



Promoting Well-Being

Goal: To develop children and students who have strong relationships and a positive sense of self and to support the whole child – (cognitive, emotional, social and physical well being).

SEF Indicator

- [Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment. \(2.5\)](#)

Actions:

Environmental Goal: if we create opportunities for scientific inquiry in our playground, then we will increase our understanding of environmental responsibility. For example Upcycling (in December), and the use of the outdoor classroom for curriculum.

Health School Goal: if we promote common language and tools for self-regulation, then our students will be more engaged in class and will have a greater focus on learning. For example, our Upstanding bracelets, which have our regulation strategies on the inside (January-March); Yoga and Zumba in the fall and February.

Community Goal: if we access community partners (Trees for Guelph, GRCA, City of Guelph, Elders, parent experts), then our school will increase its presence in the community thereby promoting public education (Walk to school, Education Week host, Two School One World Wampum project, etc.).

Monitoring:

Ongoing monitoring during directions team meetings, equity committee, staff meetings, and school council. Environmental Team will monitor “Green Activities”. Partner with School Council to create an outdoor classroom.



Ensuring Equity

Goal: To ensure all students will be inspired to reach their full potential, with access to rich learning experiences.

SEF Indicators

- [The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. \(3.1\)](#)

Actions:

Equity Goal: if we wish to see equity across our school, then focusing on the FNMI curriculum will provide a frame of reference for other equity activities and events (Anti-Bullying and World Café in October, Black History in February and through the year, making Cash Online accessible to all families).

Special Education support based on results from EPPS, Prime, EQAO, GB+, Fountas and Pinnell, in English and French tracks (Fall and Spring review).

Continue to use Equity Checklist to address site-specific areas for growth (increasing student voice; **visibly** and **equitably** supporting families and students with physical needs through food programs, clothing programs, etc.; professional development regarding the lived experience of our students and families.)

Continued use of the Prime Mathematics Assessments and Number Talks to ensure all students use higher order thinking skills, solve complex problems, develop and increase understanding, and construct new knowledge.

Use of self-regulation techniques to develop confidence, resilience, self-efficacy to learn and succeed (WITS, THINK, Zones, etc. promoted in class, at assemblies, and school wide on announcements and through our Upstander project).

Monitoring:

Ongoing monitoring during directions team meetings, equity committee, staff meetings, and school council.

Resource Team will introduce use of EPPS screening tool.

Implementation of Bully Prevention and Safe, Equitable and Inclusive school strategy through Upstander projects, Panther Assemblies, Student Ambassadors, CYC programming and visible, and trained supervisors on the yard.

Equity team preforms schools walks to ensure our Equity Checklist is addressed.

