

GOVERNOR SEMPLE SCHOOL

Seven Oaks School Division

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Principal: Mrs. Sari Rosenberg



Report to the Community *JUNE 2022*

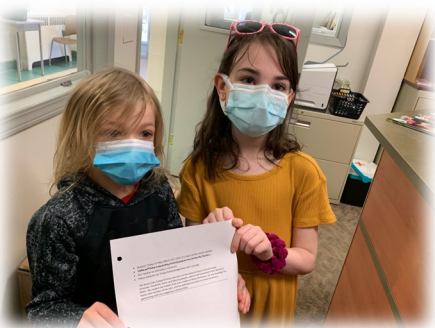


Every year, schools in Manitoba prepare a Report to the Community celebrating the school year's learning opportunities, events, and activities. Staff at Governor Semple School are excited to share some highlights from the 2021-22 school year.

Our school plan for 2021-22 was inspired by the Circle of Courage (Brendtro, Brokenleg, and Van Bockern). The Circle of Courage is a holistic model based on four universal needs: belonging, mastery, independence, and generosity. It is a pleasure to share some of the many ways we have addressed the four quadrants in the Circle of Courage over the course of the school year.



A sense of Belonging for all Students, Families, and Staff:

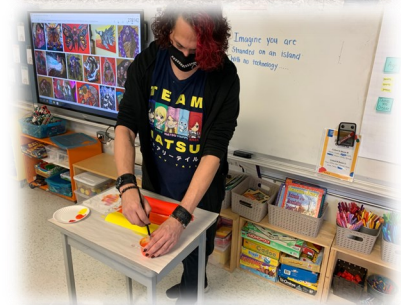


- Strong focus on relationships
- Professional learning focuses of personal narrative, identity, and the importance of honouring everyone's story
- Intentional focus on stories and learning experiences that uncover and honour expressions of diversity and belonging
- Collaborative staff poem, *We Come From* (see last page)
- Intentional weaving of important messages of belonging through music, art, drama, and storytelling
- Intentional consideration of how to retain and cultivate connection with and amongst students, families, and staff through multi-age classrooms
- Ongoing efforts to honour and support the diversity of strengths, gifts, and needs in the school community
- Collaboration with learning support and clinical support teams to meaningfully include, plan for, and support all children
- Professional learning focuses of anti-racism, diversity, equity, and inclusion
- Honouring of Orange Shirt Day and the victims of residential schools; Community March with orange t-shirts purchased by the school
- Honouring of Indigenous Peoples Day with an assembly and celebration
- Student participation in Pow Wow Club
- Mentorship Mondays – collaboration with the Cultural Credit Course at West Kildonan Collegiate
- Consultation and collaboration with the school's CATEP students, school division's Teacher Team Leader for Indigenous Education, and a Knowledge Keeper to support students in culturally relevant ways
- Collaboration with a Knowledge Keeper and grandparent in our learning community to focus on the Seven Teachings
- Collaborative art project connecting all classrooms based on the Seven Teachings
- Multi-lingual morning greetings during daily announcements
- Student participation and learning about Pink Shirt Day



Mastery: Efforts to Nurture a Thirst for Lifelong Learning include:

- Collaboration with the University of Manitoba through a partnership between Seven Oaks School Division and the University of Manitoba (Pedagogy in Multiliteracies)
- Professional development days for staff facilitated by Dr. Pamela Palmater, Marc Kuly, divisional colleagues, and school staff
- Professional learning collaboration with staffs in other schools (MET School for Arts and Technology, Constable Finney, O.V. Jewitt, and West Kildonan Collegiate)
- Teacher Talk focused on literacy
- Collaboration between classroom teachers, educational assistants, learning support teachers, and clinical support staff to meaningfully include and engage all children
- 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
- Inquiry-based learning
- Student participation in divisional programs including Learn to Skate, Learn to Swim and Arts in the Park
- Student participation in a variety of physical activities
- Student participation in a variety of musical opportunities, including learning how to play the ukulele
- Home Reading Program for students in Grades 1 to Grade 3
- Variety of programs offered for preschool children and families



Independence:



- Variety of student voice, leadership (patrols, etc.), and advocacy opportunities
- Intentional cohorting of students to nurture a sense of community
- Student-led conferences
- Nurture autonomy in learning (investment and engagement) through inquiry-based learning
- Student participation in *Tell Them From Me* survey



Generosity: Efforts to Cultivate Concern and Care for Others include:



- 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
- Learning about and application of trauma-informed practice; collaboration with learning support and clinical support teams to meaningfully include, plan for, and support all children
- Ongoing learning about and honouring of Orange Shirt Day and the victims of residential schools
- Student participation in a Virtual Winter Concert
- Honouring of Terry Fox and fundraising for cancer research
- Holiday hampers for families in need
- Breakfast Bowls and food availability throughout the day for students as needed
- Ongoing participation in *First Teachers* to support families' nutritional and early learning needs
- Strong focus on relationships
- 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



Enjoy the following poem, written collaboratively by school staff.

We Come From

We are from the forest, classrooms named after trees
On Treaty One Territory
and the welcoming adults at our doors

We are from the people on the inside of the bricks
Not the name on the outside
or the harms of the past

We are from children's voices over the intercom
From the different languages that we share
and the celebrations of our many cultures

We are from 150 Hartford Avenue, a community of families
From a place of respect and love
not judgement

We are from breaking down barriers, past injustices, missing people
We are detectives, from a place of love, invested
From the differences and similarities that inspire our stories

We are from good morning, aaniin, sasrikal, bonjour, ni hao
From cinnamon apple slices
and full lunches for empty bellies

We are from generosity spilling through to recess
From the screams of a friend tagged
and the smell of wet socks

We are from the sharing of stories passed on from our Knowledge Keeper, the Seven
Teachings,
the creativity on our walls
and the art that connects us

We are from the freedom to create
From the forts outside and building of peace
and the strength independence brings

We are from losing touch, remote learning, and social distancing
From constantly adapting, loving faces returning to school, warm smiles behind masks
and the relationships that saved us

We are from good-bye greetings
From students connecting with family, friends, and teachers
and the deep sigh of another day done

Our hallways tell us that we are artists
We are a community growing stronger

