

School Education Plan and Results Report
2018-2022
Year 2



Mills Haven Elementary School Motto: “A Great Place to Be”

Mills Haven Elementary School Mission

Our school, through the collaboration of staff, parents, guardians, and students, provides a safe and positive learning environment for diverse students as they grow academically, emotionally, and socially.

Mills Haven Elementary School Philosophy

Children learn best when they:

- feel safe, heard, and cared for
- experience routines, but are confident to experiment with appropriate risk-taking
- are engaged, mindful problem solvers and critical thinkers
- work in a collaborative environment where all opinions are considered
- cooperate and respect each other
- understand expectations
- find meaning and worth in the work they do
- understand the importance of people working towards the common good of the school and community
- consider themselves lifelong learners, while developing new learning strategies and techniques that best suit their individual needs
- know how they learn best while having a variety of different learning experiences
- have goals, aspirations and an awareness that perseverance can help them achieve

SECTION ONE: School and Division Goals

School Goals:

GOAL 1: Promote numeracy growth and understanding to improve engagement and achievement for all

students. (EIPS Priority 1, Goal 2)

GOAL 2: Develop a comprehensive writing and reading framework throughout all grade levels to ensure all

students are successful. (EIPS Priority 1, Goal 2; EIPS Priority 3, Goal 1)

GOAL 3: Build school citizenship through the use of The Seven Teachings, character and indigenous education

traits. Promote local community connectedness and student citizenship by developing positive social values

and act upon those values responsibly. (EIPS Priority 1, Goal 1; EIPS Priority 2, Goal 1; EIPS Priority 3, Goal 2)

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition

beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe .

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in

division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership

capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal : Garry Russell

Assistant Principal: Keri Busenius

School Psychologist: Diane Hansen

Mills Haven Elementary Quick Facts:

Mills Haven has played a vital role within the local community since it opened in 1971. It has been a centre of excellence in both the Regular (English language) and German Bilingual Programs. The school serves students from Kindergarten to Grade 6, and provides service in an inclusionary setting to students with special education needs.

- Mills Haven is a Kindergarten to Grade 6 school that serves 421 students
- Mills Haven is an open boundary school for 2019/2020
- Mills Haven students are served by 22 teachers and 13 support staff
- Total school budget is \$3,033,103 with 94% of the budget dedicated to staffing

School Community:

The school community consists of approximately 421 children and 38 staff members. Membership in Mills Haven School Council is open to all parents and guardians of children registered at the school.

Programming highlights:

German Language and Culture Program Year One (Kindergarten and Grade One)

Starting in September 2019, students entering kindergarten or Grade 1 have the opportunity to take the new German Language and Culture Program. The program will progressively include grades 3-4-5-6 in subsequent years. Students selecting the German Language and Culture Program option at Mills Haven Elementary School will receive 30 minutes per day of instruction in German, taking place during their regularly scheduled language arts course.

German Bilingual Program (Grades Two through Six)

The German Bilingual Program is an Alternative Program designed for students whose first language is English and who wish to acquire basic knowledge of and skills in the German language and culture.

As well, it also meets the needs of German speaking families within the Elk Island Public Schools community. Instruction is provided in German for one-third to one-half of the instructional time. German is infused throughout the day in multiple subject areas. The German Bilingual program is changing to the German Language and Culture Program year by year, with its last year of operation in 2024.

Kindergarten

The school offers three kindergarten centres, each providing a total of 475 hours of instruction per year, in keeping with provincial standards.

English Language Learning

At Mills Haven, the English Language Learning (ELL) program is designed to help all students whose first language is not English. Through individualized pull-out and content-based instructions, 16 students work on enhancing all their language needs in a friendly, structured environment.

SEAS Program

A division program hosted at Mills Haven is the Social, Emotional, and Academic Success (SEAS) Program.

This system program is designed to meet the needs of students in grades 4 - 6 with complex issues, including severe emotional/behavioural disorders, and related learning difficulties.

Students in the SEAS Program are supported through a safe and structured classroom environment with predictable and clearly articulated routines, procedures and expectations.

- This program operates through a 'trauma-informed' lens with a strong emphasis on social-emotional development.
- The goal of this program is to help students develop self-regulation skills and strategies that will enable them to respond more appropriately to social situations across a variety of settings.
- There is a strong focus on literacy and numeracy along with problem-solving skills, and social skill development.
- Students are placed in smaller classes with a higher adult to student ratio for more targeted instruction.
- There may be opportunities for students to join general classrooms in their area of strength.
- Flexible and responsive instruction is guided by an Instructional Support Plan (ISP) and behavior support plan, built on individual strengths and needs, and follows the Alberta Education Programs of Study, with adaptations as necessary.
- There is a process for the school team who has referred the student to stay connected to the student, visit the program and build their school's capacity to work with the student once they've returned to their home school.

- Parental engagement with the school-based student support team and community resources on an ongoing basis is integral to providing wrap around support services to address the emotional-behavioral concerns of each student.

The SEAS Program is for the student who:

- is in Division II in elementary school (although students in grade three may be considered)
- has the skills to meet the outcomes of the curriculum at or near grade level as set out by the Alberta Programs of Study
- displays chronic, extreme and pervasive behaviors which require close and constant adult supervision,
high levels of structure and other intensive support services in order to function in an educational setting
- has severe behaviors that significantly interfere with both the learning and safety of the student and others

Learning opportunities beyond the classroom at Mills Haven

Students have numerous opportunities to further their learning and to learn in different ways, including:

Track Club	Mills Haven Intramural Leagues	Student Council (Grade 6)
AMA Safety Patrol (Grades 5-6)	Choir	Handbells (Grades 5-6)
Reading Buddies (Grades 1,2,3)	Read-In Week (Grade K-6)	Milk Team (Grade 5)
Fine Arts presentations	Ski Trip (Grades 4-6)	Mathletics (Grade 1-6)
German Cultural Events (Grades K-6)	Robotics	Musical Showcases
Lego Club (Grade 1-2)	Healthy School Initiative	Student Leadership
Games Club (grade 4-6)	Battle of the Books	Linking Generations (Grade 5)
June Carnival (Grade 1-6)	3 on 3 Basketball League	D.A.R.E. (Grade 6)
Wee Reads	Young Speakers Conference (Grades 4-6)	Community Garden
Partnerships with Salisbury Composite High School		Learning Commons/Makerspace (Grade 1-6)
Track & Field (K-6)	Partnerships with Cloverbar Junior High School (Grades K-6)	Connecting Generations (Kindergarten)
First Nations, Métis, and Inuit Programming, including Elder visits (All Grades)		Drama Club

SECTION THREE: School Education Results Report (2018-2019)

What were the greatest successes/challenges faced in 2018-2019?

SUCCESSSES:

- Numeracy talk and instruction
 - Daily announcements with numeracy questions for Kindergarten to Grade Two and for Grades Three to Six, written by students

- Numeracy Night for Kindergarten families
- Next steps - analyzing the division math assessment (MIPI) for instruction
- Interactive displays around the school for numeracy thinking
- Increased engagement, growth mindset, and appreciation for mathematics, including persistence during challenging math tasks
- Monthly estimation questions
- Investment in Math Kits for student manipulatives (teacher-driven change)
- Book surveys and data displays outside Learning Commons
- Instruction with Math Warm Ups and Number Talks
- Teachers more comfortable with Math Benchmarking Kit
- Numeracy professional learning and sharing at staff meetings
- Literacy instruction
 - Parents noting improvements in literacy and their children talking about strategies at home
 - Reading levels increasing around the school
 - Writing skills improving
 - Professional conversations at staff meetings and on professional learning days is creating a common language among staff members
 - Sorting of books commenced along with the purchase of many book club and series books for all grades
 - Reading workshop implementation in its “exploration” phase
 - Interest in a writing workshop approach increasing
- Citizenship through indigenous teachings
 - Highlighting teachings as “virtues” and how to grow in each teaching on announcements helped with a common language
 - Students wrote Seven Teachings “mission” into agendas each day to share with families
 - Indigenous displays around the school
 - Many questions raised around cultural appropriation and texts to infuse in all curriculum areas
 - Elder visits helping students to understand Treaty, residential schools, and indigenous worldviews
 - P.D. day focused on indigenous teaching

CHALLENGES:

- A School Board decision was made to begin phasing out the German Bilingual Program, with Grades Two through Six continuing on in 2019 - 2020.
 - It was decided that the German Language and Culture (GLC) Program will replace the bilingual program for Kindergarten and Grade One students in 2019 - 2020. The GLC Program is a daily class for Kindergarten and Grade One students.
- SEAS Program infusion into the Mills Haven school culture
 - There were some facilities challenges related to safety of all staff and students.
 - Staff professional learning was increased to help raise understanding of trauma-informed practices.

- Nine new staff were welcomed into the culture of the school and were mentored as they learned more about our school community.
- There was a new office team of Principal, Assistant Principal, Secretary, and School Psychologist.

How, and to what degree, did those successes/challenges impact planning for 2019-2020?

Our school had planned to invest in **reading workshop** this year, with time for collaboration and with the purchase of resources, including books and furniture. Staff are continuing professional learning for reading workshop this year, with four days of learning in the summer, collaborative planning days, consultant demonstration lessons and coaching visits, and continued discussion and sharing of effective practices on staff meeting days. In addition, staff members were trained last year to assist with Leveled Literacy Intervention for striving readers. This year professional learning will also center around small group instruction to benefit readers at all levels.

New curriculum is a division focus this year, with investments in collaborative time for grade level teachers, school administration workshops, and information for all teachers on professional learning days. Mills Haven teachers will also be participating in a book study of Julie Stern's *Teaching for Conceptual Understanding* during Lunch and Learn times and during staff meetings throughout the year.

Although the implementation of reading workshop and the exploration of concept-based instruction for the new curriculum are our main priorities, **numeracy** instruction and student engagement in mathematics continues to be important. Staff are sharing effective practices and analyzing assessment data to reach all striving learners and empower students who enjoy mathematical challenges.

The **mental health and wellness** of our students and staff also remains at the forefront, with professional learning for staff in the SEAS program and effective teaching strategies being practiced and shared at staff meetings and on professional learning days.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: Promote numeracy growth and understanding to improve engagement and achievement for all students. (EIPS Priority 1, Goal 2)

Division Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Strategies:

- Ensure cognitively demanding tasks for problem solving across all math strands
- Identify, teach, and model criteria for effective problem solving
- Teacher professional learning, including workshops, book studies, and working with Numeracy Lead and EIPS Math Consultant
- Explicitly teach and plan for connections across strands of mathematics all year

- Explicitly teach and regularly assess foundational math skills
- Use math manipulatives in all grades and across all math strands
- Collaborate to identify and use math vocabulary development strategies and activities
- Purposefully use technology to enhance math programming and differentiation (websites such as Mathletics, apps, virtual manipulatives)
- Plan for project based learning with real life applications for math concepts
- Model and use growth mindset language in math
- Continue using the Kim Sutton interactive number line for number sense and operations
- Embed strong assessment practices learned with Sandra Herbst into math instruction
- Increase instructional time with small groups and a Guided Math Framework
- Share teacher reflections after implementation of Number Talks and other math warm ups
- Create numeracy-rich environments in classrooms (eg. math word walls) and around the public areas of the school
- Share Math assessment data with next year's teacher in a data tracking sheet
- Collaborate to better understand MIPI (Math Intervention/Programming Instrument) results, the Math Benchmarking Kit, and next steps for student programming

Performance Measures:

- Provincial Achievement Test results remain consistent with the three year average
- MIPI – identifies striving math students and strands of concern
- Math Benchmarking kits for striving Math students
- Math journals and Number Talks
- Student self-assessments and explanations using criteria during problem solving tasks

School Goal 2: Develop a comprehensive writing and reading framework for Kindergarten through Grade six

to ensure all students are successful. (EIPS Priority 1, Goal 2; EIPS Priority 3, Goal 1)

Division Outcomes: More students achieve a minimum of one year's growth in literacy and numeracy. Student learning is supported and enhanced through parent engagement.

Strategies :

- Teach structures of writing and a common language (Empowering Writers; Lucy Calkins' Writing Workshop resources)
- Use the language of effective writing from the 6+1 Writing Traits
- Wee Read Program
- Implementation of Lucy Calkins' Reading Workshop lessons
- Ensure a variety of books at multiple levels are available for students as they develop and challenge themselves as readers
- Pinpoint instructional reading levels for all students and use these as guideposts for instruction
- Offer literacy supports (home reading, Leveled Literacy Intervention, English Language Learning) and challenges (Battle of the Books; Young Authors' Conference)

- Professional development for Literacy Lead Teachers
- Collaborative planning with EIPS Literacy Consultant
- Refine spelling instruction and collaborate regarding most effective and engaging instructional methods (eg., Words their Way, spelling games, online spelling)
- Model for and coach teachers as they implement Leveled Literacy Intervention in Grades 1-6
- With careful thought as to accurate and sensitive texts, embed First Nations, Metis, and Inuit literature into
 - all classroom libraries and areas of literacy
 - Programming
- Purposeful use of technology to engage students and enhance literacy at school and at home (RAZ Kids, other websites and apps)

Performance Measures:

- STAR Reading assessment results
- Fountas and Pinnell Benchmark Reading assessments for striving readers
- Provincial Achievement Test results remain consistent with the three year average
- Student self-assessment of “next steps as a writer” while using the EIPS Writing Continuum

School Goal 3: Build school citizenship through the use of The Seven Teachings, character and indigenous education traits. Promote local community connectedness and student citizenship by developing positive social values and act upon those values responsibly. (EIPS Priority 1, Goal 1; EIPS Priority 2, Goal 1; EIPS Priority 3, Goal 2)

Division Outcomes: More children reach social, intellectual, and physical developmental milestones by Grade One. Our learning and working environments are welcoming, caring, respectful, and safe. Community partnerships support the needs of our students.

Strategies :

- Daily “mission” on video announcements, focusing on one of the Métis Red River Cart Teachings for six weeks at a time
- Connect 7 Teachings from 2018-2019 to this year’s Métis Red River Cart teachings, and make connections between both to social-emotional learning
- Planning for indigenous events (eg., Aboriginal Sports Day; Jingle dancer or hoop dancer, drumming)
- Increasing classroom libraries and library collection of texts by indigenous authors
- Kindergarten meets with elders for Connecting Generations program
- Continuing buddy classes within the school and with Grade 9 students
- Student leadership opportunities:
 - Grade 4 students as kindergarten lunch helpers
 - Milk helpers

- AMA Safety patrollers
- Student Council
- Assembly team
- First Nations, Métis, and Inuit Lead Teacher to coordinate events, lessons, and liaise with families and Elders
- Collecting donations for community charities (eg., Terry Fox Foundation, brown bag food collection, Soles4Souls)
- “Great Place to Be” Positive Referrals
- Orange Shirt Day in September
- Working with Elder Wilson for Nakoda Sioux knowledge and stories
- Use read aloud books to assist with social and emotional development
- Project of Heart
- Staff attend First Nations, Métis, and Inuit professional development
- Classroom expectations include character education common language
- Blanket exercise for Grade 5 students
- Talking Circles

Performance Measures:

- Students using the language of the 7 Teachings and the Métis Red River Cart teachings in school and at home
- Increase in positive student behaviour and fewer behavioural referrals to school administration
- Increased number of students identifying as First Nations, Métis, and Inuit
- Increased student engagement and involvement in leadership at school
- Improved Student and Parent Survey results

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	MHV	91.7	16.7	95.8	27.1	89.3	17.9	98.3	27.6	96	21.3	97	24
	EIPS	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	92.2	19.7	83.2	17.8		

Mathematics 6	MHV	78.3	15.0	81.3	18.8	87.5	5.4	93.2	32.2	92	12	93	23
	EIPS	83.3	19.0	81.6	16.9	80.7	17.8	87	20.9	86.5	22.8		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	71.9	13.5	71.6	14.8		
Science 6	MHV	78.3	31.7	93.8	43.8	83.9	30.4	93.2	47.5	96	46.7	96	45
	EIPS	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45	88.3	44.4		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.4	31.2	77.4	29.2		
Social Studies 6	MHV	71.7	11.7	89.6	22.9	76.8	21.4	86.4	32.2	93.3	36	94	36
	EIPS	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	74.9	23.7	76.1	25.1		

Student Engagement Measures

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	MHV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019

Overall	92.0	94.7	87.5	90.1	93.4	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89	89
Teacher	96.4	98.3	89.5	96	95.8	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.4	95.1
Parent	91.5	96.2	91.7	92	91.1	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	88.0	89.7	81.4	82.4	93.3	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	MHV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.6	91.0	80.3	87.4	89.2	79.8	79.8	80.1	80.5	80	83.5	83.9	83.7	83	82.9
Teacher	98.2	98.3	91.2	95.2	100	94.1	94.1	94.1	94.1	93	94.2	94.5	94.0	93.4	93.2
Parent	75.0	87.5	80.5	88	80	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	80.7	87.3	69.2	79	87.7	68.8	70.3	70.6	72	71.7	74.2	74.5	74.4	73.9	73.5

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	MHV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.4	80.1	65.6	72.1	91.2	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83
Teacher	90.9	87.0	75.0	92	100	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	81.8	73.3	56.3	52.2	82.4	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	MHV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	95.5	96.0	92.8	93.5	94.6	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90	90.2
Teacher	100.0	97.8	94.7	98	98.6	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	87.5	95.8	92.2	87.9	87	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86	86.4
Student	99.1	94.3	91.5	94.7	98.2	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	MHV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.2	86.8	81.7	91.5	84.4	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	93.2	90.2	82.6	94.5	94.7	91.2	91.0	90.4	90	90.7	87.2	88.1	88.0	88.4	89.1
Parent	91.3	83.3	80.8	88.5	74.1	79.8	81.0	80.0	79	78.4	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															

	MHV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	93.0	82.1	84.3	90.1	86.3	79.1	80.0	80.2	79.5	81	79.6	81.2	81.4	80.3	81
Teacher	81.0	82.6	76.0	92	79.2	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	100.0	75.0	87.5	91.7	83.3	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	98.2	88.7	89.4	86.7	96.5	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	MHV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.2	85.1	75.6	80.8	77.3	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	93.5	93.9	88.0	94.1	94.9	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89
Parent	65.0	76.3	63.3	67.5	59.8	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	89

SECTION SIX: Additional Information

This School Education Plan (SEP) is in its second year of a four year term. The Provincial Achievement Test results for the 2018/2019 school year were presented at the October School Council meeting in the principal's report. The School Council agreed that the results presented were excellent and were pleased with the direction the school is following. The entire SEP will be presented, in detail, at our November School Council Meeting. The goals will be included in one of our Mills Haven Weekly News Updates and the parents will have the opportunity to comment on the goals throughout the school year. A completed copy of the SEP will be posted on our website. At the end of the school year, the principal will present a summary of the year and comment on the goals and the progress made toward the accomplishment of the goals to the School Council.

School Council supports and has input into the Mills Haven School Education Plan. Our School Council is an active group of dedicated parents who care about and are interested in how our plan is being implemented. They are asked for guidance and their concerns are addressed. They are a great resource and support our students in a variety of ways. They are a strong part of the fabric that makes up our positive school culture.

We are grateful to all the parents who selflessly give of their time to make Mills Haven a Great Place to Be!

As always, the doors in the office are open to parents, should they have questions or concerns. Parents can also assist teachers by signing up to help occasionally, or they can be involved through activities at home. As a school, we welcome parent involvement and hope to engage them meaningfully.

We have many ways of communicating the ongoing progress of our School Education Plan. Message Sender, emails, newsletters, Twitter, phone calls home and individual classroom communication ensures parents are engaged as we implement this important plan.