

# A Celebration of Learning in GSSD



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# HIGH QUALITY TEACHING AND LEARNING

## Early Learning Goal

The early learning goal of GSSD states:

By June 30<sup>th</sup> 25% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.

To achieve this goal:

- Kindergarten classrooms held family engagement events – both in class and virtually. The engagement events helped foster positive connections between the home and school.
- The family engagement events focused on events such as family heritage, favorite memories, and looking back to the past.



# School: Churchbridge Public School

## Activity: Family Engagement Days

The Kindergarten class from Churchbridge Public School held family engagement days so the students could learn about each other's heritage.



**School: Grayson School**  
**Activity: Virtual Family Engagement**

The Kindergarten class at Grayson School held a virtual family engagement event. They read a story about making memories and then the students and their families created a scrapbook page about a family memory. At the end of the event the students shared their memory pages.



**School: Norquay School**  
**Activity: Virtual Family Engagement Days**

Norquay School's Kindergarten class held two virtual family engagement events. The first family engagement day focused on building positive relationships, supporting, and understanding early childhood development and the value of family diversity. The second family engagement included making a traditional food with a family member or having a grandparent or an elder tell them a story of their past.

# Reading Goal

The reading goal of GSSD states:

By June 30<sup>th</sup> there will be 10% more Grade 1 to 3 students reading at or above grade level as compared to data from the previous year.

To achieve this goal schools:

- implemented take home and after school reading programs,
- held family literacy days,
- installed bookworm vending machines, and
- used One School One Book strategy.

These different activities promoted literacy and the development of reading skills as students read at school and with their family.



**School: Dr. Brass School**  
**Activity: After School Reading Program**

The After School Reading Program provides an opportunity for individualized reading instruction for students. Students develop both their word attack and comprehension skills. It is an opportunity for students to improve their reading skills and is perfect for students who need extra support or are reading beyond their grade level.



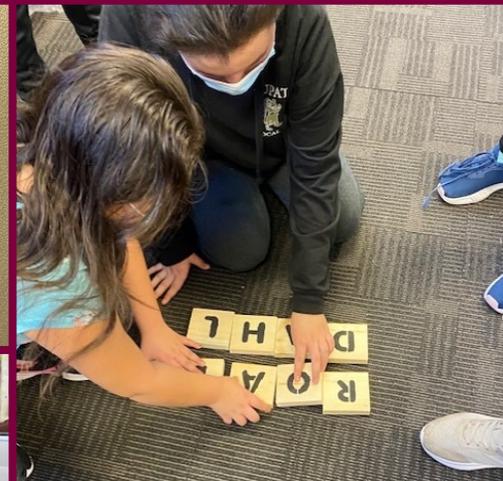
**School: Churchbridge Public School**  
**Activity: Take Home Reading Program**



## School: Columbia School

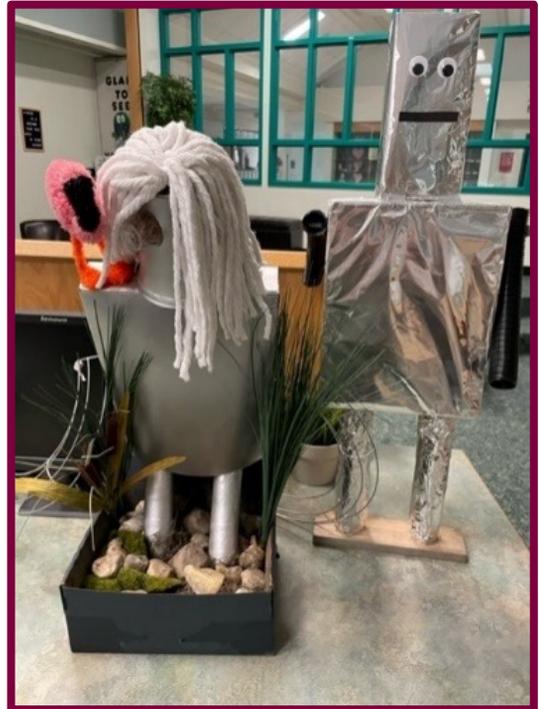
### Activity: One School One Book

Columbia School has implemented One School One Book for 9 years in a row. This year the book was Roald Dahl's *Matilda*. The book was read aloud by an adult or older sibling at home. This was time well spent together as a family and gave families good literature at the same time. The One School, One Book team celebrated the end of reading the book with students and staff and had many fun activities within their class cohorts.



**School: Davison School**  
**Activity: One School One Book**

Davison School read the book *The Wild Robot* by Peter Brown for their One School One Book activity. The project involved PreK to Grade 6 students. A package of materials was sent home with the eldest student in each family. The book reading culminated with families building a robot at home and bringing it to school to be displayed around the school.



**School:** Yorkdale Central School  
**Activity:** Reading Buddies

Yorkdale Central School Reading Buddy program matched younger students with seniors and promoted reading together.



# Writing Goal

**The writing goal of GSSD states:**

By June 30<sup>th</sup> there will be 2% more Grade 4, 7, & 9 students writing at or above grade level compared to the data from the previous year.

**To achieve this goal students took part in the following:**

- word study activities,
- writing for the Young Saskatchewan Writer's Contest,
- using bump it up walls,
- participating in writing conferences,
- completing quick writes,
- observing explicit mini lessons, and
- writing for newsletters and newspapers.

By participating in the writing activities, students were able to write for a variety of audiences and for different purposes.





**School: Grayson School**  
**Activity: Word Study Groups**

Grayson School used small word study groups in Grades 1 to 4. Students participated in a variety of hands-on learning opportunities to study their words.

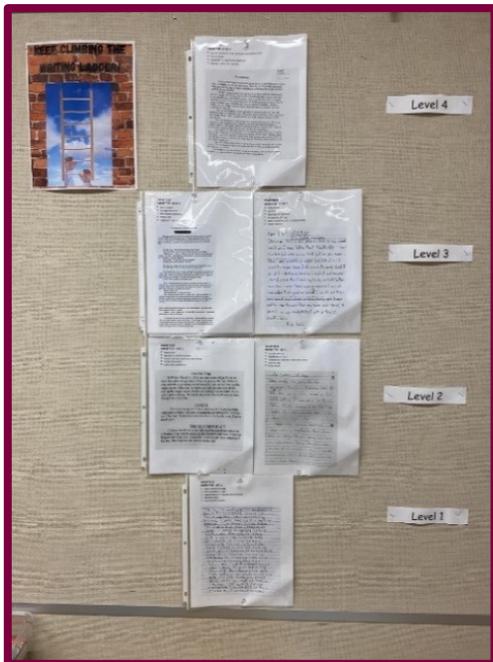
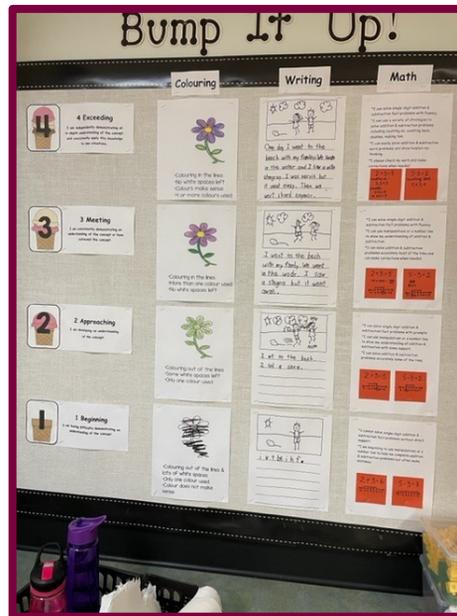
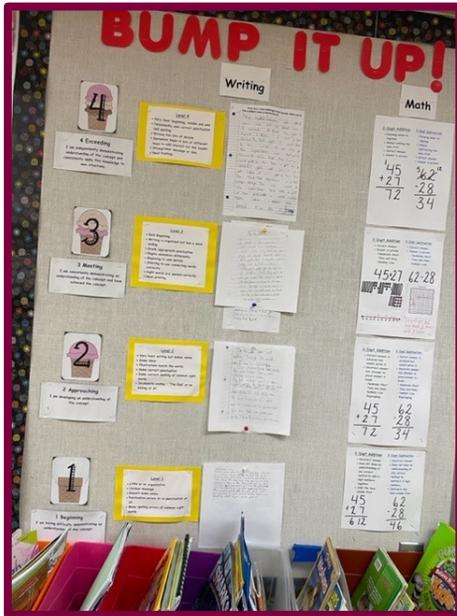
**School: Dr. Brass School**  
**Activity: Young Saskatchewan Writer's Contest**

This was the first year that our students entered the Young Saskatchewan Writers' Contest. We were pleased when it was announced that our school had five students whose writing was chosen in the contest.



**School: Davison School**  
**Activity: Bump It Up Walls**

Every teacher had a bump up wall in their classroom. On the wall were work samples that showed students what a 1, 2, 3 and 4 looked like. Teachers used the work samples in the display to show students how they could bump up their work to the next level. The work samples on the bump it up walls changed as each outcome was worked on.



**School: Canora Junior Elementary School**  
**Activity: Bump It Up Walls**

Classrooms use writing exemplars to support student growth and development. Students are given a clear visual as to what they need to do to “bump up” their writing.





**School: Macdonald School**  
**Activity: Newsletter**

Students in grade 8/9 contributed to the newsletter by writing about what classes had been up to each month. In addition, they captioned photos, interviewed students, & collected community information.



**School: Saltcoats School**  
**Activity: Writing For The Gazette**

Students at Saltcoats School wrote articles for the Gazette. The June Edition was delivered to Walter Farquharson, the founder of the Gazette, by his youngest grandson.

# Math Goal

The math goal of GSSD states:

By June 30<sup>th</sup> there will be 2% more Grade 2, 5, & 8 students at or above grade level in math compared to data from the previous year.

To achieve this goal students:

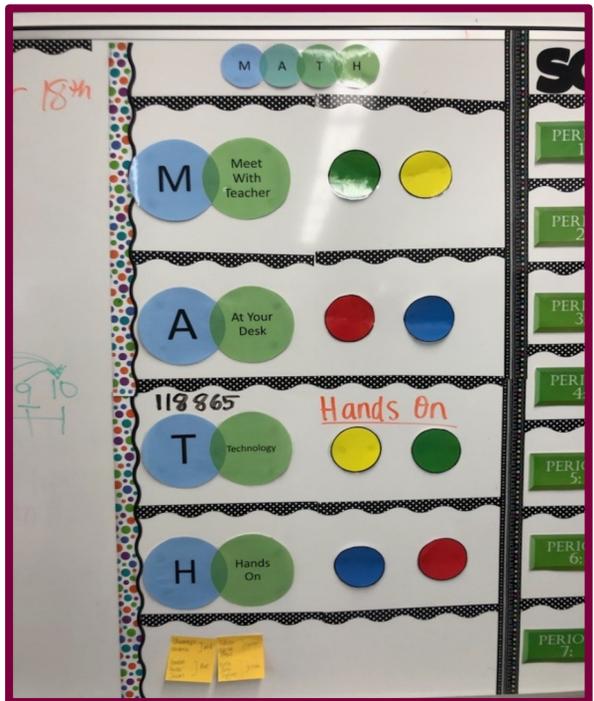
- participated in math centers,
- took part in math family engagements, and
- used math word and instructional walls.

The math activities students took part in at their schools helped to achieve the strategic math goal of the school division.



**School:** Grayson School  
**Activity:** Station Based Math

All K to 6 classrooms used the MATH acronym for their math stations. This acronym promoted consistency throughout the school. The use of station-based math allowed teachers to work with small groups and provided each student with targeted and intentional instruction.



**School:** Canora Junior Elementary School  
**Activity:** Family Events

Canora Junior Elementary School held a couple of family events that promoted math. They had a math bingo and a scavenger hunt with math-related

Name: \_\_\_\_\_

**CJES Family Math Scavenger Hunt Challenge**

Explore math in your community by finding and crossing out the items below. Only one item may be crossed out for each find. Find as many items as you can. Return your Scavenger Hunt (even if you haven't found all the items) by April 29<sup>th</sup> to be entered into a draw for a prize.

**Challenge: Find all items to have your name entered 5 times!**

Something square 	A sphere 	Something shorter than 1/2 cm (use a ruler for help)	The number 5 <b>5</b>
A pattern 	Something that comes in twos (pairs) 	A rectangular Prism 	An even number 0, 2, 4, 6, 8, 10...
Something twice as long as your foot 	Something between 1/2 and 1 cm (use a ruler for help)	A number greater than 20 but less than 60 >20 <60	Something that tells time 
Something longer than 30 cm (use a ruler for help)	A triangle 	A number in the teens 15, 14, 13, 16, 17, 18, 19	Something about the size of an apple 



**School:** MC Knoll School  
**Activity:** Math Walls

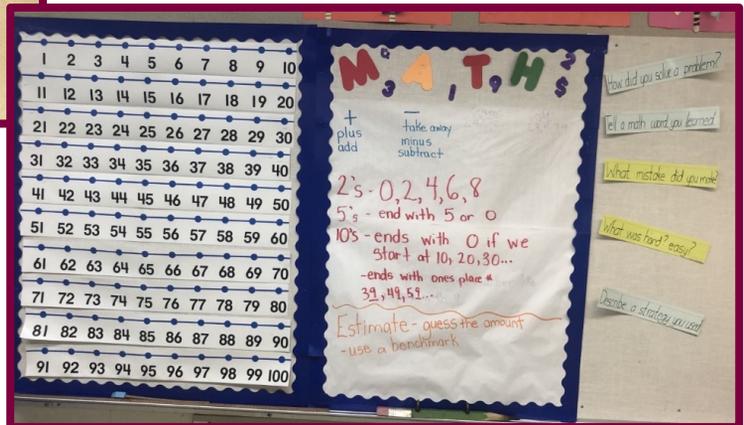
McKnoll teachers were intentional in their use of wall space to build math word walls. Teachers used these math walls in math talks to their students and to reinforce concepts with our students.



**School:** Churchbridge Public School  
**Activity:** Math Wall

**School:** Yorkdale Central School  
**Activity:** Math Instructional Wall

Students of all grades brainstormed different ways they will use Math over the summer. The ideas were posted on a large bulletin board outside the library doors in a high traffic area.



# Reduced Anxiety Goal

**The reduced anxiety goal of GSSD states:**

By June 30<sup>th</sup> the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% as compared to data from the previous year.

**To achieve this goal schools implemented many different activities including:**

- Positive Behavioral Intervention and Support with PAWS
- You Are Amazing Postcards
- Yoga – Teen Yoga and Mindfulness May Yoga
- Day of Kindness
- Zones of Regulation
- The Green Frisbee Method
- Rainbow Club
- Club Connect
- Girl Power
- Girl Empowerment
- Mindful Moments

The various activities were all aimed at reducing the anxiety of students and helping them develop strategies they could use when they became anxious or needed to reduce the stress in their daily lives.



**School: P.J. Gillen School**  
**Activity: Positive Behavioral Intervention and Support (PBIS) and PAWS**

PJ Gillen utilizes PBIS where students are explicitly taught behavior expectations for various parts of our school. A behavior matrix has been developed and common language with common expectations are taught to students. Students are recognized for PAWSitive behavior with PBIS rewards. Students can redeem their points to purchase various items such as an RCMP Ride Along, Principal's Chair for the Day, or jar of slime.



	Always	Hallway	Bathroom	Canteen	Playground	Dismissal	Online
<b>Positive Attitude</b> <b>P</b>	Try your best!	Smile or silent waves	Allow for privacy	Use manners	Be a good sport	Listen for directions	Be kind
<b>Act Responsibly</b> <b>A</b>	Use appropriate voice level	Walk	Keep bathrooms clean	Clean up	Share	Follow pick-up rules	Be an active listener
<b>We Respect</b> <b>W</b>	Be kind	Look with our eyes	Use bathroom materials properly	Be timely	Include everyone	Pack and clean	Practice digital citizenship
<b>Safe</b> <b>S</b>	Hands to yourself	Stay to the right-hand side	Wait your turn	Wait patiently	Follow rules	Walk	Protect privacy



**School: P.J. Gillen School**  
**Activity: You Are Amazing Postcards**

At P.J. Gillen staff meetings, each staff member chooses a student who they feel goes above and beyond. They write them a personal postcard and send it in the mail.

**School: Esterhazy High School**  
**Activities: Teen Yoga**

A teen yoga program was offered to students at Esterhazy High School. Yoga was also offered in various gym classes so that students who didn't attend teen yoga were able to experience the benefits of yoga.



**School:** Saltcoats School  
**Activity:** Mindfulness May  
 Yoga



**School:** Springside School  
**Activity:** A Day of Kindness

**School:** Esterhazy High School  
**Activities:** Zones of Regulation

The Grade 6 and 7 classes at Esterhazy High School use the zones of regulation to teach students the self-regulation skills necessary for good mental health, relationships, perseverance, and success beyond school. Students are explicitly taught how to use the zones. Students can choose a zone card when they feel the need to communicate their zone to their teacher or need support in getting back in the green.



**School: Dr. Brass School**  
**Activity: Green Frisbee Method**

The Green Frisbee is used to allow students time and space to regulate their emotions. If they are unable to regulate, they take the green frisbee and go for a walk, get a drink of water, or other activity of their choice. When staff see a student with a green frisbee, they do not bother the students. Staff allow the student time and space to regulate. Once a student is regulated, they return to class



*'In my opinion, Rainbow Club this year was phenomenal. I enjoyed every minute of it. I am sad that so many members are graduating and leaving this year. The flag unveiling in front of the school, Pink Shirt Day, and all of Mrs. Westberg's snacks were my favourite part. Everyone in club was super supportive whether it be sad news or happy news. I had heard of Rainbow Club previously from Mr. Buhler, I am so glad he told me because without Rainbow Club I wouldn't be the person I am today. Rainbow Club has helped me out of my shell more then before; it has taught me to be proud of who I am and who I want to become. In club there was always a range of people from 18 to 5 of us. It is because we all relate to one another that we can help each other. Rainbow Club is my outside of my family, family.'* (Al Kakakaway – left)

*'Having Rainbow Club in this school reminds everyone in the 2slgbtq+ community that they have a supportive group of people that are just like them. The club helps create friendships that you otherwise wouldn't have. Rainbow Club reminds you that you are not alone.'* (Nathan Andrusiak – right)

**School: Yorkton Regional High School**  
**Activity: Rainbow Club**

Al Kakakaway (He/Him) and Nathan Andrusiak (He/Him) pose under the Rainbow Club permanent flag that has been mounted to the front entrance of the Yorkton Regional High School. Rainbow Club serves many purposes in our school and while reducing anxiety and increasing our inclusivity are two large goals, the club does much more for the students and staff involved.

**School: Esterhazy High School**  
**Activities: Club Connect**

Club Connect is a weekly program for Grade 6 to 8 students and runs most of the school year. There are 18 students involved in the program and they have excellent attendance. The Club Connect program targets students with various vulnerabilities who require additional support with social skills, peer connections, and the 40 Developmental Assets.



## School: Davison School

### Activity: Girl Power

In Girl Power we provide a safe place for a group of grade 5 & 6 girls. We discuss different issues such as bullying, body changes, ways to deal with stress (mindfulness), cooperation, dealing with peer pressure, rumors and gossip, personal hygiene and just a time for the girls to express themselves and have fun. We meet once a month.



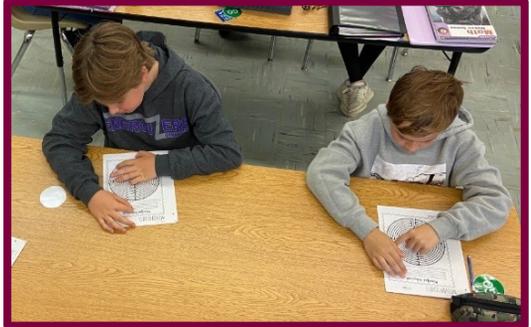
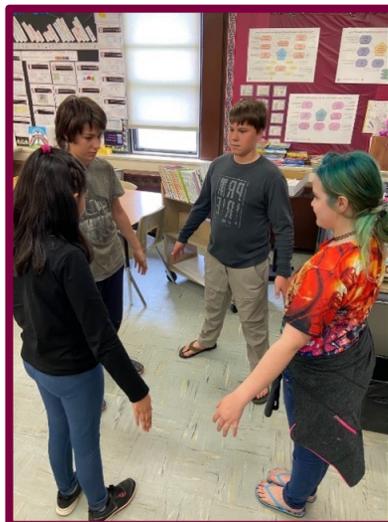
**School:** Yorkdale Central School  
**Activity:** Girl Empowerment

Girl Empowerment offers yoga, mindfulness, meditation, and breath techniques to provide students their own tools to manage anxiety and feel good.



**School:** Esterhazy High School  
**Activities:** Mindful Moments

Mindful moments help students transitioning to a zone of being ready to learn after lunch recess. Reset moments include 5-minute classroom yoga, guided meditation, podcasts, short read aloud stories, cooperative activities, and even funny videos to brighten students' moods. The students look forward to the "reset moments" and often suggest ideas for reset activities.



# Student Intellectual Engagement Goal

The student intellectual engagement goal of GSSD states:

By June 30<sup>th</sup> students in Grades 4 to 12 will report a 2% increase in student intellectual engagement compared to data from the previous year.

To achieve this goal schools implemented many different activities including:

- Take Me Outside Days
- Winter Carnival and Play Day
- Outdoor Learning Environments
- Greenspace Learning
- Mindfulness Room
- Talking Circles
- Science Fair

The activities that support this goal extend learning beyond the classroom walls.





**School:** Grayson School  
**Activity:** Take Me Outside Days

Grayson School took their learning outside on two different occasions. They took part in activities that were nature based, involved team building and focused on physical activities.



**School:** Canora Junior Elementary School  
**Activities:** Winter Carnival and Play Day

Aside from multiple fresh air breaks during the day for students, CJES also schedules a formal “Winter Carnival” and a “Play Day” where students are grouped into their house teams and the students enjoy many “friendly” competitions.



**School: P.J. Gillen School**

**Activity: Outdoor Learning Environments**



**School: Miller School**

**Activity: Outdoor Learning Environments**



**School: Saltcoats School**  
**Activity: Greenspace Learning Activity**

The greenspace learning activity was cross curricular and a multi grade project. The students in Grades 7 and 8 designed a scavenger hunt for the Grade 4 and 5 students.



**School: Macdonald School**  
**Activity: Mindfulness Room**

The mindfulness room was created to provide a space where students, K-9, can go for a mindful moment. Students can use the room to help them regulate and then they can return to class when they are ready to learn.



**School: Davison School**  
**Activities: Talking Circles**

Talking circles are used regularly throughout the school year at Davison School. A traditional talking stick is passed around the circle. Talking circles promote a sense of community by giving every student an opportunity to share what they are doing both in school as well as at home.



**School: Grayson School**  
**Activity: Science Fair**

A Science Fair with over 100 students from Macdonald School and Grayson School was held. Students developed their own hypotheses to research both at school and at home.



# ENGAGEMENT OF ALL STUDENTS, FAMILIES, AND COMMUNITIES

## Cultural Competency Goal

The cultural competency goal of GSSD states:

By June 30<sup>th</sup> GSSD will increase our organization's cultural competencies through division-wide processes and professional learning that grow our collective understanding about Indigenous identity, histories, worldview, and systemic barriers.

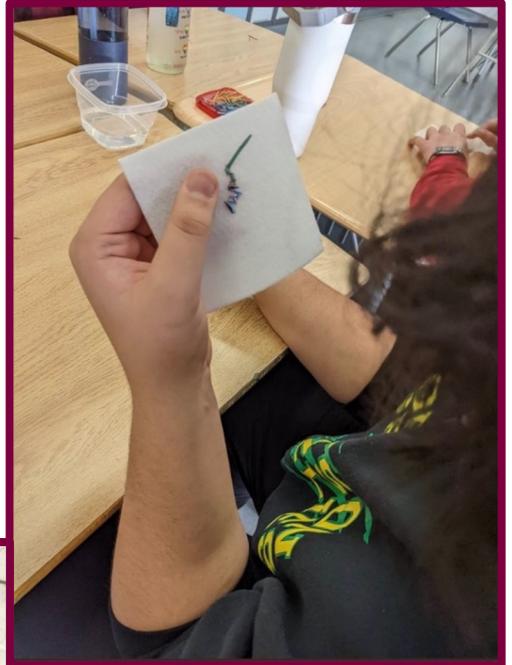
To achieve this goal schools implemented many different activities including:

- Indigenous Cultural Experiences
- National Indigenous Peoples Day Celebration
- Cultural Awareness Through Dance
- Knowledge Keeper Presentations
- Ribbon Skirts and Ribbon Shirts
- Engaging Young Leaders



**School:** Grayson School  
**Activity:** Indigenous Cultural Experiences

Ms. Clorice Delorme visited our school 4 times throughout the school year. During her visits, she shared with us her knowledge of the 4 sacred medicines, led us through a porcupine quill harvest, taught us to do quill work, and together with Elder Andrew Quewezance led us through a deer hide tanning learning experience.



**School:** Canora Junior Elementary School  
**Activity:** National Indigenous Peoples Day

Canora Junior Elementary School partnered with Canora Composite School and brought in an Indigenous dancing group from Kawacatoose First Nation to help honor National Indigenous People’s Day. Stella Pelly also came in to share her knowledge with the students.

The Canora Junior Elementary School Grade 1 and 2 classes visited the Powwow in Yorkton on June 21<sup>st</sup> National Indigenous People’s Day.



National Ingenious People’s Day

PIC-COLLAG

**School:** Columbia School  
**Activity:** National Indigenous Peoples Day

Columbia School celebrates National Indigenous Peoples Day with guest speakers, dancers, drummers, and a cultural lunch provided for all students and staff.



The Columbia Drum Group was led by Mike Meeches and had boys from grade 3 to 6.



The Columbia Powwow Dance and Teachings group led by Clorice Delorme had girls from grade 4 to 7.



The Columbia staff and students assembled in the gymnasium to enjoy the celebration. They had dancers from MC Knoll and YRHS to enjoy in their celebration.

**School:** Yorkdale Central School  
**Activity:** National Indigenous Day

We were thankful to welcome dancers, drummers and singers from other GSSD schools and from our community to mark National Indigenous People's Day.



**School:** Springside School  
**Activity:** Cultural Awareness Through Dance



**School:** MC Knoll School  
**Activity:** Guest Speaker – Cliff Crane

This year MC Knoll School welcomed Cliff Crane who shared teaching about the tipi with our students and left his tipi up in honor of National Indigenous People's Month.



**School: Langenburg Central High School**  
**Activity: Local Knowledge Keepers**

Langenburg Central High School designed orange shirts and planned activities on orange shirt day to support their learning journey. During the year our Grade 10 students took part in presentations from Andrew Quewezance, Clorice Delorme, and Jesse Armstrong.



**School: Davison School**  
**Activity: Local Knowledge Keepers**

Local knowledge keepers were brought into the school to share about tipi teachings from an Indigenous perspective. Students participated in tipi raising and listened to knowledge keepers on various topics including stewardship, tipi pole values, respect and teachings from the land.



**School:** Yorkdale Central School  
**Activity:** Ribbon Skirts & Ribbon Shirts

Clorice Delorme worked with many students in our Ribbon Skirt and Ribbon Shirt groups. Students were very proud of their beautiful work. Some of our Grade 6 and 7 students also engaged in the Moosehide Campaign.



**School:** Saltcoats School  
**Activity:** Ribbon Skirt Day

On Ribbon Skirt Day all the students at Saltcoats School were encouraged to wear their culture.



## School: Yorkton Regional High School

### Activity: Engaging Young Leaders

Our school level plan with regards to Cultural Competency for this school year was to promote empathy, respect and understanding in teaching related to residential schools and aboriginal history as outlined in the Truth and Reconciliation Calls to Action (Section 63).



JR LaRose gave a presentation to the staff & students at Yorkton Regional High School.

Chief Cadmus Delorme spoke to the students and staff of Yorkton High School. He talked about the past, the present, and most importantly about the future.



Cree Delorme completed a Special Project Credit to honour the Missing Murdered Indigenous Women and Girls in Canada. As part of the project Cree organized a grand unveiling of the flag that was attended by several dignitaries who spoke of surviving residential schools and shared their vision for a better future.

# HEALTHY, SUSTAINABLE PHYSICAL AND SOCIAL ENVIRONMENT

## Mental Health Goal

The mental health goal of GSSD states:

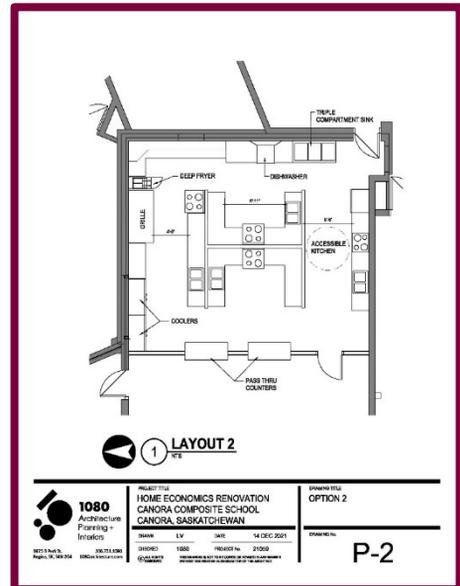
By June 30<sup>th</sup> students and staff will develop strategies for identifying emotions and accessing supports to enhance mental well-being.

To achieve this goal schools implemented many different activities including:

- Commercial Cooking Kitchen Renovation
- Creating a Garden Space
- First Aid and Mental First Aid
- Warrior Whistle Shoutouts
- Peer Mentoring and Mentoring
- Tag Talks
- RCMP Connections



**School:** Canora Composite School  
**Activity:** Creation of a Garden Space and  
 Commercial Cooking Kitchen Renovation



**School:** Canora Junior Elementary  
 School  
**Activity:** Planting Garden

The Grade 4 class at Canora Junior Elementary School students partnered with Canora Composite School to help plant the garden.



**School: Esterhazy High School**  
**Activity: First Aid and Mental Health First Aid**

The Grade 10 students at Esterhazy High School take First Aid through St. John's Ambulance as part of their Wellness 10 class. In addition, the Grade 11 students completed the Canadian Mental Health Association's First Aid training. This 2-day professional training provides an understanding of various mental health conditions and helps participants become more aware of their own mental health. The Mental Health First Aid training helps participants learn how to support someone experiencing a mental health crisis, and how/when to refer them for help.



**School:** Esterhazy High School  
**Activity:** Warrior Whistle Shoutouts

On Monday mornings, the Grade 12 Esterhazy High School presidents and a different staff member lead our Warrior Whistle announcements. We start with a Treaty 4 Land Acknowledgement, followed by various celebrations of activities and accomplishments of our students.



**School:** Yorkdale Central School  
**Activity:** Peer Tutoring & Mentoring

The staff at Yorkdale Central School work hard to instill in students that they can all have a part in supporting one another in their learning and in being positive role models for one another.

**School:** Esterhazy High School  
**Activity:** TAG Talks

Once a month, TAG teachers school-wide host talks which include videos and conversations focused on mental health, growth mindset, reconciliation, stigmas, belonging, perseverance, etc. Students and staff then contribute to a school-wide bulletin board that changes each month.



**School:** Esterhazy High School  
**Activity:** RCMP Connections

Esterhazy High School have developed a very close partnership with our local RCMP. RCMP members have spent time walking in the halls and developing connections with kids and staff.