

FOUNDATIONAL STATEMENTS

We are all accountable. Board members, students, staff, families, and community members have a responsibility, both individually and as part of the learning team, to participate and to contribute positively to public schools.

Logo



The logo depicts two students holding hands, touching toes, and forming a heart between them. Good Spirit is a family in which learning is achieved in a caring environment.

Motto - Students Come First

- When thinking of “Students Come First,” the Good Spirit School Division (GSSD) must consider students as a collective. GSSD must ensure that sustainable, equitable, inclusive, and balanced opportunities exist amongst and within schools.

Vision - Learning Without Limits...Achievement for All

- GSSD will provide the opportunity and the conditions for all students and staff to achieve their potential and experience personal growth.

Mission - Building Strong Foundations to Create Bright Futures

- GSSD exists to provide all students and staff with learning environments rich in opportunities and experiences necessary to promote intellectual, social-emotional, spiritual, and physical well-being.
- Students will have access to relevant, engaging, and responsive curriculum and instruction supported by effective assessment strategies and tools.
- Students and staff will be provided with differentiated supports to assist them in developing their potential and their sense of identity while positively impacting the lives of others.

Values - Belonging, Respect, Responsibility, Learning, Nurturing, Perseverance, and Diversity

By honouring and embracing GSSD’s organizational values in our work and relationships, we collectively strive to achieve our vision.

- **Belonging:** As we continue to grow and change, the identities of individuals and families who live, work, and play in our communities are respected, protected, and

included. A safe and healthy learning atmosphere where we connect and learn from one another will be shaped by those who work and study in our school division.

- **Respect:** Students, families, and staff are valued and honoured. There is mutual understanding and recognition that students, staff, families, and communities contribute to rich educational experiences.
- **Responsibility:** All aspects of education are essential to the school experience. Each of us is responsible to one another in terms of achieving the best education possible and reaching our potential. We are all accountable to one another to fulfill GSSD's Foundational Statements.
- **Learning:** We are continuous and critical learners engaging in innovative, responsive, and relevant educational experiences. GSSD will promote equitable opportunities to reach positive academic and social-emotional outcomes.
- **Nurturing:** Positive relationships are at the heart of teaching and learning. We promote intellectual, physical, social-emotional, spiritual, and physical well-being. Knowing our students by name and by need will help to develop tomorrow's leaders.
- **Perseverance:** All students and staff have different life experiences. Equitable resilience is needed for all students and staff to work through challenges and difficulties to achieve GSSD's Vision.
- **Diversity:** Everyone has unique backgrounds, cultures, experiences, strengths, and perspectives which they bring into the classroom and work environment. Diversity is our strength, and GSSD believes all identities are valued, protected, respected, and included.

Board Targets

- The Aspirational Statements & Goals specified in the Good Spirit School Division Strategic Plan are organized within the four pillars of Comprehensive School Community Health (CSCH) and align with the Provincial Education Plan. CSCH is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated, and holistic way.

Aspirational Statements

- High Quality Teaching and Learning
- Engagement of All Students, Families, and Communities
- Effective Policy and Procedures
- Healthy, Sustainable Physical and Social Environments

High Quality Teaching and Learning

- Provincial curricula and related resources that are developmentally appropriate and culturally responsive.
- Employ play-based learning experiences that support a sense of personal competency, self-efficacy, and social responsibility.
- A wide range of opportunities to learn, practice, experience and demonstrate

understanding, confidence, and motivation for a healthy and balanced life.

High Quality Teaching & Learning Long-Term Goals

- By June 30, 2023:
 - 25% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.
 - there will be 10% more Grade 1 to 3 students reading at or above grade level as compared to fall 2022 data.
 - there will be 2% more Grade 4, 7, & 9 students writing at or above grade level compared to the June 2022 data.
 - there will be 2% more Grade 2, 5, & 8 students at or above grade level in math compared to the June 2022 data.
 - the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from spring 2022 data.
 - the three-year graduation rate will increase by 2% from the June 2022 data.
 - the three-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2022 data.
 - the five-year graduation rate will increase by 2% from the June 2022 data.
 - the five-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2022 data.
 - students in Grades 7 to 12 will report a 2% increase in student intellectual engagement from spring 2022 data.

Engagement of All Students, Families, and Communities

- Efforts are aligned to promote student, family, staff, and community health and well-being.
- School Community Councils and First Nations Education organizations are involved in School Level Plans.
- School Leadership values cooperation, effective interpersonal communication, and shared decision making.
- Schools, families, and communities engage in ongoing discussions and shared efforts to promote and support the health and well-being of staff, students, and the community.
- Reciprocal relationships share resources and services within the school and community.

Engagement of All Students, Families, & Communities Long-Term Goals

- By June 30, 2023:
 - there will be a 2% increase in student attendance based on the 2021-2022 data.
 - GSSD will deepen relationships with families and communities by increasing our understanding of Indigenous identities, histories, and worldviews.
 - GSSD will deepen relationships with families and communities by engaging in authentic opportunities to promote student intellectual, physical, social-emotional, spiritual, and physical well-being.
 - GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships such as Regina District Industry Education Council, Métis Nation of Saskatchewan, Early Years Engagement Network, and Indigenous Advisory Council.

Effective Policy and Procedures

- Protocols for collaboration on policy development and related protocols practices for health and well-being.
- Ongoing evaluation and monitoring of needs and effectiveness of efforts to improve well-being.
- Promising practices that enhance well-being.
- Clear practices, procedures, protocols and regulations regarding health and safety in children and youth (e.g., nutrition, anti-bullying, physical activity, pandemic planning, air quality).

Effective Policy and Procedures Long-Term Goals

- By June 30, 2023:
 - GSSD will reduce barriers and enhance student and staff success in each functional area by demonstrating improvement in services through the development, review, and revision of:
 - administrative procedures; and,
 - processes/practices.
 - GSSD will implement systemic and transparent approaches to find efficiencies and increase value for money allowing the Division to respond to the challenges of student and staff needs.

Healthy, Sustainable Physical and Social Environments

- Access to and support for healthier options.
- A welcoming, caring, and inclusive environment.
- Healthy relationships among and between students, staff, and the community.
- Responsive and inclusive leadership of students, staff, and community.
- Relationships that influence and are influenced by families, cultural perspectives, and the community.
- Responsible infrastructures are built and maintained to current standards, with practices and procedures in place to plan for a strong and vibrant future.
- External and internal efficiencies will be implemented to ensure appropriate resources are targeted to key focus areas such as school buildings, grounds, materials, equipment, and routes to and from school.

Healthy, Sustainable Physical & Social Environments Long-Term Goals

- By June 30, 2023:
 - students and staff will report feeling welcomed, safe, and included at school.
 - students and staff will develop strategies for identifying emotions and accessing supports to enhance mental well-being.
 - students will receive timely and responsive evidence-based prevention and intervention services at school.
 - GSSD will enhance the physical facilities occupied by students and staff to ensure health and well-being.
 - GSSD will establish a process for consistently responding to identity-based harassment involving students and staff.

Legal Reference: Section 85, 87 Education Act

Updated: December 13, 2007, December 19, 2008, August 15, 2012, March 8, 2013, December 15, 2016, August 31, 2017, August 30, 2018, August 2019, August 27, 2020, August 19, 2021, August 18, 2022

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