogy in Multiliteracies)
- Collaboration between classroom teachers, educational assistants, learning support teachers, and clinical support staff to meaningfully include and engage all children
- Development of a Home Reading Program for students in Grades 1 to Grade 3







How have we done this year in supporting your child's learning?  
Share your thoughts:  
[sari.rosenberg@7oaks.org](mailto:sari.rosenberg@7oaks.org)

