

SCHOOL REPORTING for 2023.2024 and PLANNING for 2024.2025

Identification			
Name of School Division Seven Oaks	Name of School Victory	Name of Principal Andrew Volk	Date (yyyy/mm/dd) 2024.09.23

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
Number of Teachers 17	Number of Students 213	Grade Levels K-5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? We have a voice. We are a caring community. We celebrate the uniqueness and gifts of all, nurturing respectfulness and global citizenship. We are committed to life-long learning. We are working to be the best we can; constantly learning and growing. We are Victory School.			Year Revised 2013

SCHOOL REPORT for 2023.2024

School Priorities
1. Student, school and community well-being
2. Literacy and numeracy development
3. Education for sustainable development, with a focus on Indigenous education

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes.	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. To foster and grow a safe, caring, warm and nurturing school environment by offering our staff, students, families and community members a variety of activities that encourage looking after themselves and each other.	Below are the results of action towards this outcome: <ul style="list-style-type: none"> - Breakfast program in dedicated breakfast space open to all students (exploring opportunities to expand with new funding) - Healthy snacks and lunches available to students throughout the day - Return to school community gathering after school in September - Monthly, in-person, assemblies - Continuation of Victory Pride Alliance (GSA) and attendance at Divisional GSA gathering - Classroom and school-wide Truth & Reconciliation/Orange Shirt Day learning activities - Pink Shirt Day recognized to promote anti-bullying - Whole school Pride Walk - Student participation in Special O - Books about inclusion, and 2SLGBTQ+ added to library collection

	<ul style="list-style-type: none"> - Student participation in carolling at Senior Homes in the community - Pizza lunches for students, using a 'suggested donation' option in lieu of mandated payment - Grade 4 & 5 student participation in Tell Them From Me survey, about their school experiences - In-person school concert for families in February - Optional ballet lessons offered to Grade 3, 4 & 5 students - Offering of Positive Parenting program to families in the evenings as parent support - Continued emphasis on outdoor education and learning - Spirit days and weeks offered to students and staff - Whole School Field trip to Morning Sound Farm in June - Talent Show assembly as a celebration of children's unique talents - Focused staff professional development on Literacy through Regie Routman Residency (final year) - Return to after-school programming, shifting from Lighthouse to Kildonan Youth Activity Centre - Implementation of "Victory Whole School Reads" – a picture book featured each month and a copy distributed to all classes, books intended to connect to the goals of our school plan, reflect and further strengthen our school identity.
<p>2. To strengthen and enhance our pedagogical approaches to literacy and numeracy, and offer a wide variety of literacy and numeracy learning experiences to students</p>	<p>Below are the results of action towards this outcome:</p> <ul style="list-style-type: none"> - Teacher Talk Time meetings – Literacy and <i>Seen, Heard & Valued</i> by Lee Ann Jung (as per sub availability) - Teacher participation in divisional PD day with Tomson Highway - Teacher participation in MTS PD day - Staff PD with Literacy focus - EA and LST PD on Low Arousal - Student participation in Divisional Dance day - I Love to Read month celebration and events throughout February - Continuation of Birthday books, where each student receives a book of their choice on their birthday for free - Continuation of <i>Victory Reads</i>, with a whole-school exploration of 1 common book each month - Books for Breakfast event, inviting families and students before school to listen to stories read aloud by community members - Musical Literacy supported through music classes and clubs including Instrumental, Tap and Hip Hop - Hosting of after-school violin lessons for selected students by Seven Oaks School Division Suzuki Music collaboration - Teacher participation in beginning teacher mentorship programs, where applicable - Concluded participation as a satellite school in the Regie Routman Residency - Conversations regarding data obtained through classroom literacy surveys, Concepts About Print assessment, Grade 3 assessment, and whole school writing assessments - See Spot Read program through Winnipeg Humane Society to support struggling readers
<p>3. Enhancing education for sustainable development. To acquire and demonstrate knowledge and skills, attitudes and life practices that contribute to a sustainable future both local and global. We will continue our particular focus on developing strong Indigenous perspectives as part of our school culture by</p>	<p>Below are the results of action towards this outcome:</p> <ul style="list-style-type: none"> - Continued whole school composting - Continued whole school recycling - Continued learning regarding Truth and Reconciliation Week - Artist in Residence, Lita Fontaine, supported learning around smudging and Treaties - Incorporation of Treaty learning into classroom learning throughout the year

intentionally bringing Indigenous perspectives to our curricular connections.

- Room 9 collaboration on Treaty map and stop-motion animation project on Treaty Territories
- Treaty Days in June with invited speakers and guests, including an evening community event
- Continued planting of local, traditional, Indigenous perennials in school gardens
- Involving students, families and community members in sustainable development initiatives
- Visit from Wildlife Haven for selected classrooms, learning about owls
- Participation in school and divisional Pow Wow, with instruction from Aboriginal School of Dance
- Learning and use of the Giant Floor Map and Indigenous Peoples Atlas of Canada by classrooms
- Teacher representatives leading Anti-Racism and Climate Action initiatives aligned with divisional priorities
- Teacher PD/learning opportunities for engaging in Indigenous cultural activities such as language learning, plants/medicines
- Book: *Winipek* by Niigaan Sinclair provided to all staff members as summer reading

SCHOOL PLAN for 2024.2025

Planning Process

List or describe factors that influenced your priorities.

Our divisional philosophy and goals, student and parent conversations, our mission statement, staff meetings, professional learning communities, and staff professional development throughout the year. Finally, a staff professional development morning in June 2024 dedicated to assessing and addressing our 2024/2025 priorities.

Describe the planning process and the involvement of students, staff, families and the community. Who was involved?

Staff was involved in the planning process for this school plan through ongoing staff meetings and a PD devoted to reflecting on last year's goals and continuing to move those goals forward

- Students: conversations, previous *OurSCHOOL surveys*, evidence of learning and student involvement and engagement
- Parents: conversations, student led conferences, connecting with parents through online platforms and phone calls and in-person conversation
- Staff: meetings, professional development, professional dialogue, educational leave opportunities, conversation

How often did you meet?

- Staff meetings are held monthly
- Student-Led conferences/celebrations of learning were held in November and March
- Support team meetings held on an on-going basis
- Professional learning communities met regularly throughout the year

What data was used?

- Anecdotal feedback from students, parents, community, and staff was used in the formation of the plan

- Ongoing development was communicated at staff meetings
- *OurSCHOOL* student survey responses
- Data collected at staff professional development morning dedicated to the school plan

Other highlights?

School Priorities

1. Student, school and community well-being
2. Literacy and numeracy development
3. Education for sustainable development, with a focus on Indigenous education

School Plan

Expected Outcomes	Strategies	Indicators	Data Collection
What specifically are you trying to improve for student learning? (observable, measurable)	What actions will you take?	How will you know that learning is improving?	By what means will you collect evidence of progress toward learning?
1.To foster and grow a safe, caring, warm and nurturing school environment by offering our staff, students, families and community members a variety of activities that encourage looking after themselves and each other	<ul style="list-style-type: none"> - Offer breakfast program in dedicated breakfast space in the school open to all students - Explore possibilities for expanding nutrition program and access to food through provincial nutrition funding - Organize annual school community free BBQ after school in September - Hold classroom/student-led assemblies throughout the year - Start every day with student-led morning announcements - Continuation of Victory Pride Alliance (GSA) - Publish VPA student authored book for classrooms - Register students for Divisional GSA gathering - Organize Pink Shirt Day recognized to promote anti-bullying - Addition of LGBTQQIA+ books to the Library collection - Organize a Whole school Pride Walk - Register students for participation in Special O - Explore possibilities for Special O Phys Ed periods in the school-day cycle - Organize Humane Society visits to classrooms - Schedule Women in Science Education (WISE) University of Manitoba workshops for classrooms 	<ul style="list-style-type: none"> - Ongoing purchasing and serving of healthy food - Community BBQ scheduled - Meetings with school committees, Reps and leadership groups - Whole-School Assemblies scheduled, open to families for special events - Positive Parenting program attendance - WISE Kid-Netic workshops booked - After school programs scheduled - Monthly picture books read and posted on school social media and in newsletter - Student leadership group meeting regularly and promoting school initiatives (T&R, Anti-bullying, VPA, anti-racism, climate action) - Student participation in surveys and data collection 	<ul style="list-style-type: none"> - Anecdotal feedback - Staff feedback - <i>OurSCHOOL</i> survey - Participation rates in Career Trek and WISE Kid-Netic workshops - Participation rates in after school programming - Attendance at school BBQ and Concert - Participation in assemblies - Participation in student leadership group - Attendance reports - Participation in Special O Phys Ed and Divisional events - Use of outdoor space and community for learning throughout the year

	<ul style="list-style-type: none"> - Schedule student participation in carolling at Senior Homes in the community - Organize no-cost "Hot Lunches" for students, with option for a 'suggested donation' - Ensure Grade 4 & 5 student participation in OurSCHOOL survey, about their school experiences - Winter concert at SOPAC for families in February - Inform families of Positive Parenting program available in the evenings as parent support - Continue emphasis on outdoor education and land-based learning - Shared care for spaces in the school (art room, ECSS room, peace room) - Schedule Spirit days and weeks to be offered to students and staff - Book Whole School Field trip to Fort Whyte in June - Explore future options for Whole School Field Trip at different time of year to diversify experience - Organize Talent Show assembly as a celebration of children's unique talents - Host after-school programming by Kildonan Youth Activity Centre (KYAC) - Schedule "Victory Whole School Reads" – a picture book featured each month and a copy distributed to all classes, books intended to connect to the goals of our school plan, reflect and further strengthen our school identity - Explore professional development regarding trauma-informed care for staff on a PD Day - Evaluate need and explore options for Walking School Bus 	<ul style="list-style-type: none"> - Community attendance of BBQ and Winter Concert - Staff and student participation in school spirit days/weeks - Publication of VPA book for classrooms - Increased attendance for students who face challenges with walking to school 	
<p>2. To strengthen and enhance our pedagogical approaches to literacy and numeracy</p>	<ul style="list-style-type: none"> - Explore school-based opportunities for PLCs/Teacher Talk - Staff participation in Divisional PD through New Teacher Workshops, Treaty Education Training, Divisional PD Day, Jump Math workshops, Mentorship program and PBDE cohort participation - Teacher participation in MTS PD day - Explore options for school-based PD on Low Arousal, Trauma Informed Practice - Perform analysis/inventory of Numeracy practices and resources in order to plan for meaningful school-based PD - Continue school-wide literacy practices based on Regie Routman residency work 	<ul style="list-style-type: none"> - Active school-based PLC groups embedded in timetable - PD opportunities scheduled - Literacy and numeracy event participation - Teacher participation in Numeracy inventory/analysis - Teacher participation in Divisional PD opportunities - Distribution of Birthday Books - Book MTYP performance 	<ul style="list-style-type: none"> - Anecdotal feedback - Class profile meetings - Report Cards - Student reflection and feedback - Staff participation in PD - Teacher ARPLs - Classroom literacy and numeracy data - Community engagement - Track outdoor learning opportunities - Full usage of field trip allotments - Track participation in career development and STEAM

	<ul style="list-style-type: none"> - Schedule I Love to Read month celebration and events throughout February - Continue offering Birthday books, where each student receives a book of their choice on their birthday for free - Manitoba Theatre for Young People school performance - Host Literacy/Numeracy parent evening - Host after-school language learning for selected students by Seven Oaks School Division Settlement Services workers - Organize a Books for Breakfast event, inviting families and students before school to listen to stories read aloud by community members - Continue conversations regarding data obtained through classroom literacy surveys, Concepts About Print assessment, Grade 3 assessment, whole school writing assessments, and school-based report card data - Continue work on a Language bulletin board – classroom-led - Send students to “See Spot Read” program at West K Library for reading intervention - Explore opportunities for service-learning in our community - Increase engagement with neighbouring West K Library 	<ul style="list-style-type: none"> - Ongoing data collection from various sources - Register and select students for See Spot Read program - Connect with neighbours and community partners around service learning - Schedule visits to West K Library - Collect and analyze school-based report card data for each term - Work with Divisional Principal of Curriculum to interpret Grade 3 Assessment data 	<p>opportunities (Career Trek, WISE Kid-Netic, STEAM Fest, etc.)</p>
<p>3. Enhancing education for sustainable development. To acquire and demonstrate knowledge and skills, attitudes and life practices that contribute to a sustainable future both local and global. We will continue our particular focus on developing strong Indigenous perspectives as part of our school culture by intentionally bringing Indigenous perspectives to our curricular connections.</p>	<ul style="list-style-type: none"> - Consult with community on re-formatting school plan to a Circle of Courage model (Teachers, Students, Elders, other schools) - Continued whole school composting - Continued whole school recycling - Continued learning through Truth and Reconciliation Week - Truth & Reconciliation/Orange Shirt Assembly (fall) and Treaty Days (spring) - Full participation in Treaty Education Training PD Days - Use of Treaty Kits in all classrooms throughout the year - Incorporation of Seven Sacred Teachings into classroom learning throughout the year - Create permanent installment of Room 9 Treaty Map - Continued planting of local, traditional, Indigenous perennials in school gardens - Involving students, families and community members in sustainable development initiatives - Participation in school and divisional Pow Wow, with instruction from Aboriginal School of Dance instructors - Learning and use of the Indigenous Peoples Atlas of Canada by classrooms 	<ul style="list-style-type: none"> - Staff PD on Circle of Courage - Revisit School Plan in PLCs and Staff Meetings throughout year - Composting taking place - Local plants planted in school gardens - Student participation in Pow Wow club - Climate Action at whole-school and classroom level - Anti-Racism events - Teacher participation in PD - Attendance at assemblies - Identity webs displayed throughout the school - Books distributed to staff - Treaty maps displayed in classrooms 	<ul style="list-style-type: none"> - Anecdotal feedback - Staff feedback - OurSCHOOL survey - School Plan document - Student-led data/reporting on recycling and composting

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| | <ul style="list-style-type: none">- Indigenous Peoples Atlas of Canada available for families to learn about during student conferences- Continuation of beading clubs- Staff PD regarding Anti-Racism education- Invite an Elder to share teachings about smudging and honour song- Staff learning regarding the Circle of Courage, exploring shifting school planning to a different model- Teacher Reps and Committees connected to Divisional Climate Action and Anti-Racism leads to bring initiatives to the school-level | | |
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