

Immaculate Conception School Vision Committee

Final Report and Recommendations for the Vision Document, 2018-2023

September 6, 2017

Introduction

At the request of Immaculate Conception School Council, a vision committee was convened in November 2016 to begin the process of producing a vision document that will help guide the school until 2023. The committee has representation from across the parish, and includes the following individuals:

Jennifer Begg (Parent Support Group);
Hayden Drygas (School Staff);
Neil Hanlon (School Council & Vision Committee Chair);
Bill Hellyer (Parish Council);
Arleta Lucarelli (School Council);
Father Chris Lynch (Pastor); and,
Donncha O'Callaghan (School Principal).

In the 2012-2017 vision document, the following response was provided to the question, *why a vision?*:

... a school vision is a priority because of the need to provide sustainability, consistency, and stability that will enable the day-to-day successful function and delivery of school programs to our children. It is imperative to secure these needs because they are a requirement to enhance and build upon new curriculum, programs, and facilities that are in accord with the demands of a changing society.

As our school seeks to keep alive and renew the culture of the sacred in a profane and secular world, and in the face of broad changes in provincial curriculum, a diversifying student body, and major transitions in school staff and administration, the words quoted above are as relevant as ever.

Context

Immaculate Conception School (IC) was established in 1981 through the dedication, hard work, and talents of Pastors, Religious Sisters (Mercy Sisters of Ireland and Domano Sisters), Frontier Apostles, parishioners, students, staff and the Diocese of Prince George. In the same year that the school celebrated its twenty-fifth year of operations, School Council approved the first vision document, and a second vision document followed in 2012. Both of these documents served the school and parish community well for their respective five-year terms. With this report, the findings of the work of the current vision committee are humbly presented with the goal of obtaining approval to serve as the basis for Immaculate Conception School's next five-year vision document.

The current vision committee adapted a framework similar to those used in the preceding documents (see Appendix I). We were very fortunate to embark on our work just days following the release of the Pastoral Letter on Catholic Schools, signed by all five Bishops of British Columbia on 4 November 2016 (see Appendix II). This letter has provided invaluable guidance to our efforts. Based on the proven track record of the consultative framework followed in preparing the two earlier vision documents, and with

the guidance of the recent Pastoral Letter, the goal of this committee is to create a vision for Immaculate Conception School that upholds the evangelical mission of Catholic schools and its special role, together with the wider Parish community, in helping support parents in the transmission of the Catholic faith to their children. We are especially inspired by the letter's call to teach "to the whole person," and strive to prepare a document that reflects this approach.

The vision committee reviewed and revised the "IC Today" document prepared by Principal O'Callaghan (see Appendix III). The committee then reviewed the activities and goals set out in the previous Vision document, and reviewed and suggested revisions to the School's Philosophy statement (see Appendix IV). To carry out these initial steps, the committee adopted a S.O.A.R. (strengths-opportunities-aspirations-results) strategic planning approach. This approach entails obtaining stakeholder input to identify **strengths** (e.g., What are we most proud of as a school community? What can we build on?) **opportunities** (e.g., What are the opportunities on which we should focus our efforts? What challenges do we face and how can we reframe these? What new skills are needed to move forward?), **aspirations** for an even brighter future for the school (e.g., What are we deeply passionate about? What does our preferred future look like? What projects or programs best support our aspirations?), and identifying the **results**, or tangible outcomes, that we should expect to achieve (e.g., How will we know we are succeeding? What measurable results do we want to see? What resources are needed to implement?). The committee employed the approach to begin articulating the school's strengths and aspirations, and to inform its consultations with stakeholders. The outcome of these discussions is presented in Appendix V.

Consultation and Feedback

Once these initial steps were completed, the vision committee consulted widely to help verify, update, and revise, as needed, its strategic thinking and visioning. The committee created opportunities for students and parents (past and present), parishioners, staff, and School Council to help us clarify school values and priorities.

Principal O'Callaghan met with staff on a number of occasions to invite input about various aspects of the vision exercise, including a review of the school's mission and philosophy, the identification of unfinished or ongoing priority areas from the current vision document, and thoughts about specific resource needs arising from the transition to a new curriculum (see Appendix VI). This input suggests that the integration of new technologies in the classroom requires ongoing oversight and commitment, that the need for multipurpose space remains a top priority, and that particular upgrades are needed within (i.e., washrooms and fountains) and outside (i.e., playground) the school building.

We sought guidance and affirmation from Bishop Stephen Jensen, and Superintendent Chris Dugdale, our faith and educational leaders in the Diocese of Prince George (see Appendix VII). Both were appreciative of the committee's efforts, and encouraged us to align our school's vision to the more universal goal of promoting the physical, emotional, moral and spiritual dimensions of human

development, and of inspiring students to live the sacramental life, to grow in the moral life, and to thrive intellectually.

A survey questionnaire was distributed to alumni, parents, parishioners, and staff in both digital (online) and hard copy format in February 2017. The purpose was to collect information about preferences, values, experiences, and priorities from across the Immaculate Conception community. We were pleased to receive a total of 115 completed questionnaires. We also conducted an online survey of students in grades four to seven to give this group a means to participate in shaping the future of Immaculate Conception School. A total of 85 student questionnaires were completed.

Almost all respondents felt that the school was succeeding in its mission to provide a supportive, nurturing environment for learning, and support for, and appreciation of, staff was very high. The results also suggest a certain level of uncertainty about the school's role in supporting the emotional development of students. There was also a moderate degree of uncertainty amongst all respondents about the new curriculum. In both these areas, there is room for improvement in communicating with the broader IC community. Finally, it is encouraging to see nearly 50 respondents indicate a willingness to attend adult Catholic education. This suggests an opportunity for the school and parish to respond to this interest and, ideally, to encourage more to adults to participate in lifelong faith learning and, in so doing, help grow the IC faith community.

The questionnaires included three open-ended questions inviting impressions and ideas about current and future programs, activities, capital projects, and school grounds. The feedback provided suggests a high level of support for grounds improvement, playground inclusivity, enhanced French programming, and more faith and service activities. The students themselves expressed interest in a wide range of activities (sports, arts, life skills).

A more comprehensive summary of the results of the general and student surveys are provided in Appendix VIII.

A Vision for Immaculate Conception School

We recommend a slightly revised School Philosophy statement, and the adoption of an entirely new Vision Statement that reflects the direction of the Pastoral Letter to “teach to the whole person” and aligns with the revised CISPG mission and vision statements.

The recommended statements are as follows:

Our School Philosophy

To provide a well-rounded education that will enable each individual student to develop spiritually, emotionally, physically, and intellectually according to his or her abilities and talents.

To promote and convey our Catholic faith tradition, fostering in each individual a spirit of love of God and neighbour, expressed in a prayerful, sacramental and virtuous life. These goals will be reflected in all the programs of the school community to positively influence the parish and the wider community in which we carry out our mission as the Church.

Our Vision

Students will be supported and nurtured in all aspects of their education and development through the collaborative efforts of parents, Pastor, staff, and parishioners of the Immaculate Conception faith community.

Recommendations for priority area monitoring and evaluation, 2018-2023

Following on the S.O.A.R. exercise and consultations with key stakeholders, and consistent with our mission, the committee recommends the following priority areas and activities to help guide Immaculate Conception School over the next five years.

Programs

- Faith development
 - o Continue acknowledging the visible presence of our Pastor and his specific role in overseeing the religious education curriculum and leading the liturgical life
 - o Advocate for the establishment of a Diocesan-wide learning standard
 - o Ongoing review of IC Faith In Action plan
 - o Review of resources relative to goals, objectives, and practices
 - o Develop opportunities to support parents as first educators of their children in the faith
- Expanded and/or enhanced programming
 - o Physical Education (full time)
 - o French (intermediate grade specialist)
 - o Music (specialists options like band, choir, musical theatre)
 - o Library computer-based research
- Resource renewal plan
 - o Information technology
 - o New curriculum needs
- Extracurricular activities
 - o Create a balance in offerings and scheduling to “teach to the whole person”
 - Sports
 - Arts
 - Faith
 - Service (linked to faith development, acts of service, charity & fundraising, themes – e.g., care for our common home, single common prayer)
- Learning support
 - o Re-establish the counseling position
 - o Expanded sensory program

Students

- Retention planning
- Recruitment planning (use of targeted marketing, social media)
- Continue to foster international student recruitment, establish a registry of homesteading parents
- Plan for enhanced engagement (e.g., reduced absence, reduced late admissions)
- Review of dress code / uniform suppliers

Parents

- Opportunities to evangelize and catechize
- Promotion of voluntarism and parent engagement
- Recognition of parent participation
- Commitment to fundraising (expanded, better distributed)

Staff

- Supporting ongoing professional development
- Information technology (especially, PD support and release time)
- Recruitment and retention plans
- Development of succession plans
- Opportunities for faith development, personal faith commitment
- Active involvement in parish activities
- Promotion of mentorship with peers
- Continue to foster and maintain UNBC partnerships
- Continue to foster dialogue between staff and School Council
- Staff appreciation activities

Facilities

- Field and grounds improvement
- Multi-purpose facility
- Water fountains
- Review of windows (natural light, air circulation, improved insulation)
- Continue to work with parish council on grounds and driveway maintenance
- Parking lot safety (walkway or path from street to school)
- Refer to maintenance log (Appendix IX)

Parish

- Ongoing coordination with other councils
- Faith development opportunities related to connections and interactions with parishioners
- Ongoing joint initiatives
- School Masses, enhance and expand participation in Sunday Masses

- Enhance communication about Ministries (students and parents)
- Ongoing support for students attending morning Masses

Community

- Inclusivity of playground as community resource
- Being a good neighbour
- Neighbourhood advocacy (e.g., safety, development issues)
- Continuing to partner with Westside Academy
- Continue to have a visible presence in the community (extracurricular activities, mass in the park, fundraising and awareness campaigns)
- Host events open to all schools (e.g., cross country meet)
- Host PD activities, conferences

Conclusion

The vision committee is most grateful to all members of the IC faith community for helping us complete this report through their prayers and submissions. We are confident that our work was completed in the spirit of consultation, and guided by the principles of Catholic education. While the recommendations contained in this report are meant to help guide decision-making and school governance over the next five years, it is important to stress that our recommendations should not be considered unalterable, and are not intended to take precedence over other activities. Rather, the objectives and aspirations set out in this report should be subject to ongoing monitoring and review, and those called to make decisions on behalf of the school should be encouraged to consider other ideas and aspirations for promoting Catholic education, as future conditions and opportunities warrant.

Appendices

I – Approved Framework

II - Pastoral Letter (4 November 2016)

III – IC Today

IV – Our School Philosophy (as of May 2017)

V – S.O.A.R. Strategic Directions

VI – Staff Feedback

VI – Written Feedback from Bishop Jensen and Superintendent Dugdale

VIII – Results of Surveys

IX - Capital Expenditures and Maintenance Log

Appendix I - Approved Framework

FRAMEWORK FOR 2017-2022 ICS VISION COMMITTEE

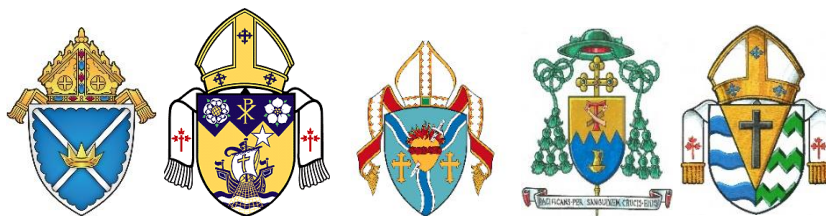
This framework has been adapted from the approved framework of the 2012-2017 Vision Committee.

Phase I

1. The ICS Council is the body to initiate this process.
2. Recruit a Vision Committee with the following representation:
 - a. Parish Council
 - b. IC School Council
 - c. Parent Support Group
 - d. IC Staff
 - e. IC Principal
3. Communicate to stakeholders that the Vision Committee, and the work of updating the Vision Document, are underway.
4. The Vision Committee will appoint a Chairperson from amongst its members.
5. Preparation of the "IC Today" document listing current areas and programs in which ICS is involved. Examples include: educational programs, spiritual and faith development, student services and support, community services, facilities, safety, and so on. Specific sub-programs and areas should also be identified at this time.
6. The VC should review the current Vision Document, including achievements of activities, areas, short- and long-term goals in the document. Additionally, a review of the current Vision and Mission statement wording should be completed.
7. The VC should initiate a strategic planning process that reviews the school's strengths, opportunities, aspirations, and expected results. This S.O.A.R. approach is meant to articulate our dreams and vision for the foreseeable future.
8. Report findings to ICS Council.
9. Design survey instruments to gather input and opinion from parents, students, staff, and parishioners about values, goals, aspirations, and priorities.
10. Consult with the Bishop, the CISPG Superintendent, and Pastor to ensure their views and perspectives are included.
11. Conduct a review of how other high performing schools (independent and public) present themselves.
12. Compile the information gathered in steps 9, 10, and 11 and use this information to revise and/or update the IC Today and S.O.A.R. strategic planning framework.
13. Check back with all relevant stakeholders – "Do We Have it Right?" and amend as needed.
14. Final compilation of data and reporting of findings to IC School Council.

Phase II

15. Based on the IC Today and S.O.A.R. exercises, the VC will develop short-term and long-term goals and objectives, strategies to achieve these goals, timelines and expected outcomes.
16. Production of the final Vision Document based on the preceding steps. This will include a statement of goals and expected outcomes, strategies to overcome challenges, timelines, and a framework for monitoring progress.
17. The final version of the Vision Document is then brought to IC School Council for approval.
18. Present updated Vision Document to Parish, CIS Superintendent, and CIS Board of Directors.
19. Present updated Vision Document at the IC Open House in September 2017.



Pastoral Letter on Catholic Schools Catholic Bishops of British Columbia

I. The Mission of the Catholic School

As the Church labours to bring the Gospel to the world of the third millennium, she draws on the rich legacy of faith and service that has guided her mission through the centuries. The apostolate of Catholic education is a treasured part of that tradition.

The Catholic school is integral to the parish, participating in the evangelizing mission of the Church.¹ It provides religious and moral reference points to help students critically evaluate culture in the light of the Gospel and help build a social order enlightened by the truth of Christ's teaching. This light is directed not only to the individual, but also to the community: the work of evangelization addresses persons, families and cultures.

The world in which our schools carry out their mission is marked by an extreme pluralism that often leads to an eclipse of community identity. The subjectivism and moral relativism that accompany this cultural shift has increasingly marginalized faith as a reference point for human life.

In this situation the school performs an important role for the students and families. "The school is a centre in which a specific concept of the world, of [the human person] and of history is developed and conveyed."² "Knowledge set in the context of faith becomes wisdom and life vision."³

"Christ is the foundation of the whole educational enterprise in a Catholic school."⁴ His teaching and life inform the school's identity and characteristics. His sacramental gifts build up the community and prepare its members for a share in the mission to bring His light to every person and situation. "The special character of the Catholic school and the underlying reason

. ¹ Cf. Congregation for Catholic Education, *The Catholic School on the Threshold of the Third Millennium* (28 December 1997), n. 11.

. ² Sacred Congregation for Catholic Education, *The Catholic School* (19 March 1977), n. 8.

. ³ Congregation for Catholic Education, *The Catholic School on the Threshold of the Third Millennium* (28 December 1997), n. 14.

. ⁴ Sacred Congregation for Catholic Education, *The Catholic School* (19 March 1977), n. 34.

for its existence, the reason why Catholic parents should prefer it, is precisely the quality of the religious instruction integrated into the overall education of the students.”⁵

II. Teaching the Whole Person

Because “promotion of the human person is the goal of the Catholic school,”⁶ Catholic education goes beyond the technical and practical aspects of schooling to help students integrate every area of knowledge within a Christian vision of the human person. The school recognizes that the physical, emotional, moral and spiritual dimensions of human development must tend to a personal synthesis of faith and life in each student. Growth in these areas prepares students for a life of service, building the Kingdom of God in society.

III. Faith and Life Shared in a Community

The Catholic school is a place of ecclesial experience. The New Testament speaks of the Church as *koinonia*, a communion of relationships built through sharing life in Christ. This communion fosters relationships characterized by mutual respect, open communication and the commitment to serve each other’s needs. The history of the Church’s educational apostolate is distinguished by concern for the poor and marginalized members of society. Pope Francis’ emphasis on reaching those on the peripheries reflects this core focus of Catholic education.

IV. Parents

The parish is a family of families. Through its school, the parish cooperates with parents to support them in their role as the primary educators of their children, especially in the transmission of the faith, and through the school, parents and children are linked to the wider community of the parish. Parents should be involved in the life of the school through participation in councils and committees, as well as regular collaboration with the staff.

V. Staff

“Teachers and educators fulfill a specific Christian vocation and share an equally specific participation in the mission of the Church.”⁷ Members of the staff are called to model the integration of faith and culture in all the subjects they teach. “Professionalism is marked by, and raised to, a supernatural Christian vocation.”⁸ It is the personal witness of the teacher that will have the greatest impact on the students.

The leadership of the diocesan school community should promote the effectiveness of those who teach by providing ongoing professional development and formation in the Catholic faith.

⁵ Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (7 April 1988), n. 66.

⁶ St. John Paul II, Address to the National Meeting of the Catholic School in Italy (24 November 1991).

⁷ Congregation for Catholic Education, *The Catholic School on the Threshold of the Third Millennium* (28 December 1997), n. 19.

⁸ Sacred Congregation for Catholic Education, *Lay Catholics in Schools: Witnesses to Faith* (15 October 1982), n. 37.

VI. Pastors

The pastor is an integral member of the school community, with a specific role in overseeing the religious education curriculum and leading the liturgical life. He has a responsibility to support the formation of teachers in their role as Catholic educators. He should promote Catholic education, especially for those who are poor, deprived of the benefits of family life or otherwise marginalized.

VII. Conclusion

St. John Paul II called for evangelization in the third millennium “new in its ardour, methods and expressions.”⁹ Drawing on the rich tradition of the educational apostolate, our schools should continually assess their progress in living out this call to mission. “It is not merely a question of adaptation, but of missionary thrust, the fundamental duty to evangelize.”¹⁰ The gifts and creativity of every member of the community can help our Catholic schools find new and effective ways of evangelizing and forming young people and their families for life and mission in the Church.

Given on the Memorial of St. Charles Borromeo, the Fourth day of November, in the Year of Our Lord, Two Thousand and Sixteen.

+ *J. Michael Miller CSB*

✦ J. Michael Miller, CSB Archbishop of Vancouver

+ *Gary Gordon*

✦ Gary Gordon Bishop of Victoria

+ *John Corriveau*

✦ John Corriveau, OFM Cap Bishop of Nelson

+ *Stephen Jensen*

✦ Stephen Jensen Bishop of Prince George

+ *Joseph Phuong Nguyen*

✦ Joseph Phuong Nguyen Bishop of Kamloops

⁹ St. John Paul II, Address at the Opening of the 19th Ordinary Plenary Assembly of the Latin American Episcopal Council (9 March 1983).

¹⁰ Congregation for Catholic Education, *The Catholic School on the Threshold of the Third Millennium* (28 December 1997), n. 3.

Report to the
Immaculate Conception School Vision Committee

November 22 2016

‘IC Today’

PROGRAMS

- All required courses are covered according to the Ministry of Education requirements
- PE – ½ hour per day taught by PE teacher Monday to Thursday and by the classroom teacher on Fridays.
- MUSIC: each grade 1-7 receives two classes per week in music. A CHORAL option is now offered to Grade 4/5/6/7 as an enrichment program
- FRENCH – Mr. Drygas teaches French in Grades 4-6. Grade 7 French is taught by the homeroom teacher. We do not currently have a specialist French teacher.
- LEARNING ASSISTANCE/SPECIAL NEEDS – we currently employ a learning assistance teacher as a 0.85 position. We have seen much growth over the past three years in providing designated learning spaces with students with individual needs. Our special needs budget has risen significantly. We are in the process of completing a sensory room space. Many different specialists are contracted and work in the school each week.
- LIBRARY – with the retirement of Mrs. McEachen a new staff solution was required. Currently, the position is shared between one EA (Mrs. Svendsen) and our computer tech (Mrs. Thiessen).
- COMPUTER – The lab computers were upgraded in August 2013. We now have a 30 laptop cart and two ipad carts each with 30. The one to one ratio has improved significantly. The wifi in the school was upgraded in 2015 and has been far more reliable this year. Staff are currently working on an updated program of studies in this area.
- PROFESSIONAL DEVELOPMENT – PD has improved significantly over the past year. The budget has increased 40% in the past two years. The PD committee has been very active. There has been very strong support through the CISPG office.
- NEW CURRICULUM – The school staff are in the process of implementing the new curriculum. This is a very large undertaking. I would expect that there will be requests coming

from staff in relation to this implementation over the coming months that will form part of this document. In particular, there is now a significant focus on mindfulness and developing a growth mindset in students as they take ownership of their learning.

- RESOURCES – As teachers live into the new curriculum there will be a strong need in the short term to address any resource deficits relative to the new curriculum.
- EARLY LEARNING – Each year an early childhood specialist runs a Play and Learn program one night per month from November to March. In April she runs the Kindergarten Early Identification Program which helps to transition new Kindergarten students to the Kindergarten environment.
 - EXTRA CURRICULAR – The school continues to offer a wide variety of extra-curricular options in the arts, in various sports, with yearbook, Science Fair, leadership, and iGeneration.

PARENTS

- FUNDRAISING – the gala/spring fling has been a tremendous source of funds over the past five years. This year has not seen a volunteer come forward to coordinate this event and there has been discussion of changing the format. The main focus for this year is to plan to update some of our playground equipment and to significantly improve inclusivity.
- VOLUNTEERS – we continue to be very blessed with the number of volunteer hours committed to IC. Statistics on the PPP program were recently presented to school council.

PARISH SCHOOL CONNECTION

- COOPERATION – Bi annual meetings continue between parish council, school council and PSG to share goals
- COMMUNITY EVENTS
 - Shared announcements in bulletins.
 - Ongoing strong coordination and communication between parish and school staff.
 - School continues to greatly appreciate the use of the parish hall
 - Community potluck planned
 - Year end BBQ
- PRAYER EVENTS

- Monthly parish school masses
- Students attending morning mass and our monthly school mass.
- Participation in special events such as Christmas Eve mass, stations of the cross.
- Celebration of sacraments
- Coordination of altar servers
- Acts of Service

COMMUNITY

- Acts of Service – see attached Faith in Action Plan – one focus area per month.
- Participation in community events such as the science fair, festival of trees, band festival, sporting events.
 - Exploring opportunities for shared services and procurement, opportunities with other PG schools as an example.
 - Advocating for safety upgrades in the neighbourhood – sidewalks and a cross walk on Westgate.

FACILITIES

- Learning support areas added
- Computer lab/equipment updated
- Library fully refurbished
- All classrooms have now been refinished
- Landscaping in partnership with the parish
- Teacher storage upgraded
- Kindergarten entrance way refurbished.
- Gym and parish hall sound systems installed
- Thanks to our Parent Support Group, a new gym floor was installed in December 2015.
- A school garden project is in its infancy but is a great project that should be supported.

- The potential around our extensive grounds remains huge, in the context of the place based learning focus of the new curriculum.

RECRUITMENT AND RETENTION OF STAFF

- We currently have a staff of one administrator, nine full time and two part time professional staff, seven classroom support staff, three administrative staff, and one custodian.
- Quality professional development offered.
- School council relationship in getting staff's input has been very positive.
- School council has made a very strong effort to address wage issues.
- Staff appreciation efforts – PSG, gifts, recognition cards, etc
- CISPG support of hiring process by attending hiring fairs in the lower mainland and back east.
- CIS offers a competitive benefit package.
- The school provides a higher amount of prep time, a good level of resources, support by PSG for classroom with funds and funding for field trips.
- UNBC partnerships and PD opportunities.

RECRUITMENT AND RETENTION OF STUDENTS

- We currently have 191 students at Immaculate Conception which is one higher than budgeted. We had reached a high of 205 three years ago but in recent years we have not added students in the transition between primary and intermediate. Currently our Grade 4 and 5 classes are low in number.
- Our website is excellent and is very current all thanks to Mrs. Daly.
- New brochure is ready for circulation
- There is a need for the process of reviewing our promotional strategies to be completed

BUDGET AND FINANCES

- Four DDF (Diocesan Development Fund) reserve categories have been set up – regular account, short term contingency account, capital replacement account, capital upgrade account.
- Tuition rates and staff salaries continue to be reviewed on an annual basis.
- The busing contract is currently in a one year contract extension. It is up for renewal in January 2017. The annual busing cost this year is expected to be approximately \$50,000. Busing income is anticipated to be approximately \$18,000.

Appendix IV - Our School Philosophy (as of May 2017)

To provide an all round education that will enable each individual student to develop according to his or her abilities and talents, physically, spiritually and intellectually.

To promote and convey our Catholic tradition, fostering a strong spirit of love, respect and service within the individual. These Gospel values will be integrated within the school community and hence the extended community.

Appendix V – S.O.A.R. Strategic Directions

Strengths - Discovering moments of excellence, core values, best practices

- Catholic school practicing and reflecting its values
- Community
- Supportive, caring and compassionate students and teachers
- Academic success
- Extra-curricular activities in arts and sports (choir)
- Acts of service – giving
- Progressive and current technology (i-generation program)
- Teachers embracing the new curriculum
- Positioned well to embrace the growth mindset and mindfulness
- Science fair
- First Nations workshops
- Supportive parish / school connection
- Open minded teachers and principal

Opportunities - Imagining our best possible future:

- Maximize enrollment
- International students
- Our school grounds
- Supporting special needs learning
- French immersion / extending French programming
- We not tied down by the district
- Our nimbleness
- Liaison with the media to promote our achievements and activities (Leadership students?)

Aspirations - Designing structures, processes and relationships to support the dream:

- Release time for teachers and principal to dream, “stare out the window”
- Relationships with the Parish
- Relationship with UNBC
- Embracing growth mindset

Results - Developing an effective, inspirational plan for implementation

- Found a local cause to support long term (like we have one in Uganda for example)
- Testimonies from our students
- Community use of our grounds (gardens, green fields, families playing games, enjoying blanket time)
- French program in place
- Maintenance log achieved
- Inclusive playground and school grounds
- Full classrooms
- Known for our arts programs (choir)

Appendix VI - Staff Feedback

Vision Document Feedback

April Staff Meeting

Question to staff:

In completing the new vision document, what in your opinion are any areas that we have started/discussed before that we need to finish?

- Technology
 - Smart boards in some classes are starting to give trouble, we need to develop a replacement plan.
 - We have had many issues with uploading apps to our new ipads and getting them fully operational.
 - Teachers need more Pro D on using the technology
 - Teachers need more time to learn these apps so they can be implemented into the classroom.
- Multipurpose Space
 - Having a space where staff can work on many different aspects of the curriculum – music, art, drama, etc.
- The Field
 - It needs a major upgrade.
- Water Fountains
 - The current water fountains are the originals and should be replaced.
 - It would be great to install a new water fountain outside the gym.

How should we invest the resources money that is available for the implementation of the new curriculum?

There was agreement that some resources would be specific to each classroom's needs while at the same time there are resources that could be of use in multiple classrooms. Some staff also pointed out that there have been more significant changes in certain classroom programs and more resources should be allocated there.

Grade by Grade requests:

- Kindergarten – update aging resources that are used in the various K centres – math games, science activities, clay, etc.
- Grade 1 – new literature resources for centres based approach
- Grade 2 – Math manipulatives

- Grade 3 – new literature to support both Science and Social Studies programs
- Grade 4 – new literature and text to support the Science Program. New Science resources.
- Grade 5 – new literature to support the Social Studies program. Furniture such as stand up desks for kids who have challenges sitting and learning.
- Grade 6 – new literature to support the Social Studies program. Subscription fees for excellent online resources.
- Grade 7 – new hands on Science resources – STEM resources
- Gym – Inventory update.

Action Steps

- Identify and cost out which resources can be used in multiple classrooms.
- Have teachers cost out the specific resources they would like to get for their class.
- Develop a budget to allocate funds.
- Present the budget to the staff to determine if it best fits our needs.

Appendix VII - Written Feedback from Bishop and Superintendent

From Bishop Jensen (May 10, 2017)

Hi Neil,

I'm glad to hear that you and the committee are working on a plan for the future of the school.

The BC Bishops' document expresses the Church's vision of the human person and the role of the Catholic school in his or her development. Applying those principles to the concrete situation of the school is necessary to translate the vision into the experience of students and families.

The pastoral letter provides a general outline and "checklist" that should be helpful in preparing your vision document. I would glad to see a draft and then offer any input that it suggests to me.

From Superintendent Dugdale (May 10, 2017)

Thanks very much for your email Neil.

In advance, thanks to you and your committee for the very important work and discernment.

This past year, after reviewing the BC Ed Plan, new curriculum, and Pope Frances' book the Joy of the Gospel, I met with principals and many teachers across the diocese. I gathered their shared input on a vision statement that we could present to the Board (which I did in March 2017) for their consideration when revising the 2000 version and this was distilled to a one liner that is quite easy to recall. It is also 'student friendly' and you're welcome to use it or any part of it.

"All learners thriving in an inclusive, innovative and inspiring Catholic Community"

The CISPG considered this input. Then, the CISPG Board of Directors approved the attached revised CISPG Vision and Mission in March 2017.

Please share this with your committee as your work should align and support it.

By early June, I will send this approved cispg Vision and Mission in a beautifully illustrated graphic that is to be hung in the school to replace the beige plaque from 2000.

Hope this is helpful.

Chris Dugdale, Superintendent

'Building vibrant Catholic Learning Communities'

Catholic Independent Schools Diocese of PG

250-964-5642 www.cispg.ca <<http://www.cispg.ca/>>

Attachment: next page

CISPG

Mission

To promote the integral formation of students in all areas of learning, enlightened by Faith in Jesus Christ, to enable them to become responsible citizens and disciples who participate in the life and mission of the Church to build the Kingdom of God in the world.

Vision

Parents, pastors, and staff collaborate to form a community where students are inspired to live the sacramental life, to grow in the moral life of virtue and to thrive intellectually.

Approved by the Board of Director March 16, 2017

Appendix VIII – Results of General and Students Surveys

Table 1. Frequency of responses by general survey item

Survey item	Strongly Agree and Agree	Strongly Disagree and Disagree	No Opinion	Missing
The school embodies its philosophy statement as presented above.	113	0	0	2
The school supports families in nurturing the faith of students.	110	0	4	1
The school provides a positive learning atmosphere.	110	0	3	1
There is a culture of academic excellence at our school.	106	3	5	1
The school provides well balanced extra curricular options.	96	1	15	3
The school actively participates in local, national and international acts of service.	99	1	12	3
The school effectively uses technology to support learning.	102	1	10	2
I feel adequately informed about the redesigned/new provincial curriculum.	72	15	26	2
The school is nurturing my child's social and emotional development.	85	0	26	2
The staff are approachable to deal with any issues that arise.	99	1	14	1
Any issues that arise are resolved appropriately.	89	0	24	2
I feel part of the IC Parish (church and school community).	102	1	11	1
The school is deeply integrated into the parish community.	98	3	13	1
I would attend adult sessions to learn more about the Catholic faith.	49	19	46	1

n = 115

Table 2. Proportion of reported responses* by general survey item

Survey item	Strongly Agree and Agree	Strongly Disagree and Disagree	No opinion
The school embodies its philosophy statement as presented above.	100.0%	0.0%	0.0%
The school supports families in nurturing the faith of students.	96.5%	0.0%	3.5%
The school provides a positive learning atmosphere.	97.3%	0.0%	2.7%
There is a culture of academic excellence at our school.	93.0%	2.6%	4.4%
The school provides well balanced extra curricular options.	85.7%	0.9%	13.4%
The school actively participates in local, national and international acts of service.	88.4%	0.9%	10.7%
The school effectively uses technology to support learning.	90.3%	0.9%	8.8%
I feel adequately informed about the redesigned/new provincial curriculum.	63.7%	13.3%	23.0%
The school is nurturing my child's social and emotional development.	76.6%	0.0%	23.4%
The staff are approachable to deal with any issues that arise.	86.8%	0.9%	12.3%
Any issues that arise are resolved appropriately.	78.8%	0.0%	21.2%
I feel part of the IC Parish (church and school community).	89.5%	0.9%	9.6%
The school is deeply integrated into the parish community.	86.0%	2.6%	11.4%
I would attend adult sessions to learn more about the Catholic faith.	43.0%	16.7%	40.4%

* "Missing" responses excluded

Table 3. Respondent categories, general survey

Respondent category	Frequency**
Parent of current student(s)	65
Parent of former student(s)	15
Parishioner	40
Staff	19
Alumni	11

** respondents can belong to more than one category

Table 4. Parent respondent categories, general survey

Parent category	Frequency
Primary	28
Intermediate	18
Both	19

Table 5. Frequency of responses by student survey item

Survey item	Strongly Agree and Agree	Strongly Disagree and Disagree	No Opinion	Missing
Living our faith is an important part of our school.	78	0	7	0
IC is a safe and positive place to learn.	82	1	2	0
Students are always expected to do their best.	78	5	2	0
There are opportunities to do fun school activities outside of class time (ex. basketball, choir, intramurals, iGeneration).	81	0	4	0
We help out those in need in Prince George, Canada and around the world.	78	3	4	0
The technology we use at school helps me learn.	75	6	4	0
I know there's a new curriculum.	58	8	19	0
I am learning how to be emotionally healthy at school.	65	12	8	0
Staff members help me when I have problems.	68	8	9	0
My problems get solved when I ask for help.	64	15	6	0
The church is part of our school.	81	1	3	0

n = 85

Table 6. Proportion of reported responses by student survey item

Survey item	Strongly Agree and Agree	Strongly Disagree and Disagree	No opinion
Living our faith is an important part of our school.	91.8%	0.0%	8.2%
IC is a safe and positive place to learn.	96.5%	1.2%	2.4%
Students are always expected to do their best.	91.8%	5.9%	2.4%
There are opportunities to do fun school activities outside of class time (ex. basketball, choir, intramurals, iGeneration).	95.3%	0.0%	4.7%
We help out those in need in Prince George, Canada and around the world.	91.8%	3.5%	4.7%
The technology we use at school helps me learn.	88.2%	7.1%	4.7%
I know there's a new curriculum.	68.2%	9.4%	22.4%
I am learning how to be emotionally healthy at school.	76.5%	14.1%	9.4%
Staff members help me when I have problems.	80.0%	9.4%	10.6%
My problems get solved when I ask for help.	75.3%	17.6%	7.1%
The church is part of our school.	95.3%	1.2%	3.5%

Table 7. Student respondents by grade

Grade	#
4	16
5	23
6	25
7	21

Table 8. Student respondents by gender

Gender	#
Girls	45
Boys	41

Table 9. Summary of responses to open-ended questions, general survey

A) Are there any new activities you wish the school to pursue? And Are there any projects or programmes you think the school should participate in?

Comment	Responses
Increases to service activities (lots of care home suggestions)	6
More field trips and experiential learning	5
Increases to faith instruction	4
Band	4
Enrichment programmes and opportunities	4
Stronger school-parish connections	4
Full-time PE	3
Catholic secondary school	3
Specific clubs and activities (tech)	2
Cooking classes	2
More clubs and extracurriculars general	2
Keeping class sizes down	2
Maker space	2
4 day school week	1
Afternoon recess	1
Free tuition for Catholic students (visibility in Church, work with seniors)	1
Parent involvement in curriculum	1
After school/ weekend work completion	1
Inclusive playground	1
Increased yoga	1
Video newsletter	1
Multicultural centre	1
BCSS maths competition	1
Mental health and wellness programme	1
Reduction in holidays during school time	1
Workout Wednesday	1
Increased social media presence	1
Increased French	1
More international students	1
Specific clubs and activities (art)	1

B) Are there any projects or programmes you think the school should participate in?

Comment	Responses
Improvements to field (drainage, sod, nets)	16
Inclusive playground	8
Improvements to playground	8
Flower garden	5
Track or path	4
Sidewalks (on street and property)	2
Improved sanding at parking lot exit	2
Shade	2
More benches/ tables	2
MPR	2
Improved washrooms	1
Increased visibility to cross walk	1
Amphitheatre	1
Repaving parking lot	1
Ice rink	1

C) Please comment on the effectiveness of school programmes offered.

Comment	Responses
More French	12
Programmes are effective	8
Band	6
PE is effective	5
Music is effective	4
Full time PE	2
Increased music from K	2

Table 10. Summary of responses to open-ended questions, student survey

A) What are three things our school should focus on?

Comment	Responses
Faith and service	13
Playground	12
Safety and health	10
Learning	8
Sports	5
More fun	5
Inclusion	4
Grounds	4
Anti bullying	4
Listening, hand raise	3
Sports equipment	3
Water fountains	3
More tech	2
Less maths	2
More PE	2
More books	2
Field	2
More activities	2
MPR	2
Book buddies	1
New clubs	1
More breaks	1
Choir	1
Hot lunch	1
Band	1

B) New clubs, activities and programmes

Comment	Responses
Art club	17
Soccer club	10
Hockey club	8
Dance club	6
Cooking	6
Band	6
Badminton	6
Baseball	4
Book club	4
Computer club	4
Music club	3
Floorball	2
More chess club/ board games	2
Flag football	1
Video game	1
Lunch monitors	1
Frisbee club	1
Swimming	1
Nature	1
Sports club	1
Science	1

C) What's good about IC?

Comment	Responses
Teachers and staff	17
Sense of community	12
Kind atmosphere	9
No bullying /sense of safety	8
Faith	8
Extracurriculars	7
Quality of education	6
PE	5
Fun	4
Choir	3
Friends	2

Appendix IX - Capital expenditure / maintenance log (last updated December 19, 2016)

Item	Date of Origin	Est. Date of Replacement	Cost Est. (Current \$)	Comments
Parking lot lines (directional)	New	2017	350	
Student washrooms	1981	2017	55,000	Highest priority
Security system (facility wide)	1981	2017	500	Separate arming from parish side
Gym office	1981	2017	2,500	Full refit
Interior doors	1981	2017	1,000	Need replacing
Gym exterior doors	1981	2017	1,000	Seal properly
Parking lot (pavement patching)	1981	2017	2,000	Needs evaluation
Piping – water system	1981			Continue to test yearly
Bootboxes (Intermediate area)	1981	2017-2022	3,000	\$750 per year
Computer Lab refit	1996	2018	3,000	
New doors (Primary entrance)	1981	2018	6,000	
Repaint hallways	2008	2018	3,500	
Teacher desks	1981	2018-2019	10,000	
Windows (all exterior)	1981	2019	25,000	
New doors (Kindergarten)	1981	2020	6,000	
Student desks	ongoing	2020-2021	10,000	Replace and upgrade at grade 3/4 level
Phones	2008	2020	3,500	Coordinate with parish – 2020 replacement schedule
Classroom lighting (all interior)	2008	2022		Replace bulbs and ballasts with LED
Roof (school side)	1981 (last serviced 1995)	2025	168,000	Coordinate with parish date of replacement?
Boiler/furnace (boiler room)	1981 (last serviced 2014)	By 2025	40,000	Extra cost (double) to go high efficiency
Hot water tank (boiler room)	2010	2030	5,000	
Skylight covers (classrooms)	1981			Evaluate condition and if replacement needed