

TEACHER'S REPORT

Sherwood School Council • Monthly Classroom Snapshot

TEACHER REPRESENTATIVE	MEETING DATE	TEAMS / GRADES
Little and Toews (Saunders in spirit)	Sept. 14 th , 2026	5/6

CELEBRATIONS & HIGHLIGHTS

What are students proud of? Share a success, memorable moment, project, or accomplishment.

- This year, Grade 5/6 has approached options through a cross-curricular lens. We have three options: Art, Life Hacks, and Design Thinking. Students spend a month in each class before rotating through. In each class, they focus on different core skills through project-based learning.

Life Hacks: Life Hacks is all about learning practical skills that make life healthier, safer, easier, and a little less complicated! Drawing from the Grade 5/6 Wellness curriculum, students will explore wellness, nutrition, emotions and stress, personal safety, healthy relationships, financial literacy, decision-making, and everyday problem-solving. Through hands-on challenges, games, experiments, and real-life scenarios, students will build skills they can actually use in the classroom, at home, and out in the world.

Design Thinking: In Design, students become problem-solvers, creators, and innovators! Using the design cycle, students will identify problems, generate ideas, build and test solutions, and improve their designs through an iterative process. Drawing connections to Science, Technology, and Coding, students will explore how creativity, technology, and scientific thinking can work together to solve real-world problems. Expect to build, experiment, code, test, redesign, and—most importantly—learn from what doesn't work the first time!

Art: Students have crafted their own sketchbooks and are learning various sketching techniques. Throughout this option class, students explore ideas, materials, techniques, and ways of expressing themselves through visual art. They will experiment with a variety of media, develop their artistic skills, and learn to make thoughtful choices as they create. Students will explore elements and principles of design, look at and respond to artwork, and discover how art can communicate ideas, feelings, stories, and perspectives. Most importantly, this is a space to take creative risks, try new things, and develop your own artistic voice!

WHAT WE'RE LEARNING

What are students currently learning or working on across the school or grade teams?

- Across the school students are engaged in tasks designed to reflect how they are *becoming* through the lens of Indigenous education practices. Students are creating a yearlong symbolic record of their learning and experiences using a medicine wheel and adapted Winter Count. Students will individually reflect on their learning each month as well as contribute to a shared record. We hope to use this as a way to see our path as we become better learners and better people.

LEARNING IN ACTION

Share one interesting lesson, project, field trip, option, club, intervention, or learning experience.

- Last Friday, our Grade 5/6 students explored the role of trains in our Ogden community through a **Then, Now & Next** learning experience. Students learned about the rich history of trains in Ogden, explored how trains continue to shape our community today, and considered what the future might look like with the Green Line. We wrapped up our learning with a community walk to observe and connect what we had learned to the world around us. It was a great day of place-based learning, thoughtful conversations, and plenty of train-related discoveries!

STUDENT VOICE

What are students talking about, excited about, or asking for? Include a student perspective when appropriate.

- “All of our activities today have made us think in the best kind of ways.” - Noah, whole-heartedly supported by his Gr. 6 peers

WE ARE BECOMING

How are students demonstrating belonging, trying, learning, growing, or becoming?

- Grade 5/6 are becoming more resilient for learners. We are focused on taking risks, like working with new people outside of our grades, trying hard, and doing our best. Using an "I do, we do, you do, how'd ya do" approach, students see a skill modelled, practice it with support, and then try it independently. Our "Get Ready / Do / Done" routine makes each step of a task visible, so students know what to gather, what to do, and what finished looks like. This structure means students are more willing to start something difficult, work with new partners, and keep going when a first attempt doesn't work.

THANK YOU, FAMILIES!

Recognize family or School Council support that has made a difference for students or staff.

- Many families have supported their learners to conduct fundraising efforts for our Terry Fox run. With your support, our 3 classes have raised over \$250.

COMING UP

Upcoming activities, events, projects, celebrations, or opportunities families should know about.

- Calgary Campus Open Minds Field Trips (gr. 4-6) Mrs. Saunders (Oct. 15, 20-23), Ms. Toews (Oct. 26-30), Ms. Little (Jan. 18-22) (\$68 per kid grade 4-6)
 - Outdoor School: Project Kampfire (\$310 per kid) <https://projectkampfire.com/outdoor-school>
 - National geographic film viewing downtown April 14th (FREEEEEEEE)

Outdoor School Overview

Project Kampfire's Outdoor School offers immersive, hands-on experiences that bring learning to life in the natural world. Our program focuses on increasing environmental literacy, awareness, and action by fostering curiosity, critical thinking, and a deep connection to the environment. Through exploration, teamwork, and reflection, participants gain the knowledge and skills needed to become responsible stewards of the natural world. Outdoor School is a transformative experience where education meets adventure, inspiring youth to see their role in creating a sustainable future.

Objectives

At Project Kampfire, our goals for Outdoor School are:

- Increase capacity in the areas of environmental literacy, awareness, and action.
- Provide a total learning experience specific to each individual school/classroom that spans the breadth of Alberta Learning's Program of Studies.
- Deliver experiential and inquiry-based curriculum studies in science, physical education, social studies, art, and language arts.

Environmental Literacy, Awareness, and Action

Environmental Literacy Activities in this category focus on fostering a deep understanding of natural processes and the interconnectedness of ecosystems. Through investigation, exploration, and the study of biodiversity, students learn about the players and processes that shape the natural world. By engaging in critical thinking and inquiry-based activities, participants develop the knowledge necessary to make informed decisions about environmental challenges.

Environmental Awareness These activities inspire students to cultivate a lasting relationship with the environment. By immersing themselves in nature through observation and exploration, participants gain a deeper appreciation for the beauty and complexity of the natural world. Activities are designed to spark curiosity and foster a sense of wonder, encouraging students to see themselves as part of the ecosystems they study.

Environmental Action Action-oriented activities empower students to translate knowledge into sustainable practices within their schools, communities, and beyond. Programs like recycling initiatives, food waste reduction skits, and hands-on sustainability projects illustrate how small actions can lead to significant impacts. Participants leave equipped with the skills and motivation to drive positive environmental change.

Outdoor Recreation Complementing the environmental focus, outdoor recreation activities encourage students to actively engage with nature while promoting teamwork, leadership, and physical fitness. These fun, dynamic activities provide a balance of challenge and camaraderie, ensuring that participants experience the joy of being active in the great outdoors.

TEACHER WISH / COUNCIL CONNECTION

Optional ideas for discussion, resources, volunteers, or experiences where Council may help. Not a formal funding request.

- Funding support for Calgary Campus Open Minds and Outdoor School at Project Kampfire
 - If council covers \$1000 per class (5 classes) then students will only need to pay \$25.00 each. Total cost for council would be \$5000.00
 - If council covers \$80 per kid (70 ish kids) then students will only need to pay \$230.00 each. Total cost for council would be \$5600.00

AROUND SHERWOOD

Grade 4-5: _____	Grade 6-7: _____
Grade 8-9: _____	Options / PE: _____

PRINCIPAL'S REPORT

Sherwood School Council • Monthly Leadership Snapshot

PRINCIPAL Brenna Fraser	MEETING DATE September 14, 2026	TEACHING TEAM Grade 5/6
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CELEBRATE <i>One success to highlight</i> Sherwood is off to a strong start. Students are settling into routines, expectations are becoming established, and we are seeing strong engagement in the start of the school year.	WATCH <i>One area we are monitoring</i> Student enrolment, staffing and school routines. Continue monitoring student numbers and staffing needs, along with implementation of school-wide expectations and traffic/bus drop-off concerns.	NEXT <i>One priority before next Council</i> Launch key learning and engagement work. Learning Lab, Principal's Listening Circles, Communi-Teas, School Development Plan priorities and upcoming community events move into implementation.
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1. STUDENT LEARNING & SCHOOL IMPROVEMENT

Progress, evidence, instructional priorities, achievement trends, interventions, and next steps connected to the school development plan.

- **Learning Lab:** Rotating focus between well-being curriculum and targeted literacy intervention.
- **School Development Plan:** Beginning implementation and establishing priorities/evidence for the year. More details to come
- **Trustee Meeting:** Opportunity to present Sherwood's Learning Lab model and share the work happening at the school.
- **Data Snap Shot:** 315 Students Enrolled
42 Grade 4 • 37 Grade 5 • 33 Grade 6 • 84 Grade 7 • 62 Grade 8 • 57 Grade 9 *Grades 7–9 account for 203 of 315 students, or 64.4% of the school.

2. STUDENT WELL-BEING, BELONGING & SCHOOL CULTURE

Student voice, engagement, attendance themes, belonging, behaviour supports, celebrations, and community-building work.

- **COMING SOON-Principal's Listening Circle:** Launching a structured opportunity for students to share their experiences, perspectives and ideas directly with administration.
- **COMING SOON-Communi-Teas:** Creating additional opportunities to build relationships and strengthen family/community connection.
- **School-wide expectations:** Implementation of expectations around hoodies and energy drinks is going well, with most students complying.
- **Student voice:** Grade 9 students are voting and developing slogans for new Sherwood swag.
- **WE ARE BECOMING** theme throughout the year: belonging, trying, learning, growing and becoming.

3. STAFFING & SCHOOL OPERATIONS

Staffing changes, professional learning, facilities, safety, scheduling, programs, or operational items Council should know about.

- **Staffing:** We currently have 17.7 teachers, 2 Education Assistants (25 hours each), Behaviour Support Worker (25 hours), 2 lunchroom supervisors, NEED to still hire one more lunchroom supervisor

4. WHAT'S NEW / OPPORTUNITIES

New initiatives, partnerships, grants, programs, special events, or opportunities for students and families.

- **Sher-Burger:** Update on planning, participation, community partners and next steps.
- **Basketball Tryouts:** Continuing to happen and hopefully we will have teams established soon.

5. COUNCIL CONNECTION: NEEDS, WISHES & DECISIONS

Items where Council input, advocacy, volunteers, fundraising, or future consideration may help. Clearly identify anything requiring a decision.

- **Council Executive:** Parent/guardian members needed to take on Council roles.
- **Fundraising:** Establish fundraising priorities and determine next steps for the year once we have someone to take it on.
- **Volunteers:** Parent volunteers needed to support Healthy Hunger, Yeti and Digfest sporting events, Dances, etc.

6. LOOKING AHEAD

Key dates, upcoming milestones, emerging priorities, and what families can expect before the next meeting.

- **AGM:** Vote in volunteers for executive roles

COUNCIL FOLLOW-UP

Action / Decision	Lead	By When
_____	_____	_____
_____	_____	_____