

DIVISION FOUNDATIONAL STATEMENTS

Core Purpose

To inspire success.

Core Values

Our core values help to define our Division, guide our behaviour, structure our operations, and shape the strategies we use as we face opportunities and challenges.

- Student-Focused Learning
- Relationships
- Supportive Environment
- Passion
- Managing Resources Responsibly

Statement of Beliefs

1. It is important to state goals and expectations for the Division.
2. It is important to foster a spirit of cooperation between and among schools and a willingness to work for the common good.
3. Programs, resources and facilities will be in accordance with the Division's philosophy and policies and the principle of equity.
4. Staff members will exercise autonomy and flexibility in determining the means by which requirements set by the Board can be best met.
5. Our main task is to help provide the highest possible standard of educational opportunities for students within the Division through the use of available resources.
6. Each person possesses inherent worth and dignity and is deserving of respect.
7. Each student has the right to an education which addresses individual need and individual potential.
8. Along with the right to an education, each student has a responsibility to attend regularly and to abide by expectations for student conduct identified in the School Act, Board policies, Administrative Procedures and school regulations.

9. It is essential to help promote the existence of school environments which instill a love of life-long learning, a striving for excellence, the development of a healthy life style, and a positive self-image.
10. The development of inter-personal relationships deserves purposeful attention in schools. Qualities such as honesty, acceptance of others, cooperation and trustworthiness help foster harmonious relationships within the school and the community.
11. Schools perform a vital function in society as they serve to transmit important social and cultural values, and to assist students in becoming responsible and productive citizens.
12. The degree of individual achievement depends to a large extent upon student ability and motivation, as well as support from the home.
13. Other important sources of influence also have an impact upon student attitudes and achievements.
14. Student learning opportunities are enhanced when the efforts and expectations of all agencies affecting children complement one another and when the agencies communicate effectively with one another.
15. Effective teaching reflects the use of a variety of instructional methods and is influenced greatly by the learning needs of students.
16. Successful schools maintain a strong sense of community and provide a safe and orderly environment for learning. They communicate a clearly stated, simply understood statement of purpose. They encourage parents and local community members to become active and supportive participants in the life of the school through the provision of opportunities for formal and informal involvement.
17. Student learning and staff engagement are maximized in a welcoming, caring, respectful and safe environment.
18. Bullying is prohibited.

Legal Reference: Section 8, 13, 39, 45, 47, 60, 61, 78, 113 School Act
Government Accountability Act
Guide to Education ECS to Grade 12
Policy and Requirements for School Board Planning and Reporting
School Authority Planning and Reporting Reference Guide