

Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

David Lloyd George Elementary

MISSION STATEMENT

The purpose of David Lloyd George Elementary School is to enable each student to realize ongoing growth and to aspire toward his or her unique potential for success by participating in challenging educational activities within a welcome, safe and supportive environment.

2015-2016 GOALS

1. To align our practice with what we know about how children learn.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

David Lloyd George Elementary School was opened in 1921 and was named after the British Prime Minister, David Lloyd George, who governed from 1916 to 1922. David Lloyd George School enrolls approximately 370 students from kindergarten to grade 7. We are a dynamic, multicultural and diverse community. Currently, our population comprises approximately 60% English as Second Language learners from varied cultural backgrounds and is host to students with varying academic abilities. Although 29 different languages are identified as home languages for our students, we are proud to highlight that our students perform well on both the Ministry of Education standardized tests and on school-based measures, where students perform at and above the provincial and district averages. These measures are used to guide our academic focus in all subject areas.

Our school goal for the 2016-2017 school year will continue to allow teachers to individually, collectively, and collaboratively evaluate, and align their teaching practice against what we know about how children learn. We will also be evaluating the impact on student engagement that changes in our practice make.

We take pride in our reputation of having a positive school culture with well-behaved students. We have focused on developing a safe, caring and positive environment in our school. We have a variety of leadership activities and work hard to encourage our students to be positive leaders and role models. Our student leadership program continues to be an important way to preparing students to be contributing citizens and to capture their positive influence in the school and beyond. The leadership students added another important avenue of participation and influence for our senior students to contribute positively to the school community and through their outreach initiatives The school Code of Conduct and motto, be responsible, be respectful, be safe and be ready to learn, are taught and reinforced throughout the school year.

Although the attendance at Parent Advisory Committee meetings is relatively low, many parents are involved in school activities. More than 100 parents have volunteered in the school, ranging from participation in field trips to PAC events. Our goal is to continue to offer different opportunities to engage working parents in meaningful ways in their children's education. The PAC continues to support programs within the school by using their resources to purchase equipment and materials for the school. In recent years they have helped provide a variety of literacy resources, Home Reading books and alternative resources for students with special needs. Built a new primary playground and contributed to increasing our technology tools. We are very grateful to the parents and extended community for supporting our school. The PAC's focus for the past few years has been to fundraise the \$80,000 to \$90,000 needed to replace the existing intermediate playground. This will likely continue to be their focus for a few more years.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. To align our practice with what we know about how children learn.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

What steps did we take to address the identified student(s) needs?

Goal 1: Our work to align our practice is completely focused on better meeting the needs of our students. The staff enthusiastically embraced the goal as evidenced by the fact that every teacher on staff was involved in a Collaborative Inquiry group. Each of the five groups worked to address our goal from a different area of interest or perspective. The five collaborative inquiry questions are

1. How can we provide opportunities for students to move beyond being passive recipients of knowledge to become knowledge builders, capable of creative and innovative solutions to problems?
2. How does the practice of daily breathing exercises, meditation and/or yoga positively and significantly impact student self-regulation?
3. How can students use meta-cognition to enhance their own learning?
4. How will the daily use of a sensory motor lab assist our students in increasing their ability to learn in the classroom?
5. How can learning about 'EQ' affect student behavior and learning?

Group members completed reflection sheets to record new things that they have tried in their classrooms and their reflections about the activities/processes/methodology. Groups regularly met and shared their learning as well as reporting out to the larger staff from time to time.

Goal 2: We spent a wonderful professional day of learning lead by skillful Musqueam teachers, historians, story tellers, performers and artists. It was a day of rich experiential learning as we heard, saw, touched and walked in the rich history and culture of the Musqueam People.

We continue to acknowledge aboriginal territories at all assemblies and in the Monday

morning announcements. Teachers are including first nations' perspectives in their teaching across the curricular areas and will continue look for ways to increase this important content.

What was the evidence of success for each student?

The evidence of success is for the most part subjective in nature and is reflected in comments about improved student engagement and self-regulation on the reflection sheets that teachers completed and handed in. There was some student survey data collected by the group looking at breathing techniques, meditation and yoga, that supported improvements for students. It is the aim of our individual and collective work towards our goals to see increases in student participation, engagement, self-regulation knowing that these will result in better outcomes for overall student success.

How did we communicate and celebrate student success

We regularly communicate student success in our collaborative inquiry groups. The groups also report out to the whole staff about their question and how it is impacting student success. I regularly communicates student success in reports to the PAC, in newsletters and through informal conversations a parent or with groups of parents. Some of our teachers are also planning to attend the Celebration of Inquiry Learning on May 25th.

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

- A) Continue with the current goals as outlined in our reflections for 2015-2016.

