

SCHOOL REPORT 2016/2017 & PLAN 2017/2018



SCHOOL REPORTING 2016/2017 and PLANNING 2017/2018

Identification

Name of School Division
Seven Oaks School Division

Name of School
Maples Met School

Name of Principal
Matt Henderson

Date (2017/09/29)

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
Number of Teachers	8.5	Number of Students	115
		Grade Levels	9-12
What is your mission statement? Our mission is to cultivate a safe and educative environment by which learners engage in critical issues of interest to them so that they can develop the skills and knowledge essential for affecting positive change through meaningful and informed action, or praxis.			There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes Year Revised 2017/18

SCHOOL REPORT – 2016/2017

School Priorities	
1.	Create an environment where learners feel safe, welcome, and important and where reconciliation is a pillar of our strong community.
2.	Create an environment where families are engaged in the development of learners.
3.	Develop a school culture whereby faculty and learners are perpetually engaged in discussions related to how and why we learn and teach.
4.	Develop sound assessment practices in order to assess projects, exhibitions, internships, and general student learning in meaningful ways.
5.	Create meaningful connections with the wider community and develop an ecological literacy within our learning community.

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. Decolonization of the school	<p>A major theme through the year was on reconciliation. As a school community, we engaged with the following:</p> <ul style="list-style-type: none"> • Read Ted Fontaine’s <i>Broken Circle</i> • Invited Ted Fontaine into our school to speak to our community. • Invited elder Mary Courchene into our community to facilitate the screening of the <i>Secret Path</i>. • Hosted the Blanket Activity and follow-up discussion related to this experience. • Students reflected on our theme of reconciliation at the end of the year via process exam.
2. Family Engagement	<p>This year, our families came together and created a parent committee called the Maples Met School Family Ambassadors. The group has been instrumental in supporting the school in variety of areas, including fundraising and its breakfast program. The Met has also hosted several family potlucks, which are very popular and create a sense of community.</p>
3. Community of Learners	<p>Our faculty this year was awarded Education Leave from the Seven Oaks School Division whereby we studied the concept of experience. We worked with scholars from across the globe in an effort to stimulate discussion about what we mean by an educative experience and so that we could apply what we had researched and discussed. This discussion at the faculty level transmitted to our school community discussions about how and why we learn.</p>
4. Improved Assessment	<p>One major focus for this year has been on assessment. As a faculty, we created an assessment strategy which spoke to what we value in terms of our philosophy towards assessment and also the tools and strategies we use.</p>
5. Greater community connections	<p>Amassed hundreds of mentors and internship opportunities through the year. Connected with adults who are experts in their fields who inspired and informed student projects.</p>

SCHOOL PLAN – 2017/2018

Planning Process

List or describe factors that influenced your priorities.

As a project-based and student-centred school, we focus heavily on notions of experience, ecological literacy, decolonization, and rigour. Coming out of our first year, we want ensure that we are creating an environment whereby students are able to propose and carryout impactful projects, while at the same time ensuring that our school community is empowering, open, and welcoming. We are also noticing that our school needs to become more responsive to learners on the Autism spectrum and also in the area of mental health.

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

The faculty and principal came together in August to look at last year’s plan and assess its effectiveness. From there, we began a discussion about this year’s priorities, given the expansion of the School. In September, students and families were asked to comment on what priorities they deemed to be of significance.

How often did you meet?

We met as a faculty at the end of July at the Big Picture Learning conference (Big Bang) at our August faculty meeting, at our start of year meeting in September, and at our Wednesday late start meetings throughout the month of September.

What data was used?

The process looked heavily at the Seven Oaks School Division 360 survey it did with families. We also looked at the quality of student projects, exhibition, ELA process exams, and start-off-year Mathematics diagnostic results.

Other highlights?

School Priorities

1. Maples Met staff affirm our commitment to decolonizing our teaching practices and building relationships of solidarity and respect with indigenous learners, families, and communities. As a faculty we recognize that we must take responsibility for positioning ourselves as active and integral participants in a decolonization process that respects indigenous nationhood, renewed cultural kinships, and the development of educational relationships that respect the immense knowledge of indigenous peoples and our presence on indigenous territories.

Decolonization is as much a process as a goal. It requires a profound recentering of indigenous worldviews in our practices as educators. It requires the non-indigenous educators among us to approach Elders and other knowledge-holders from indigenous communities with respect and humility. It, furthermore, requires the non-indigenous educators among us to take it upon ourselves to educate ourselves and not sit on the sidelines while indigenous peoples do the heavy lifting for us.

Our first concrete steps along this journey include our school offering the indigenous culture credit, working with Aboriginal Student Leadership at Maples Collegiate, incorporating indigenous perspectives into teaching and projects, reading books by indigenous authors, providing opportunities and spaces for students to practice and observe indigenous ceremonies and cultural traditions, attending professional development with an indigenous focus, and developing school initiated courses that center and celebrate indigenous perspectives.

2. Our school recognizes and is committed to creating a school culture that actively develops positive mental health for each individual. Through collaboration with our school and the community, we acknowledge and value students as key and active contributors in helping to build a positive mental health approach that focuses on skills and strategies connected to student resiliency, self-efficacy, belonging (connectedness), and coping strategies. We pledge to become a school centred on the ethic of care, where every learner and educator feels they are in a relationship of care.

3. The Maples Met School commits to creating educative experiences that are rigorous and that are truly authentic, based on the learner's passion, and based on informed action, or praxis.

4. The Maples Met School commits to ensuring that our Mathematics programming is of the highest quality so that learners have the skills and competencies they need in order to develop high-quality, powerful projects and to fulfill their post-secondary goals.

5. The Maples Met commits further to develop an ecological literacy within all learners and faculty. By this, members of our learning community will understand how all systems on Earth are connected, that planet Earth supports all life, and that there are consequences to human activity.

School Plan			
Expected Outcomes 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. Greater capacity of faculty to help learners who are struggling with mental health.	<ul style="list-style-type: none"> • Tour of mental health resource services on PD Day. • Mental Health First Aid for all faculty. • Pick Me Ups devoted to Mental Health issues. 	<ul style="list-style-type: none"> • Greater literacy amongst staff and learners pertaining to mental health. • Development of peer support group. • Greater connection with Norwest Youth Hub. • Fewer incidents related to student mental health. • Anecdotal comments related to staff being better equipped to support students. 	Anecdotal conversations with students and with student services staff.
2. Stronger Mathematics instruction and greater student success.	<ul style="list-style-type: none"> • More math experts on faculty. • More mathematics pd for faculty. • Collaboration with CEMC and use of resources. • Participation in CEMC contests. • Use of Mathletics as means of practice for learners. 	Improved results on Mathletics, greater inclusion of mathematics outcomes in projects, and also greater participation in the CEMC Math Contests.	CEMC Test scores Mathletics scores Depths of projects.

<p>3. Develop more educative experiences within whole ecosystems so that students are better connected with the natural world.</p>	<ul style="list-style-type: none"> • Grade 10 Water Project and Conference • Mantario Trail expedition • End of year Experimental Lakes Area canoe trip • Further development of Maples Met Garden and Green House project. • Participation in the Living Rainforest essay competition. 	<ul style="list-style-type: none"> • Greater comfort of students in the back country. • More and deeper projects devoted to sustainability and ecological issues. 	<ul style="list-style-type: none"> • Evidence of systems thinking, ecological literacy in projects and exhibitions.
<p>4. Greater ability to think historically about Canadian and United States history, specifically in the area of colonization.</p>	<ul style="list-style-type: none"> • Emphasis on teaching the six historical thinking skills at the Grade 10 and 11 level. • Involvement in Government of Canada History Awards. • Participation in Cultural Credits programme. 	<ul style="list-style-type: none"> • Application of historical thinking skills to create meaningful essentially questions about the history of North America. 	<ul style="list-style-type: none"> • Government of Canada History Awards essays. • Projects which focus on the history of North America. • Results from US History seminar.
<p>5. Develop stronger relationships with learners as to fully understand their experience, or pre-existing neuronal network, in an attempt to foster deeper, more authentic, and more impactful projects.</p>	<ul style="list-style-type: none"> • Greater emphasis on relationship building throughout the year. • Greater emphasis on project planning and proposals. • Greater exposure to adults in the community who are passionate about what they do. • Greater exposure to meaningful exemplars of projects in the community. 	<ul style="list-style-type: none"> • Deeper projects which have a greater connection to the learner. • Deeper LTI projects. 	<ul style="list-style-type: none"> • Student exhibitions • Student projects • Student internship experiences.