



Aldergrove Administrators Report Card 学校正副校长成绩表

Aldergrove Public School ~ 150 Aldergrove Drive, Markham ON ~ aldergrove.ps@yrdsb.ca ~ 905-470-2227

Twitter: @AldergrovPS and on YouTube.com

Administrators 副校长: Kevin Merkley, Jaime Bunbury, Rita De Ala	Year: 2016- 2017
York Region District School Board	Superintendent校监: Erik Khilji
Grades: K - 8	Trustee校董: Juanita Nathan

Skills and Work Habits 技能及工作习惯

Please add E, G, S or N in the white boxes below. 请在下加E-非常好 好S-满意N-需改进

E 非常好Excellent

G 好 Good

S 满意Satisfactory

N 需改进Needs Improvement

Responsibility: 责任感	Accessibility: 联系别人
<ul style="list-style-type: none"> Fulfuls responsibilities and commitments within our learning environment 全面承担责任 Completes and submits work according to timelines established 准时达标 Takes responsibility for school building, student achievement and well-being 对学校环境, 学生身心成就 	<ul style="list-style-type: none"> Easy to approach and have a conversation 平易近人 Visible around the school environment 常出现校园 Can be reached in person, by email or phone 容易被联络
Initiative / Innovation: 创意/创造	Inclusivity/Equity: 融和/公平
<ul style="list-style-type: none"> Looks for and acts on new/existing opportunities for students and school 为学校学生找出所有可能的机会 Demonstrates the capacity for innovation and a willingness to take risks 表现创造能力及愿承风险 Approaches new tasks with a positive attitude 积极尝试新任务 Recognizes and advocates appropriately for students and community 为学生及社区宣示所需的要求 	<ul style="list-style-type: none"> Diversity in our community- local and global is respected and present in our school (all forms of diversity) 学校尊重多元族裔及文化 Students are exposed to diversity in the world and community through different school events and classroom learning 学生参加多元文化活动以了解多元文化 Students and families are respected and included and the school feels warm and inviting 家长备受尊重及感到温暖及融和
Communication: 沟通能力	Transparency: 决策透明度
<ul style="list-style-type: none"> Communicates with students and families in a clear and easy-to-understand manner 明白及清楚的跟学生及家庭沟通 Uses a variety of tools to communicate (electronic, phone, paper, in-person, translation) 用多渠道的沟通 Communicates fairly, with compassion and understanding 公平, 体谅及明白的交流 Responds in a timely manner to requests and communication 对查询尽快反应 	<ul style="list-style-type: none"> Decisions regarding students or school initiatives is clear 对学生及校政的决定透明 Process for making decisions is clear and easy to understand 决定过程清楚易明 Open to clarifying questions with decisions that are made 可对不明白或不同意的表达及讨论保持开放态度

Strengths/Next Steps: (Please write any feedback for us here) 優點/需改善方面(請多給意見)

Subjects 科目	Report 2016-17	Strengths/Next Steps for Improvement 成就/下一步指标
<p>The 2016-2017 school year has been a successful that has been filled with dynamic teaching and learning. This year, as we reflect on teaching, learning and overall school experience at Aldergrove, we have adopted the York Region District School Board Board Improvement Plan for Student Achievement (BIPSA) as the framework to reflect on our work this year. For more information about the current direction of the board please visit www.yrdsb.ca. 本年度是在学习及教育上充满挑战但非常成功的一年.我们参考及融合约克区教育局全面为学生成就学习的改善计划(BIPSA), 作为我们教育, 学习及全面学校体验的蓝本. 详情可参考www.yrdsb.ca</p>		
<p>Leadership</p> <p>领导:</p> <p>在我校的教育下培养未来的领袖.我们通过让孩子参与各种的活动以激发他们的潜能.</p> <p>学生政府</p> <p>今年我们的选出的学生政府参与策划及主办学生会大会. 学生领袖在这主办过程中学习以及分享他们努力的成果</p> <p>奖项及表扬</p> <p>我们的教职员, 学生及社区被各种奖项嘉许其贡献及成就. 今年,Aldergrove本校被约克区社区模范基金评为</p> <p>模范品格学校. 包括在包容, 公平, 乐观及诚信. 同样, 学校营养计划亦被表扬, 学习食物基金给义工工作出赞扬.</p> <p>约克区教育局给本校教职员的表扬</p> <p>今年有多名教职员在第七届约克区教育局平等大会上, 受到认许并作演说, 师生并在约克区教育局 Quest教育研讨大会上领导一项提询演讲, Artonomy, 一项用机械人及艺术互动的教育项目. 同时, 全局教育学者共同研究互动一项创新的艺术启发教育项目.</p> <p>家长委员会</p> <p>我校的家长委员执行委员今年十分活跃在把我们的声音带到教育局层面. 他们亦争取把PRO一项家长外展津贴放在孩子家长的课后班. 另外邀请嘉宾 Marzia Hassan谈亲子及家长助孩子成功要诀等</p>		<p><i>At Aldergrove we believe that within our halls walk the leaders of today and tomorrow. As such we ignite leaders by engaging in many initiatives that will allow of scholars, staff and families to serve as leaders in our school, board and community.</i></p> <p><i>Student Government</i></p> <p>This year our elected Student Government engaged in the planning and facilitating Student Town Halls. Student leaders we engaged in reflective practice about their facilitation which informed the direction and success of proceeding Town Hall Sessions..</p> <p><i>Awards and Recognition</i></p> <p>Our staff, scholars and families were recognized as leaders through numerous awards and recognitions. This year, Aldergrove Public School was named School of Character by the York Region Character Community Foundation for exemplary character attributes such as inclusiveness, fairness, optimism and integrity. Similarly, Parent Volunteers were recognized by Food for Learning for their leadership in supporting our school nutrition program.</p> <p><i>Leadership within the York District School Board (YRDSB)</i> This year the staff and scholars had numerous opportunities to serve as leaders within the YRDSB. Our Leadership Team represented the staff in sharing our journey at the 7th YRDSB Equity Symposium. Staff and students also led a collaborative inquiry at the YRDSB Quest Conference presenting <i>Artonomy</i>, an interactive session that integrated robotics and visual arts. Similarly, teaching staff presented at the YRDSB <i>Artspiration</i>, where educators across the YRDSB came together to co-learn with and from the teachers who interact with our scholars everyday.</p> <p><i>School Council</i></p> <p>Our School Council Executive Team has been active this year ensuring that parent voice is represented in the culture of our school. Their leadership in applying for a Parents Reaching Out (PRO) Grant was instrumental in facilitating sessions where scholars and their families could engage in after school learning opportunities all year round. Speaker Marzia Hassan presented a session to our community on parenting, and there was a games night as well that was organized by our School Council.</p>

教职员领导团队

今年我校主科老師队跟另外八位老師支持及協助学校的领导，每月例会开放給全校老師参与，共同互相扶持以增强各校內的活动及学习计划。

本地及国际学者到訪

今年本校共接待有超過十个不同校的校長老師到訪，亦包括从荷兰及新西兰的教育工作者代表，每次都跟他們分享有关我們的平等，容和及創新的教育模式，每次都帶領他們參觀学校，分享我校的独特学校社区，我們亦提供有关資料給訪者参考应用

來年计划

我們教职員团队輔助学生会通過选举成为学校领导一分子，給予他們幫助学校改进及一起協助其他学生共同前进

Staff Leadership Team

This year our Lead Teacher Team was revised to have 8 teachers support the work and leadership of our school. Monthly School Leadership meetings were open to all staff and focused on building the leadership capacity of teachers as well collaborating and reflecting on school-wide events and initiatives.

Local and International School Visits

This year Aldergrove hosted more than 10 school teams from within York Region District School Board as well as school teams from the Netherlands and New Zealand. During these visits we shared our school journey in ensuring equity and inviting innovative teaching and learning practices. Each visit included a school tour, sharing about our school community context and providing visitors with resources to support the work in their schools.

Leadership Next Steps:

Our next level of work will be working with our Student Government to have Ministers advocate for their roles as elected representatives with staff ensuring that they are part of the decision making processes here at Aldergrove.

Equity

At Aldergrove we strive to erase barriers and employ inclusive practices that provide opportunities and access to resources for our scholars and family communities.

平等机会

在aldergrove,我們堅持要刪除障礙以給予所有学生及家長同等机会以达到他們学习指标

平等溝通机会

如往我們的社区联系及翻譯員，協助語言及文字翻譯及跟教职員互动以消除大家在語言隔莫。在每月通訊，家长会，茶聚，課後及上課上的有关跟家長互相溝通，从而增加对孩子学习幫助及一些及時的支持。

学生成績受表扬

今年，学生亦接受多种不同的学习成就表扬。包括由「雅加馬芙」泰米学生出色表現獎頒发学生优秀，領袖能力及学校參予獎項；另外，老師联盟給黑人学生优異獎；还有，給特別能力的学生頒发「对，我是可以的」給我們出色的特別能力学生。

在校社区汇聚室（簡稱社区室）

如往，我們特別設立社区室給家長及社区人仕在学校時間到來，跟其他家長互动，聚聚談談，可渴杯咖啡或茶，应用在室內多枱電腦，搜索資訊，并可預約学习簡單電腦应用，或学校教育軟件以助孩

Communication with our Families

Thanks to our Community Coordinator, Ms. Lo, for supporting the translated written and oral communication when engaging with our families. This year, families have been able to engage in multilingual networking opportunities with staff and other families through our school council meetings and monthly Chai and Chats. Families have also been supported through translated meetings with staff during flexible schedules.

Student Awards

This year our scholars were recipients of multiple awards including the Uukkamathu Kaivdale Awards of Excellence (pronounced Uuk-Ka-Ma-Thu Kai-Vi-Dale) presented by the Educators for Tamil Students' Success, Leadership and School Involvement Awards presented by the Alliance of Educators for Black Students and the Yes I Can Awards presented by the Counsel of Exceptional Children. Each award recognized outstanding achievement in the areas of self advocacy, academics, athletics and the arts.

The Community Hub

The Community Hub is a caring environment established to support the needs of Aldergrove families. It is a place for parents and community members to come together to utilize services, meet one another, and plan together. Our hope is that the Community Hub served as a gathering place that supports the Aldergrove school community to live, build and grow together. At the Community Hub our services includes gently used clothing, access to high speed internet and a space to learn and share.

子。另外亦有備新淨二手衣物給孩子轉季應用。

学校活动費用資助

為給孩子有共同的学习經驗，我校刻意把所有額外的活動費用減至最低，好讓家庭能让孩子盡量參加，除了學校籌募經費，在校經費中特別撥留費用可以讓一些重要學習活動有免費校巴接送等，並整年中安排食物捐助給萬錦食物銀行及社區家庭到取。

良好教育：原居民先驅祖先的智慧

今年我們繼續引用原居民先驅的智慧讓學生欣賞和對加拿大歷史及原住民的尊敬，我們邀請原住民族裔客席講者來校說明及加強我們老師這方面的專業訓練。

英文作為第二語言訓練

我們的英文老師隊持續協助其他老師及學生學習並同時讓他們尊重自己的母語。今年我們引用「步向流利英語」支持學生學習，我們建立每個學生獨立個案系統，按他們個別需要讓他們在課堂上學習同時可以個別學習。

平等的下一指標

我們會鼓勵家長個別約見校長談談他們個別對其子女的期望及計劃。

School Fees Assessment

In ensuring that the schooling experience is accessible to all our families we have made intentional efforts to make sure that additional school fee costs are kept at a moderate level so that families are not overwhelmed by an excess of school related costs. This include fees for field trips, purchased lunch programs as well as opportunities for school fundraising. This year, in lieu of collecting money for charities, we have opted to host a year long food drive to support the Markham Foodbank. Our school also budgets to provide each classroom with a bus to minimize fees charged to our families.

Teaching in a Good Way - First Nation, Metis and Inuit Ways of Knowing

This year we have continued to embrace Indigenous ways of knowing and honour the histories and experiences of Canada's First Nation, Metis and Inuit communities. Beginning each day with a land acknowledgement has been one of the ways that we keep the history of Canada's Indigenous community at the forefront of our learning. We have invited guest speakers from the First Nation, Metis and Inuit communities to lead our learning in many aspects of the curriculum as well as embedded these ways of knowing in professional development with the teaching staff.

English as a Second Language (ESL) Program

At Aldergrove the ESL Team continues to support both staff and scholars in English language learning while at the same time honoring and valuing scholars first languages. This year we continued our work using the Steps To English Proficiency (STEP) assessment process to support our English Language Learners (ELL). We have created ELL Learner Profiles as well as used an integrated approach to student support so that scholars can engage with the learning taking place in their classrooms while learning English at the same time.

Equity Next Steps:

We would like to invite families to book appointments with school administration to share your questions and share your hopes and dreams for your children with us so that we can continue to create a school that prepares your children for the future and meets their needs.

Innovation

创意发明

在本校aldergrove, 我們引入「框框以外」的教學方式。我們堅決培訓創作經驗，製造機會，推動好奇、邀集創意及啟發學習。

从美艺中学习

在本校，通過美藝教學的方式是多元化。利用實際環境學習令學習在學校內所有空間出現，因此學校

At Aldergrove we approach teaching and learning through an "out of the box" perspective. We are committed to nurturing innovative experiences that create opportunities, promote curiosity, invite creativity and inspire learning.

Learning Through The Arts

Teaching and Learning through the arts at aldergrove takes on many forms. Using the art in the physical environment allows learning to come alive in every space in our school building. In this way the environment also serves as the Third Teacher. This year scholars have participated in multiple aspects of artistic productions that include music, visual arts and movement in order to learn about various perspectives of Remembrance Day, Canadian Black History and Asian Heritage. Scholars have also participated

环境可变成学生的第三个老师。例如：今年在纪念日的创作，黑人历史纪念及垂裔文化頌讚等表演亦是这方面的出色成果。学生亦参加安省青年弦乐管弦乐团表演，并在冬季校内音乐会及天才表演，学生藉这多元融合方式表达一些複雜概念，用艺术方式总结他们的学习。

我们已参与多项创作项目包括艺术机动计划，学生可在提询大会上跟其他学校用机械人创作艺术项目。另外，我们已主办小型机械人比赛及在网上和艺术及其他学生互动学习。我们已在六月六日进行三个有关对空气(MlonAir)的教育局的现代学习项目

创意学习的下一步：

我们会持续引用不同的机会推动孩子思考及联系社会公义的学习。包括应用科技及批判思考等方式

in performances by the Ontario Strings Association Youth Orchestra and their peers during the Winter concert and Aldergrove's Got Talent. Learning in the Arts allows students to engage with complex ideas while using the various expressions of art to consolidate their learning.

We have been involved in many innovative projects including the Artonomy Project where our scholars worked with students from other schools to create Art using Robots at the Quest Conference. We have hosted Mini robotics tournaments and have collaborated online with Artists and other students as part of our learning. Our staff prepared for three presentations on June 6th for Modern Learning on Air (MlonAir) highlighting Modern Learning in our school board.

Innovation Next Steps:

We will continue to look for opportunities to push the thinking of our scholars through learning opportunities that are connected to social justice. We will continue to use technology and critical thinking skills to challenge the thinking of our scholars in their learning.

Math

数学

数学仍是我们老师及学生教与学的共同目标，我们坚决培训未来有信心的数学家，可以用他们所学及思考能力贡献社会。

学习，教育及平核

创造一个具挑战及有效的方法让师生参与其中一起达教学相长。今年，老师在教育培训上加强分数及空间量度，并给二年级及五年级在数学平核练习上进行联合提询。老师亦继续新的数学游戏在各级别增强教育。

家庭/社区参与

数学学习是生活的部分，因此我们特意把加强家长及社区参加学生学习。今年，在我们的M cubed数学家庭同乐日，即便是以往的数学同乐日，姜饼屋工作坊，年度嘉年华会，其实家庭都被邀请参加孩子的数学学习，寓亲子，家庭乐及学习于娱乐。

介入：

今年，我们特别提供按需要的介入学习。把学习成效的距离拉近，不但是数学亦有英文。最近的多元语文之夜便是其中一个重要成果。通

At Aldergrove Math continues to be the focus of both our scholars and the professional learning for our teachers. Our commitment to nurturing confident mathematicians who can use problem solving skills, math knowledge and thinking skills to be contributing members of society.

Learning, Teaching and Assessment:

Creating a dynamic and effective math program for our scholars also includes having teacher engage in professional learning opportunities to support their work. This year, teachers have engaged in professional learning in Fractions and Spatial Awareness and the Grade 2 and 5 teachers engaged in a collaborative inquiry around assessment practices in Math. During staff meetings, staff were introduced to new math games which were then used in the classrooms across grade levels.

Family/Community Engagement:

Math is everywhere and inviting the families and wider community to engage in math teaching and learning was an intentional decision this year. During our M Cubed event, which was formally Math Extravaganza, Gingerbread Workshop and annual carnival, families engaged in many aspects of math concepts while having fun and spending time as a family.

Interventions:

This year we continued to providing intentional interventions where there are gaps in learning and achievement. This intervention not only occurred in math but also included literacy. The MultiLiteracy Days event was one example of what these interventions looked like. During MultiLiteracy Days, scholars engaged in extra support in Math and Literacy as well as participated in workshops and school-wide assemblies that addressed learning about Mental Health, Science and Technology

过多樣的学习模式，工作坊，全校性的会面，学生可以科学，科技及情緒健康平估学习思維状态。

另外，有多项社区参予学生学习机会让家长在课前及後協助孩子学习并成为輔助学者。如，我们的幼儿小学者，通过PRO家长外展津贴，每周三次在学校圖書館課前後時間到校跟孩子一起互动学习。还有，三年級，六年及八年級学生亦透过安省專注介入学习伙伴计划（OFIP）参加每周一至兩次在課後給老師□习。

我们亦購置一个名为「夢盒子」的学习软件在校試行...

数学学可下一步：

继续支持教职員参加有关全面数学強化计划所需的在职訓練以教导学生-并会購買相关学习輔助用材以支持孩子数学学习

and a Growth Mindset. Similarly, there were other opportunities to engage in interventions through various before and after school learning opportunities that also engaged families as co-learners. Our Kindergarten scholars, through the Parents Reaching Out (PRO) Grant, participated in the an after school literacy and numeracy support program alongside their families and the door of the Learning Commons were opened 3 times per week for early morning reading with families before school. In addition, Scholars in grades 3, 6 and 8 participated in weekly tutoring through the Ontario Focused Intervention Partnership(OFIP) Program.

Math Next Steps:

We will make Math part of all our professional learning next year to support the Comprehensive Math Program teaching and learning at Aldergrove. We will continue to purchase resources to support Math concepts for our scholars.

Modern Learning

現代学习模式

在校我们的宗旨是以现代教育模式为学生的將來而作好准备，通过帶动学生容入真正实体的学习經驗：創作，联系及分享彼此学习。我校的宗旨是以社会公义为本，邀約在課室以外的学习并教导孩子，並成为改善社区的一份子。

增加知识及其領域

学习可在教室內和外发生，过去一年，我们学者有很多戶外活动及客席讲者到校說課，让学生提供有挑战性的学习經驗。今年的戶外教学机会包括万锦剧院，万锦食物銀行，安省科学館，青年剧院，多倫多大学，懷理水族館，明理野外公园，安省皇家博物館，及一系列的多元化的展览、比赛及節日活动

在本校，我们特意把学习拉濶到用列特及屏幕短片为学习媒介，过去一年各有700多及超过一万的追隨者。他们当中不单有学生及有其家人及社区人仕，分享我们教育及学习工作过程的成果。

环境設計

在aldergrove,我们不断扩充我们那作为第三位老師的实际环境。很多課室內已換上大枱，搬走小桌子，以让孩子多作小組功課，在大堂，我們已設立一个憚院子作为給予学生，教职員，家庭聚在一起聊天及交流。幼儿园範圍已設立一个新的提詢聚桌让小学者发掘有关水和声的题目。在学习天地（圖書館）及已设立的数学实验室已放置力高场去启发創

At Aldergrove our focus on Modern Learning is expressed in the ways in which we prepare our scholars to be future-ready by the ways we engage them in authentic real-life learning experiences that allow them to create, connect and share their learning. Our school focus on Social Justice continues to invite learning experiences beyond the classroom and teach our scholars to be game changers in our communities.

Building Knowledge and Capacity:

The learning that happens inside the classroom is enriched by the learning that happens outside of it. As such, our scholars have participated in many field trips as well as guest speakers in order to provide a dynamic learning experience. This year our scholars have engaged in many learning opportunities by visiting The Markham Theatre, The Markham Food Bank, The Ontario Science Centre, The Young People's Theatre, University of Toronto, Ripley's Aquarium, Milne Conservation Area, The Royal Ontario Museum and a variety of exhibits, competitions and festivals.

At Aldergrove the staff are intentional about making our school-wide learning journey public through Twitter and Youtube. This year our Twitter account grew to almost 700 followers and our Youtube channel received more than 10 000 views. Sharing our journey not only allows us to reflect on our work but also share our learning with our families and other members of the community.

Environmental Design:

At Aldergrove we continue to expanded on our vision for the physical environment to serve as a Third Teacher. Many classrooms have been updated with tables in lieu of desks to invite more opportunities for collaborative work spaces. A Zen Garden has also been installed in the front foyer to foster an inviting and relaxing spaced for staff, scholars and families to gather. The Kindergarten areas have been updated with new inquiry zones that invite

意及共同发挥。

共同学习社区

共同学习邀请学生，教职員及家庭一起引用多元化的概念学习。在本校，我们有很多在教室□的共同学习机会。今年我们的以水培植塔启发很多从幼儿园至八年級的共同学习。並在塔上种植蕃茄，生菜及青瓜。最後，各級師生參予共同研发设计项目，学生以新購的雪球傳声器記錄口语化詩在播客上。

下一步：

-我们会继续在发展我们的学习天地及创作空间...
提供給師生在课室以外的新现代学习机会，并以融合在本校的提詢学习。

Mental Health and Well-Being

全面的身心灵健康

今年我们订下目标，希望提供一个环境以让師生保持正面的精神健康。因为如果我们通过教育，能給師生创造一个培养及推进正面精神健康的环境及配套系統，学生便能自律及茁壯成长。

增加知识及领域

通过职员会，学生大会及家长委员会说明大家对精神健康的认识及其对学习的影响及关連。今年在四次学生大会上，我们向学生说明并推广正面精神健康的认识及身心健康指标，并创造一个健康箱給他們如遇压力及焦虑时候需要时应用。另外有家长工作坊谈如何教養有自信的孩子等推广協助孩子精神学习健康的重要。

发展精神健康的环境

本校宗旨着重社会公义，尤其是自重自愛的概念本來便是让学校提供一个正面的精神健康环境、培养孩子正确價值观及身份认同。另外，确认孩子的身心需要，通过我们多年來推行的学生營養计划，亦是推动孩子身心健康的重要一部份，过去数年，我们多得家长义工及社区支持以推行健康小食，早夕及午夕计划。最後，校內有多项课外球会以提高孩子体能运动，如：籃球，羽毛球，足球，长跑，兴趣組有话剧，棋，科技，摺紙等給孩子在智能体能得以健康发展。

全面的身心灵健康下一步

scholars to explore with water and sound and our Math Lab and Learning Common have had lego walls installed in order to facilitate creative and collaborative explorations.

Collaborative Learning Communities:

Collaborative learning invites scholars, staff and families to benefit from diverse perspectives. At Aldergrove, there have been many opportunities for collaboration to flourish outside of the classroom. This year our Hydroponic Tower ignited collaborative learning from Kindergarten through to grade 8. We harvested tomatoes, lettuce and cucumbers. Finally, teachers and scholars in Primary, Junior and Intermediate Divisions also engaged in a collaborative School Designed Innovation Project. Scholars wrote spoken word poetry and recorded podcasts using our newly purchased Snowball Microphones.

Modern Learning Next Steps:

We will continue to develop our Learning Commons and Maker Spaces providing opportunities for classroom teachers and our scholars to explore how Modern Learning is embedded in our inquiry learning at Aldergrove.

Creating an environment where positive mental health can be maintain is the goal of our work around mental health and well-being. Creating a nurturing working and learning environment that promote mental health through education and having supports systems in place, allow our scholars to self regulate and thrive.

Building Knowledge and Capacity:

Having a common language and understanding about mental health and well-being was an important starting point for our staff, scholars and their families. Addressing our collective understanding of mental health through staff meetings, Student Town Halls and a School council presentation allowed for a natural starting point for continued learning about the impacts on and the implications for mental health and its relationship to learning. This year we hosted 4 Student Town Halls that addressed scholars understanding about promoting positive mental health. Students learned about the Zones of Wellness and create wellness boxes to support their self regulation in times of stress and anxiety. Our families were also invited to a workshop entitled Raising Children with Confidence that also addressed the ways families could promote mental health and well-being at home.

Developing Mentally Healthy Environments:

Our focus on Social Justice and in particular, Self Love and Knowledge has been the consistent way in which the Aldergrove school environment promotes mental health as it nurtures a learning environment that acknowledges and values students identities. Similarly, addressing the physical needs of our scholars through the nutrition programs also help to promote mental health and well-being of our scholars. This year we have had the support of parent volunteers to run our Breakfast program, Snack Programs and lunch programs. Finally, inviting scholars to participate in extracurricular activities that promote physical activity such as the Badminton, Cross Country, Soccer, and basketball teams and social activities such as the Drama, Chess and TECo clubs, continue to nurture a schooling environments that is socially, intellectually and emotionally stimulating and healthy.

我们已有计划建立户外教室及两个花圃，藉此增强跟自然联系的提询学习机会。最重要是，我们会积极建立一个身心健康学校，为学生，教职员及社区发展成一个包容及融洽的学校文化

Mental Health and Well-Being Next Steps:

We have plans to build an outdoor classroom and two raised garden beds that will enhance our learning opportunities and connect us to nature through our inquiry learning. We continue to strive to create a mentally healthy school for our scholars, and will continue to develop a school culture that is welcoming for our staff and our community.

The work reported on is based on the joint effort of staff, board services and community members and builds upon the work that laid a foundation prior to this year. Initiatives/work highlighted are not intended to be exhaustive or fully communicate the work that has happened this year. It is simply an indication of some of the work that has happened. Please put a grade for us in the box next to each area of focus (Grades A, B, C, D, F with A being the Highest and F being a fail) and give suggestions and comments

这报告是综合各教职员，教委，社区人仕从前年所建立的目标，跟着这过去一年的日以继夜努力实践的所以有目共睹的真实重点纪录，请在每项旁边评分，以A为最高分，F不合格，并提供意见指教

Kevin Merkley, Principal 校长

Rita DeAla, Vice Principal 副校长

Strengths/Next Steps: *(Please write any feedback for us here)* 優點/需改善方面(請多給意見)



Invite~ Ignite ~Inspire