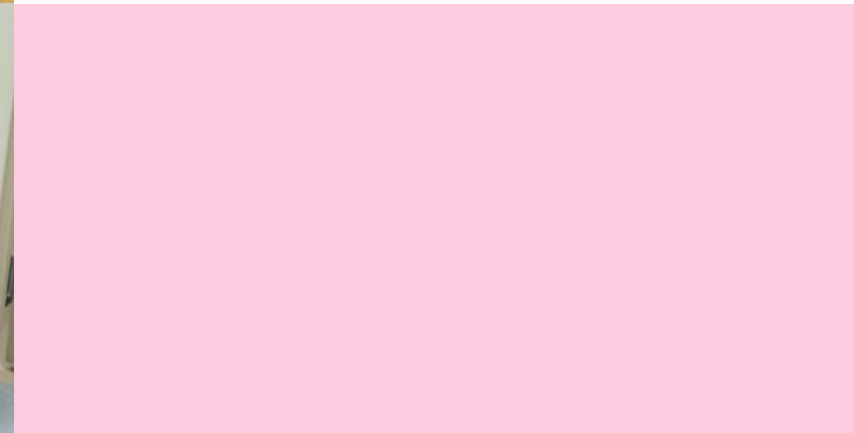
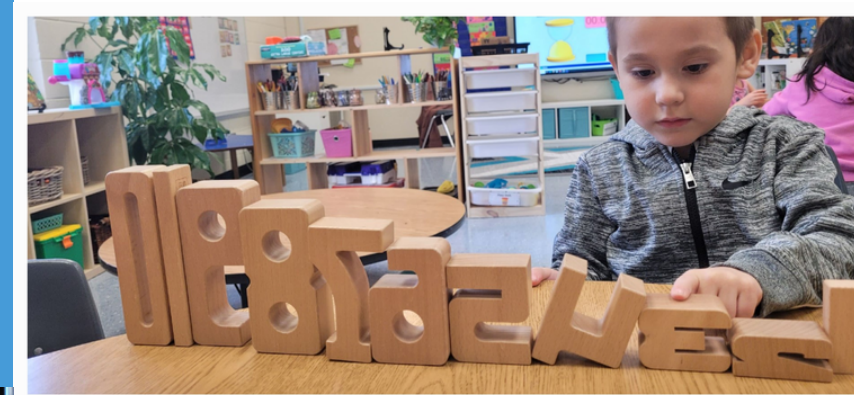


Report to the Community Margaret Park School 2022-2023





At Margaret Park, we are a community of learners committed to the work of healing and reconciliation with Indigenous people and the land we live on. We acknowledge and celebrate the stories of all students and the school community along with their gifts.

We are committed to providing a holistic education that focuses on learning experiences that provide opportunities for belonging, mastery, independence and generosity.



Reflections

Our Year of Learning

It is powerful to pause and reflect on our year as a school, through the lens of students, staff, celebrations, and challenges. We have had an uninterrupted year of halls humming with reconnecting students, classrooms buzzing with the return of collaborative learning, and walls echoing the excitement of clubs once again. There is an urgency in wanting to rebuild confidence and capacity within students, after remote and pandemic restrictions, yet there's an understanding about pacing in progress and the need to walk softly with each other. Throughout this year, we have re-visited our school priorities regularly, shared openly with students and staff about the purposeful connections between activities and academics, and balanced professional development with celebrations of strengths and wonderings around next steps.

Our 2022-2023 School Priorities;

Identifying learning lost in numeracy through Jump Math as a lens with support from Liz Barrett and John Mighton.

More of our classrooms have utilized the structure of JUMP Math this year and the expertise of Liz Barrett, during school visits. She supported us in strengthening foundations and fostering an appreciation of math. Divisional support was also given as our Grades 4&5's participated in a numeracy assessment (CAT5) in Fall & Spring. This data provided students an avenue to demonstrate growth and was formative feedback for teachers in acknowledging areas for growth & professional planning.

Meeting the social emotional needs of children, families, and staff after the 2-year schooling process of remote & pandemic restrictions.

There has been much intentionality around rebuilding connections between students, classes and the links between home and here. Practices of mindfulness, learning buddies and increased communication with families around daily learning has been important while re-establishing pre-covid routines. Community events, in-person conferences, concerts, fieldtrips and family volunteers have helped bridge needed partnerships between home & school.

Indigenous Education towards truth and reconciliation using Martin Brokenleg's Circle of Courage & Indigenous Education Mamàhtawisiwin policy framework.

We know that students thrive within a balance of belonging, independence, mastery and generosity as represented by the Circle of Courage. Aspects of this Indigenous lens of knowing and being, can be found throughout each child's day here at Margaret Park. Our morning land acknowledgement and access to ceremonial smudging in opening and closing each learning week, is a valued reminder of who, how and what we are connecting to each day. The Mamàhtawisiwin policy framework has given us resources and a reflective template around balancing physical, emotional, mental and spiritual development as we set further goals.

Identifying learning lost in literacy through Regie Routman's work and supporting professional development with leadership from Shelley Warkentin.

We are grateful to have participated in the divisional literacy initiative that builds intentional classroom practices and responds to formative feedback from students. Identifying concepts about print (CAP) that are familiar or foreign to students provides teachers with a visual of learning gaps. Attention to phonemic foundations (PAST-R assessment) in our youngest grades, provides a strong framework for literacy planning. During an all-school study about 'Changemakers', students were introduced to individuals (past & present) who have made positive contributions within our world. An invitation was given to all students to write about how they could be a 'Changemaker'. This process gave an opportunity to reflect on strengths and supports needed in moving forward on our literacy journey as a school. By empowering students with specific strategies, it is evident that there is growing confidence to read and write within all classrooms.

Increased acknowledgment and representation of the diversity reflected among school students and staff.

There is strength in diversity. We are so thankful for the richness of languages, skills celebrations, culture and passions here at Margaret Park. We have been intentional about resourcing our library and classrooms with books and visuals that reflect this richness and to highlight through announcements and assemblies how each of us can learn from the diversity of others. Students and staff host clubs that broaden perspectives, increase wellness and build social connections. Teachers have welcomed our divisional Anti-racism Rep into their classrooms this year to do inquiry projects, highlight issues and plan initiatives. Accessibility awareness and advocacy work sparked emotive writing that brought school trustees into our building to determine if platforms mitigated problems and/or matched community needs. It is important that our motto "YOU Belong Here" is reflected in the living and learning experiences of each student and staff member here at Margaret Park.

Belonging

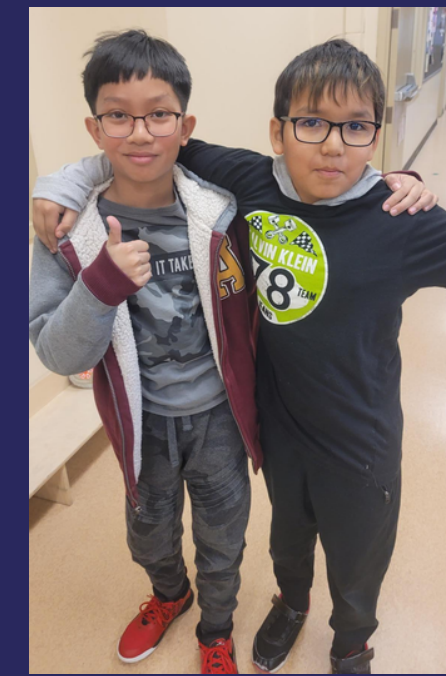
Our Place of Learning

From the moment anyone steps into our building, it is evident, through student work on bulletin boards, art on walls, photos and signage that this is a place that welcomes all voices and values our strength of diversity. Many faces, families and foundational beliefs are displayed as a welcome and invitation to find belonging here.

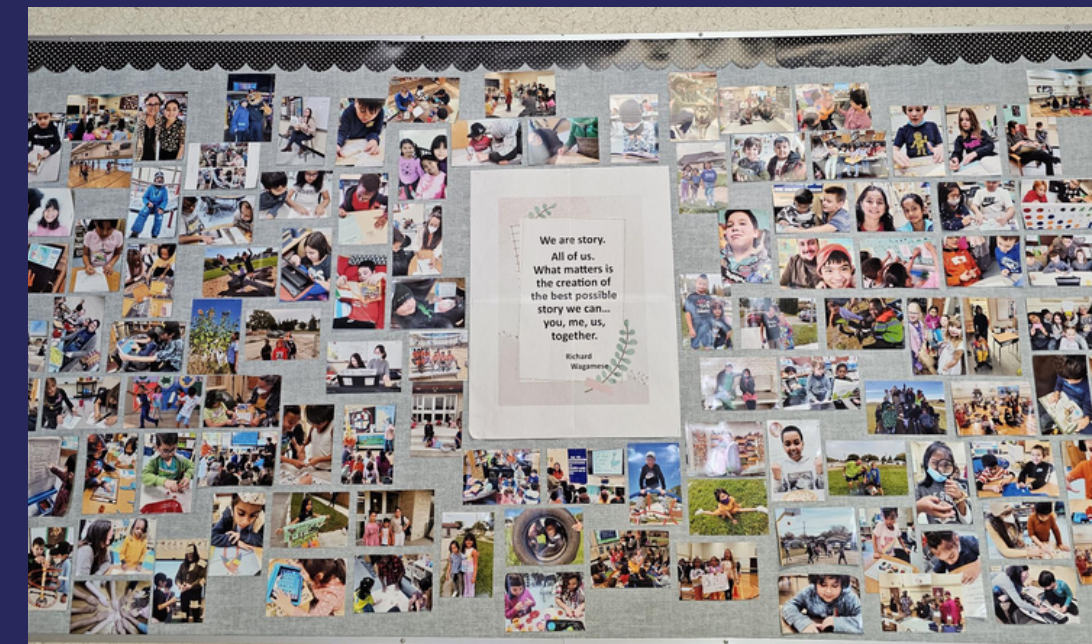
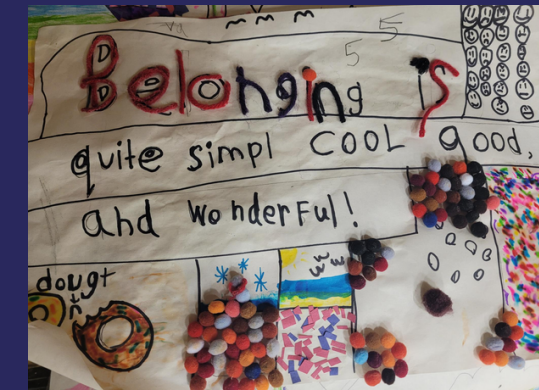


Within school routines, providing opportunities for students and staff to see themselves as members and contributors to Margaret Park is vital. This year, with the re-introduction of clubs, teams and community events, we have seen our learning family flourish.

Students have been challenged to learn & share about themselves and identify connections and curiosities with peers and their place within this world. We have worked hard to establish safe and inclusive spaces where individuals and groups can express insights and perspectives. As students gain clarity about personal identity, establish themselves among peers and build trust with teachers, we see how learning deepens.



Belonging is seen through the photos, art and work on our walls, as we greet each other by name, take time to listen and be heard and as student inquiry propels educational momentum.



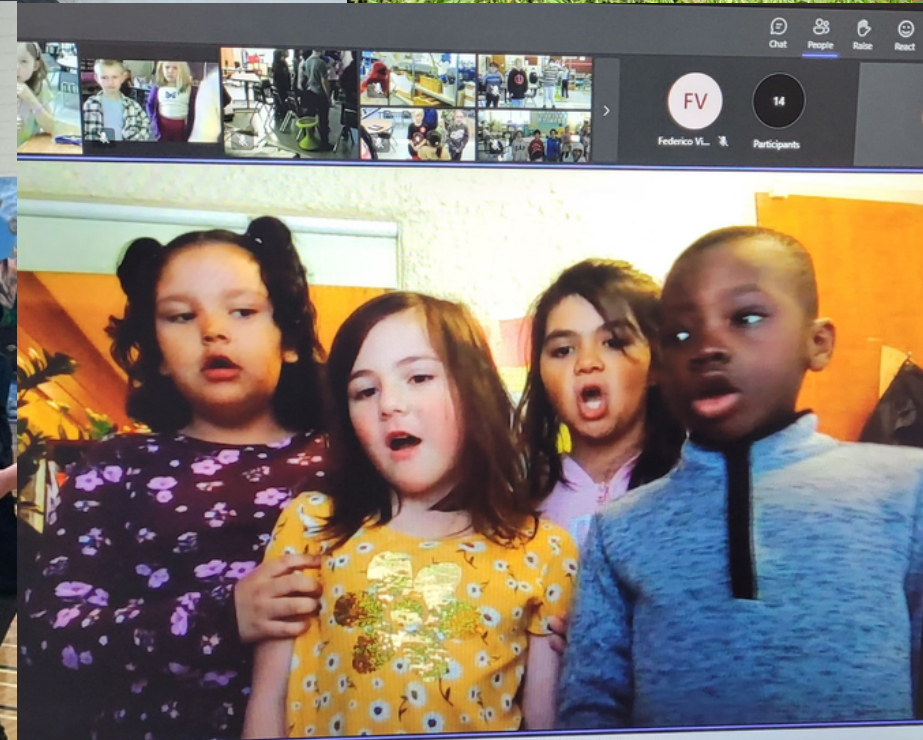
Building Belonging Through;

- School pride as “Parkies” – We Belong Here!
- Student work published in all shared spaces
- Student-led ‘O Canada’ singers & musicians
- Morning announcements on video
- Class meetings & sharing circles
- Assemblies & all school community walks
- Student and staff photos displayed
- Breakfast program & snack bowls for everyone
- Classroom & school social media celebrations
- Knowing students & staff by name
- Indigenous perspectives & learning from the land
- Pow Wow club, drum club & smudging
- Student initiated interest groups (guitar, art, Minecraft EDU)
- Cultural representation (guests, honoring traditional days)
- Honouring languages (greetings, signage & literature)
- Pre-school & 1st Teacher parent programs
- Parent volunteers (classrooms & field trips)
- Staff snacks & social connecting opportunities
- Family feasts & community BBQ connecting
- Regular team and staff support conversations
- School dance parties & Spirit Week activities
- Spirit Week & So-Active-So-Healthy school smoothies
- Student advocacy & social justice voices (Beryl Watts)
- Combined choir classes & performance opportunities
- Drum teachings & 7 Teachings about ways of being
- Library & classroom collections represent diversity, anti-racism & LGBTQ++



Our goal is to continue to engage all families so that they feel valued as partners in their children’s learning and also see themselves reflected in their school community. We recognize that by infusing Indigenous perspectives, we are able to teach our non-Indigenous families alongside staff and students, in the spirit of truth and reconciliation. We will continue to use the Circle of Courage as part of our school belief statement to help guide staff, students, and community members to work on achieving balance spiritually emotionally, physically and mentally.

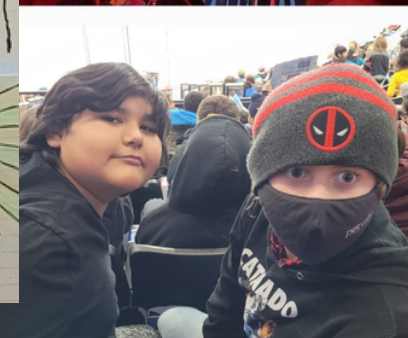
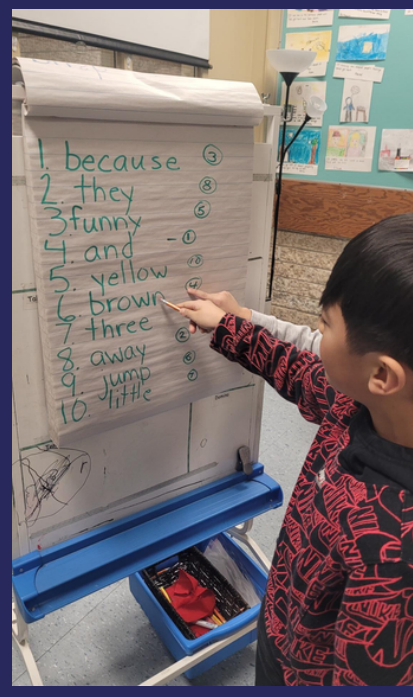
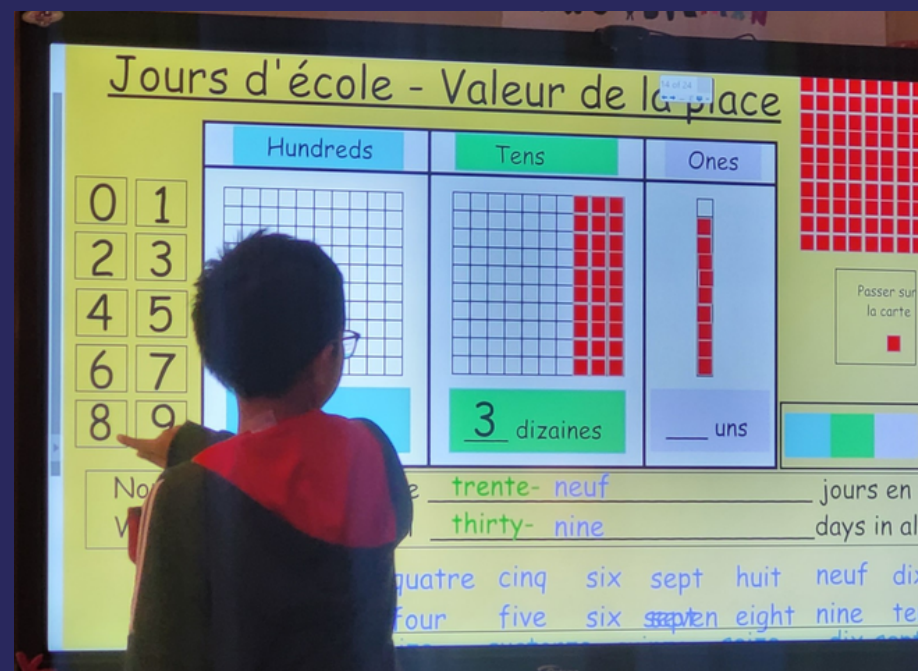
At Margaret Park School, You Belong Here!



Independence

Our Personal Learning

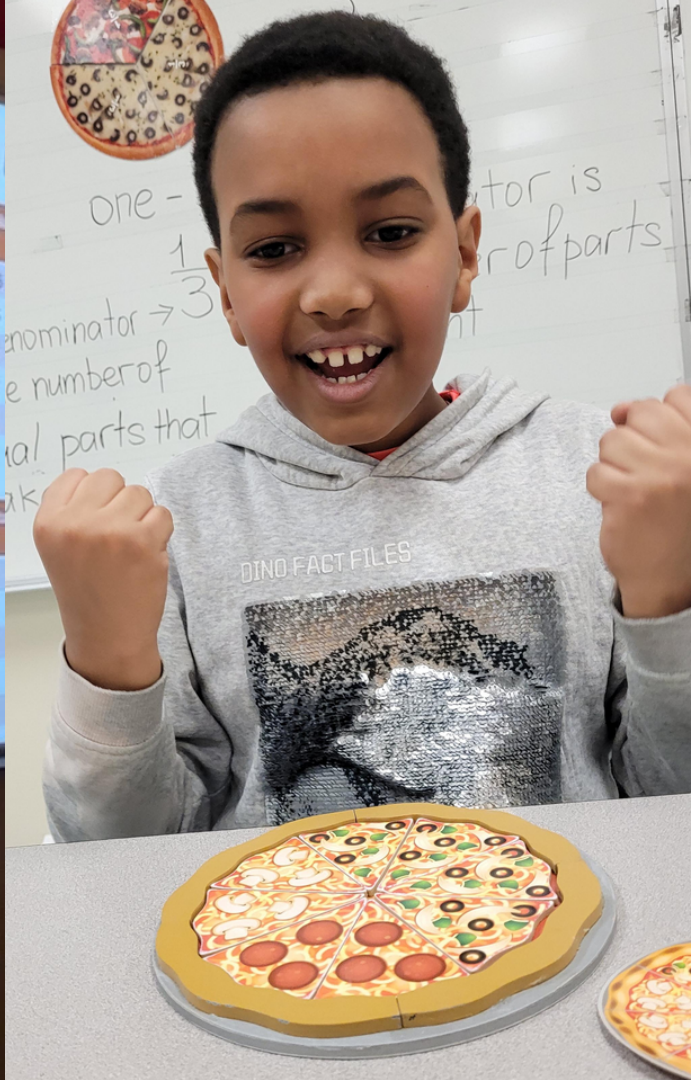
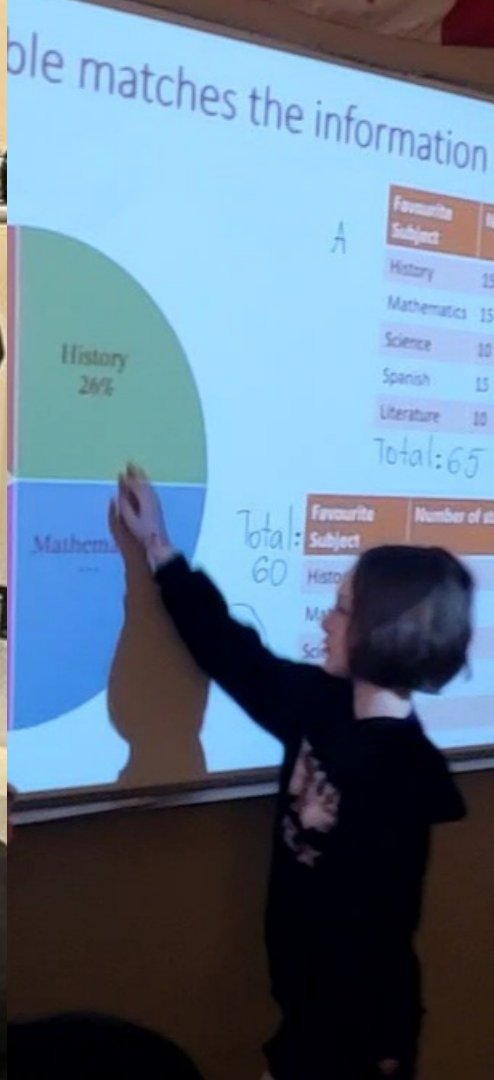
Independence is seen as teachers notice and name strengths and growth while releasing responsibility to students to 'show what they know' in personalized ways. Honouring independence includes prioritizing student voice & choice, cultural inclusion, languages, celebrations and integration of guests and experiences where students can see themselves represented. Students demonstrate increased autonomy as they are shown avenues that pair curiosities with capabilities. As teachers learn more about each student, they work to support the individualized journey of each student by scaffolding skills and introducing concepts and content that fosters a deeper interest in learning. As students embrace these opportunities, their capacity for independence grows.



Building Independence Through;

- Learn to Swim & Skate programs
- Independent transitions
- Independent access to snack bowls
- Student voices valued in sharing circles
- Mind Up strategies for personal regulation
- Student Led Conferences
- 'Safe School' promoting student voice
- Walking school bus
- Circuit Room for self regulation & physio
- Declarative Language encouraging independence
- Read to Self opportunities
- Online individualized learning accounts
- 'Tell It From Me' student survey & feedback
- Student led inquiry & learning projects
- Highlight real-world connections to learning
- Identifying as 'Stewards of the Land'
- In-class problem solving strategy boards
- Growth Mindset lessons
- Peer recess leaders
- Student Specific Plans (SSP) learning goals

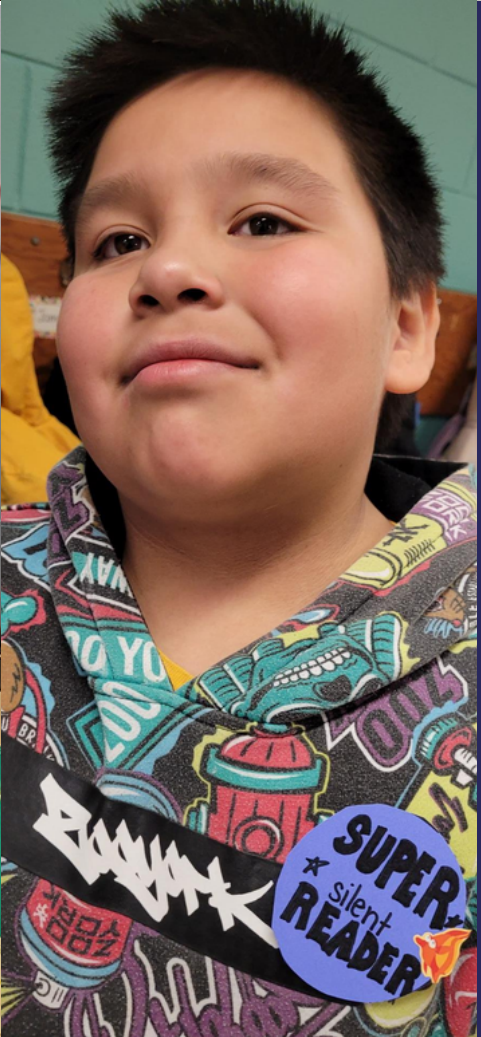




Mastery.

Our Deeper Learning

When reflecting on the Circle of Courage quadrant of Mastery, we are reminded that deeper learning comes when we carefully observe and listen to those with more experience. We are grateful for the on-going connection we have with Elder Barb Nepinak. Her shared teachings have given us important insights when connecting with students, families, and extended community. As students have opportunities to check their understandings with each other and additional networks, learning is rich and rooted. As students find success within their studies, they are able to model this mastery in leadership and mentorship roles with pride and increased passion to learn.



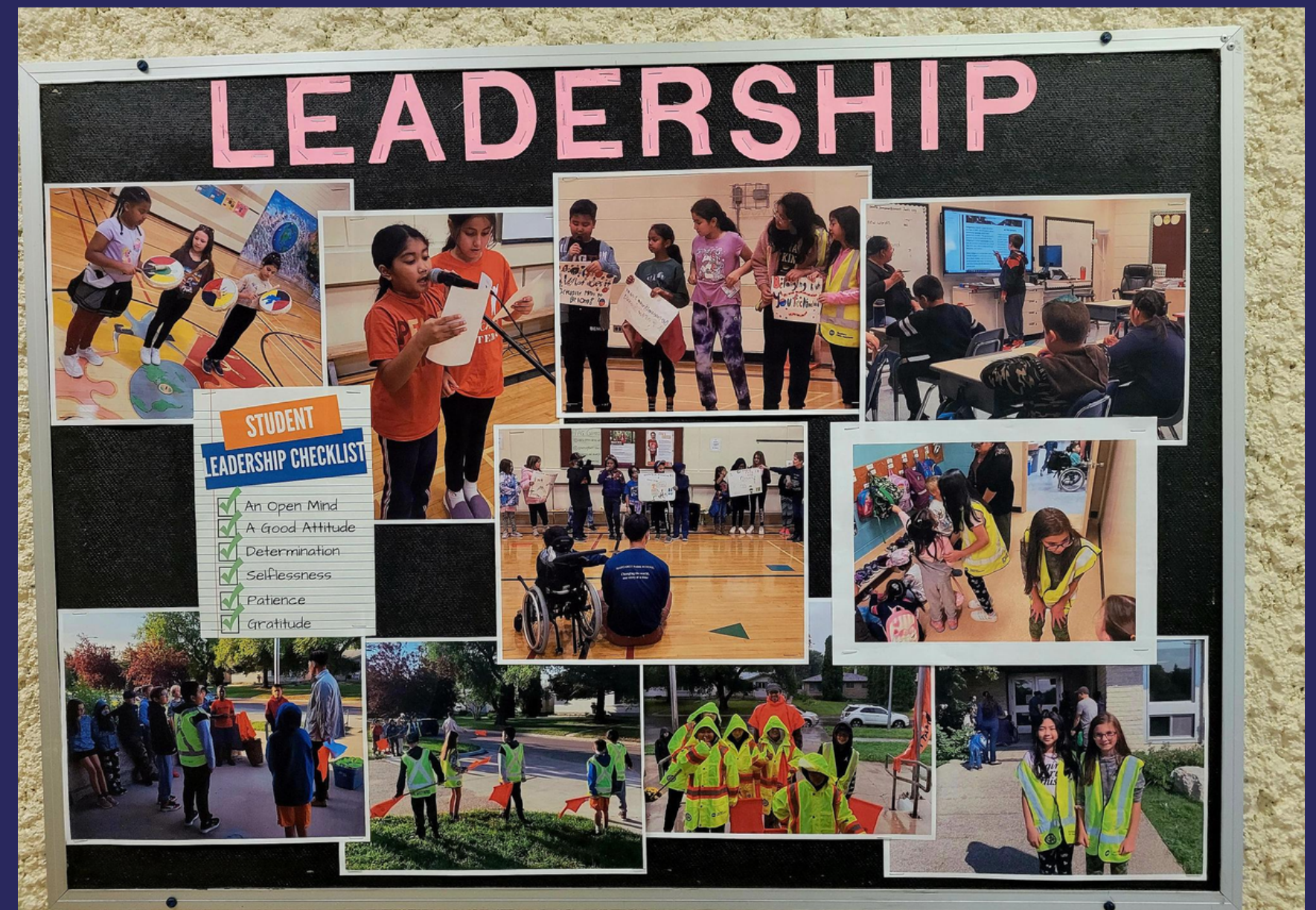
- ### Demonstrating Mastery;
- Resiliency in returning to pre-covid routines
 - Peer & mixed grade classroom buddies
 - Student event MC's and assembly hosts
 - Staff co-teaching & professional growth
 - Reading fluency
 - Writing substance & stamina
 - Lead musical roles (vocal &/or instrumental)
 - Improved sport skills (Track & Field / Teams)
 - Song Lab (lessons & composition workshops)
 - Goal setting & intrinsic motivation
 - Performances & peer modeling of new skills
 - Grade 5 transition self-reflections of learning
 - Student led conferences & growth portfolios
 - Furthering skills with perseverance



Generosity

Our Shared Learning

It is important for each of us to feel that we have something of value to contribute to a collective. As students gain skills, confidence and establish independent character values, we look to provide opportunities for them to generously share their learning. Older students often give of their time to younger students to support reading and writing skills. Students with gardening, gaming, sports or musical passions are seen sharing their new expertise within school clubs or concerts. Bakers and makers surprise peers and staff with encouragements that come in various forms. Those with a heart for social justice issues have made posters, announcements and arranged guests and avenues of deeper learning. The 'green thumbs' of Margaret Park are seen weeding and watering and there are never a shortage of volunteer staff and students to help with set-up and clean-up at events that support community connecting. We are grateful for the generosity of staff, students and families here at Margaret Park.



Demonstrating Generosity;

- Staff leadership of club initiatives
- Sharing garden produce with peers & families
- Student ownership of recycling process
- Student breakfast prep helpers
- Snack bowl student helpers
- Student-led compost education & collection
- Earth Day community clean-up
- Patrol & recess leaders
- Kinder classroom & bus helpers
- United Way staff contributions
- Terry Fox walk & contributions
- Holiday family hampers
- Student greeters for school guests
- Staff treats & celebrations
- Free book fair for students & families
- Fall BBQ & Spring Equinox Feast
- EAL language program with peer partners



Thank You!

We have had a wonderful year as a learning community here at Margaret Park. We have been inspired by students, guests, families and colleagues to continue planning forward. As we reflect on the growth of this year, we strive to challenge ourselves and champion students to apply our learning by finding opportunities for belonging, mastery, independence and generosity, within daily life and beyond the walls of this school.

