

**School Goal Statement:** To improve learners' capacity to be curious, compassionate and resilient.

**1. Rationale:**

- a. **Curious** learners are passionate, engaged and focused.
- b. **Compassionate** learners effectively contribute to their school community and value the needs of themselves and others.
- c. **Resilient** learners have a positive mindset that allows them to think critically, solve problems, and overcome challenges.

**2. Strategies:**

**a. Taking Action:**

- i. Building on our first two years (2018-20) with our new Royal Oak Core Values, we will continue in year three (2020-21) to focus on one value per term, but will add to our students' understanding of each of the three core values through individual lessons in the classroom, guest speakers/panel discussions presented to cohorts, and opportunities for a cohort or club/groups to plan COVID friendly activities for the school related to one of the core values;
- ii. Work together as a staff to connect our work on our Core Values with the Core Competencies in the revised curriculum. This will include having students reflect on their personal growth with our ROMS Core Values in their year-end self- evaluation (completed by all students in the third term and included in their final report card).
- iii. Continue to promote **curiosity** by modelling it ourselves as staff, encouraging students to pursue their passions/interests, providing opportunities for student voice and choice at school, teaching students to ask good questions, and encouraging students to share their passions with peers in meaningful ways;
- iv. Continue to promote **compassion** by providing opportunities for ROMS service clubs (Friendship groups offered by our counselling team, our Gender/Diversity Group, Youth in Action, Eagles Club and Student Leadership) to share examples of compassion projects with the student body. We will continue to teach compassion and empathy through whole school activities/assemblies and classroom lessons; and
- v. Continue to promote **resilience** in our students through direct teaching of strategies to help adolescents move **toward** their goals (adopting mindfulness strategies, limiting screen time, getting good sleep, spending time with friends, seeking advice from trusted adults, etc), and to avoid behaviours that move students **away from** from their goals (missing school, drinking/vaping/drugs, excessive screen time, erratic sleep schedules, etc).
- vi. Increase our focus on staff wellness through regular check-ins (by our Counselling and Admin team) and opportunities to connect and work together in small groups at our monthly staff meetings.

- vii. Introduce the concept of Trauma-Informed Practice to staff using a year-long strategic approach to professional learning. We will begin with a morning of learning at our August Start Up Day led by David Segal, owner and clinician at Human Nature Counselling in our community. David will return to follow up with our staff at the Pro-D day on Nov 20 and again in April. We will focus on helping create an environment at ROMS where students feel physically and emotionally safe. We will also share strategies for coping with the uncertainty of life during a global pandemic both from the perspective of staff and students.
- viii. Reinforce the importance of valuing relationships over rigor. Given the challenges we are facing this year, we will give our staff permission to focus on meeting each child where they are at and building relationships that will help them thrive despite the current challenges.

**b. Checking/Results:**

- i. Gather anecdotal evidence from students’ third term self-assessment of the Core Competencies. We will particularly focus on the “I Statements” - having students reflect on their understanding of and ability to actively demonstrate our three ROMS Core Values.
- ii. Gather data from the “Our Schools” Survey to determine if students are: engaged in their learning, contributing to their school community and demonstrating a positive mindset.

**3. Student Achievement Data:**

Foundational Skills Assessment (FSA) – Grade 7

% of Students who demonstrate proficiency or are extending their skills in the following areas:

Royal Oak	2016/17	2017/18	2018/19	2019/20
<b>Reading</b>				
District:	74%	83%	83%	77%
School:	79%	84%	85%	84%
<b>Writing</b>				
District:	83%	93%	91%	93%
School:	84%	95%	93%	97%
<b>Numeracy</b>				
District:	74%	73%	65%	69%
School:	80%	79%	74%	80%

- 4. **Anecdotal Data:** to be drawn from student self-assessments of the Core Competencies done in the third term. This practice was introduced by the Ministry of Education in the 2018-19 school year. For our 2020-21 self-assessments, we will add in “I Statements” that reflect students’ engagement with the ROMS Core Values.