School Name: Jean Vanier Catholic School 2014-2017 School Education Plan
Responding to Faith and Provincial Goals

SCHOOL COMMUNITY FAITH GOAL: JOYFUL HEARTS…SHARING THE GOOD NEWS

EICS Outcome: Furthering a culture of Evangelization, Faith Formation, and Vocations within our schools - Students, Staff, and Parents Know, Model, and Witness Jesus Christ.

Strategy/Strategies:

➢ **Joy of the Gospel staff journey through weekly focus reflections questions, each staff member presented with Evangelii Gaudium**

➢ **Eastern Rite celebrations**

➢ **Post pictures of students celebrating Sacraments**

➢ **Parish masses, clergy in classroom (OLPH & St. Sophia's), Archbishop Richard Smith and Bishop David Motiuk, daily prayer**

➢ **Weekly assemblies: Joy theme, JOY prayer, Joy song**

➢ **Monthly Animotos with Jean Vanier Joyful Hearts theme**

➢ **PD encouragement, support and allocation for faith development**

➢ **Grade 4 leadership teams: "Jean Vanier Joyful Leaders": Who will have opportunities for; teaching our school community about our namesake, leading prayers and faith celebrations, liturgical calendar, Gospel messages and the Eastern Rite**

➢ **Jean Vanier (namesake) philosophy as a foundation for building common culture and identity as we continue to merge two communities**

➢ **Exceptional People Project that encourages compassion, empathy and love for all of our students**

➢ **Collaborative Response Model for inclusion**

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School Priority: Building a faith-based culture of joy

Performance Measures

➢ **Tell Them from Me Survey: personalized school-based questions about faith**

➢ **Evidence of faith-filled joyful spirits in relationships and responses**

➢ **Parent input and feedback (PSC), staff and student feedback**

GOAL THREE: QUALITY TEACHING AND SCHOOL LEADERSHIP

Provincial Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Strategy/Strategies:

➢ Instructional coaching (aligning peer coaching philosophies and model with Instructional Leadership)

➢ Modelling of effective strategies within classrooms; use small class sizes to maximum advantage

➢ Connecting effective peer coaches and consultants in the district with teachers (in-context and strategy focused)

➢ Actively engage, participate and support the EICS Active School Engagement Program

➢ Grade four leadership team with assistant principal and four lead teachers, connecting and linking skills and experiences with tangible competencies

➢ Leadership Walk Throughs: criteria shared with staff utilizing electronic form for gathering and sharing walk through observations

➢ PGP meetings

➢ Investigate Artist in Residence and cultural programs

➢ Supporting and sending new teachers to Beginning Teacher's Conference

➢ Supporting and sending teachers to beginner and experienced teacher sessions through CLS

➢ Exceptional People and Collaborative Response Model: engage teachers in learning about students with special needs and how to effectively respond to best serve all of our students.

➢ Collaboration: Staff input (through Google form survey) on most desired need for increasing effective instructional practices which would be met through collaboration (Collaboration including but not limited to; peer coaching, collaboration days, visits and observations to other schools, consultants modelling in-context strategies).

➢ Parent input/involvement: Focused formula for PSC which aligns with the competencies (engaged, faith-filled, entrepreneurial and ethical). Funding and support will align with these goals. Assisted PSC with developing a framework for funding and support
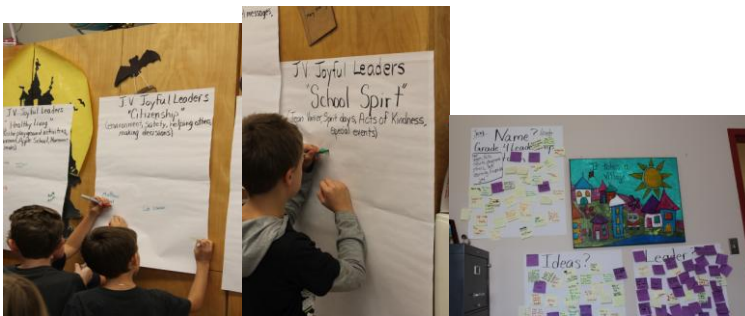
Performance Measures:

➢ AERR report data (Grade 4, staff and parents)

➢ Tell Them From Me (Grade 4)

➢ Gallop/Q12

➢ Leadership survey to staff, students and PSC

School Education Plan 2014-2017