

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Banting Middle School 2025-2026



Intellectual Development

Goal: To improve students' clarity and comprehension in written communication.

Rationale:

Writing and speaking differ in how they convey meaning. Writing uses grammar and precise vocabulary for clarity, while speaking relies on inflection, tone, and body language to aid comprehension.

Planned Actions:

Highlight the difference between spoken and written language. Teach formal, organized writing including sentence structure, grammar conventions and Tier 2 vocabulary. School wide focus on vocab development to aid in precise expression across the curriculum, in every classroom. School wide celebration of written language: games and activities to build and play with vocab and word combining in a meaningful way. School-wide "words of the week" will be taught.

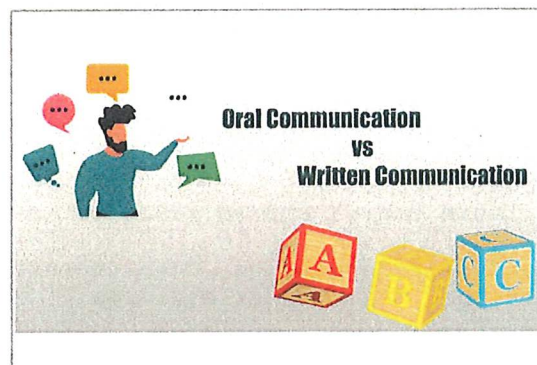
Indicators of Success:

Students will be able to use written conventions to clearly answer "so what" questions, generate, elaborate and expand on ideas and communicate their understanding across the curriculum.

Students will use a wider range of vocabulary more often, in response to teachers highlighting school wide vocabulary.

School Community Engagement Process:

Use staff meetings, ProD and collaboration time to assess our learners' needs, plan and target instruction

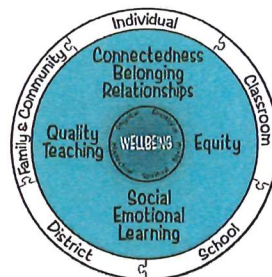


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Banting Middle School**

*Increasing Success in
Life for All*

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Human and Social Development

Area of focus:

Students/teachers will continue to recognize dysregulated behaviours and look to support them by reframing. Together, they will use responsive, co-regulation strategies to restore calm, support emotional regulation and promote resilience.

Planned Actions:

At staff meetings, Pro-D days, & staff collab time, self-reg committee will provide professional development looking at the five practices of self-reg (reframing, recognizing, reducing, reflecting and responding). Staff will establish and foster a consistent and common language around self-regulation. The youth worker, counsellor and trained staff will implement the PreVenture Program (Foundry) targeted for Gr. 7 students. Continued classroom discussions around normalizing conversations about emotions/stress. Continue using restorative circles and conversations. Support parent community with suggested resources on self-regulation.

Indicators of Success:

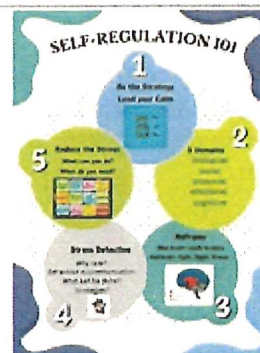
- Staff report a reduction in reactive behaviours. Reduction in office referrals.
- Increased common language used throughout the school.
- Students will be able to identify preferred strategies and spaces to help self-regulate.
- Staff feedback (TL meetings, staff meetings, team meetings) and observations.
- Positive shift in school climate surveys

School Community Engagement Process:

Communication to PAC and parents through meetings, school website, emails and newsletters.

Visuals around school (posters on bulletin boards and in classrooms)

Staff Self-Regulation Committee monthly meetings. Team Leader Meetings.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

To become more connected to the indigenous culture of our community and our students.

Planned Actions:

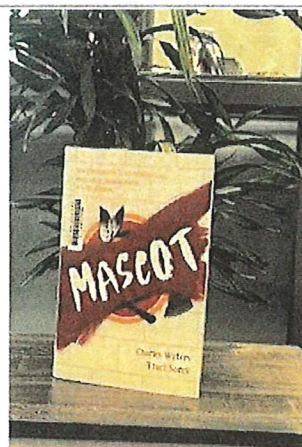
Promote indigenous stories and cultural understanding through sharing at staff meetings and professional development days. Invite colleagues from Coquitlam Indigenous Education to present to staff and students various cultural learning opportunities. Invite community members with Indigenous heritage to share their stories and cultural teachings. Continued commitment for Banting indigenous students to participate in the district indigenous leadership series. Work with Banting indigenous students to access their voice and perspective.

Indicators of Success:

Staff and students will be able to articulate their learnings about indigenous culture. Banting indigenous students will feel heard and a sense of pride in their positive input to the school greater understanding of the indigenous culture.

School Community Engagement Process:

Meet with Indigenous Educations middle schools representative to discuss options for cultural learning opportunities. Ask PAC to support Banting bringing in outside presenters. Share with parent community resources and learnings through newsletters and our website.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Banting Middle School

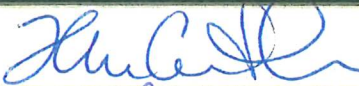
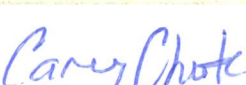

Reflection

This past year was the third year we had a numeracy focus. We did assessments and surveys at the beginning and end of the year. Students indicated growth in their capacity and enjoyment of numeracy. The staff decided the school was ready to transition to literacy for the upcoming school year.

This past year was our first year having self-regulation as our focus area. We created an 8 person committee including administration, teachers, and Educational Assistants. We started investigating aspects of self-regulation to educate staff about how this may impact classrooms and implemented some basic general strategies to support student regulation (specifically, daily healthy snacks in classrooms limit dysregulation factors). We intend to get more specific with strategies moving forward and develop a greater understanding of why students become dysregulated.

We spent the majority of our time becoming more familiar with the Indigenous Ways of Learning and understanding how our current practice fits. Now staff are more aware and intentional in acknowledging how their instructional practice relates to the Indigenous ways of learning. Moving forward, we are following Coquitlam Indigenous Education department's lead to become more engaged with the Indigenous community and hear our Banting Indigenous students' voices.

Signatures

Title	Name	Signature	Date
Principal	Tristan McCutcheon		July 3, 2025
Assistant Superintendent			July 2/25

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