



**Inclusive, Safe and Caring Programs
School Plan for Student Well-Being 2016-2017**

School:	Bayview Public School		
Safe and Accepting School Team Members 2016-2017			
Chair: <i>(must be a school staff member)</i>	Nathalie Vrana	Student: <i>(where appropriate)</i>	
Principal/Vice-Principal	Vivian Bright	Parent:	
Teacher:	Nathalie Vrana	Other(s):	Gillian Williamson
Non-Teaching Staff:			Julie McPhail
Community Partner:			

School Plan for Student Well-Being	
Need(s) <i>(identified through assessment data, including school climate survey data)</i>	
<p>1. Bullying and safety at school. Our most recent student survey (TTFM) (all grade 4 students participated), indicates 23 % of students have experienced bullying or exclusion in some form. The Canada Norms is 30% and OCDSB elementary students are 27%. Feel safe attending our school: 75% of our students feel safe at school. The Canada Norms is 70% and OCDSB elementary students is 65%. Our School Parent Survey from June 2016 (28 parents participated) indicates that students feel safe at school, but parents perceive that 33% of their children experience high or moderate bullying.</p> <p>2. EQAO 2015-2016 results indicate a difference in how our students achieving the provincial standard differ from those who don't in areas of Student Engagement and Cognitive Strategies.</p> <p>-Student Engagement: "I do my best when I do mathematics activities in class": 75% of level 1-2 students do their best most of the time vs 97% of students who achieved level 3-4.</p> <p>-Student Engagement: "I am able to answer difficult mathematics questions": 33% of level 1-2 students can answer difficult mathematic questions vs 50% of level 3-4 students.</p> <p>-Cognitive strategies used in Mathematics: "I read over the mathematics problem first to make sure I know what I am supposed to do": 58% of level 1-2 students read over the math problems to check for understanding vs 92% of level 3-4 students.</p> <p>-Cognitive strategies used in mathematics: "I check my work for mistakes / to see if it makes sense": Only 33% of level 1-2 students check their work vs. 58% of students in level 3-4.</p>	
Goal(s) <i>(using a Theory of Action, SMART Goal, or If/Then Statement)</i>	
<i>Schools may have more than one student well-being goal; one goal must address the causes or impacts of bullying behaviours.</i>	
<p>If we explicitly teach growth mindset skills, then the students will demonstrate an increased stamina and perseverance when faced with personal and academic challenges.</p> <p>If we explicitly teach what Bullying is "not", then student and parents will have a better understanding of what bullying is.</p>	
Strategies (e.g. Training, Prevention, Awareness, Intervention, Support, Resources) <i>(Students, Staff, Parents and Community)</i>	

- Growth mindset videos for staff– Jo Boaler
- YouCubed.org (Stanford University) Mindset videos and resources for staff/students/parents (site also has a parents section)
- Staff to discuss/model with students: “What do I do when I don’t know what to do?” “I can’t do it yet, but I will give it a try.”
- Speaker: Jessica Kurta Psychologist / Presentation to staff November 2016 – Strategies to help students focus.Look at meaning of bullying using “The Frayer model/Le modele de Frayer” (placemat activity)
- Continued WITS training for students
- Continued use of WITS by staff (new staff need information /posters)
- Continued sharing of WITS with parents
- “Bigger Than That” Youth Empowerment – Full school presentation November 21 – Guest musician / speaker Ryan Laird
- EA to use Mindmasters2 with selected students (The MindMasters2 series are mental health promotion resources that help children to master emotional regulation through relaxation, positive thinking and mindfulness based techniques.)
- Grade 3+4s: Introduce Mindfulness techniques (2 CDs)
- Purchase items to help students with mindfulness & relaxation (noise cancelling headphones, squoosh chair)

Communication, Collaboration, Outreach Strategies *(Reaching students, parents, and the community)*

Weekly News, Facebook, Twitter, School Council meetings (i.e. November and January), School website (include information on definition of Bullying/What is it not)

Monitoring, Reflecting, Review *(Proposed cycle for monitoring and review of data and school plan)*

Monitor at same time as School Learning plan - January & April 2017