

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.

GENERAL BROCK ELEMENTARY SCHOOL

MISSION STATEMENT

The school will provide students with a positive, supportive and healthy environment in which to develop a strong feeling of self-worth and learn the knowledge, skills and attitudes needed to grow and develop to their maximum potential within a multicultural, technological society.

2015-2016 GOALS

1. To continue to improve student achievement in social responsibility which, as indicated by research, leads to an improvement in academic achievement
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?

General Brock Elementary is a small, multicultural community school located at 33 Avenue and Main Street in Vancouver. Brock Elementary is more than 100 years old and over the years has expanded from its original wooden building to the present three buildings.

General Brock provides a strong academic program with a focus on each child's social-emotional development. We have a number of after-school and extra-curricular activities to offer our students. Our strong extra-curricular program includes intermediate teams for cross country, volleyball, basketball, badminton and track and field. Our after-school programs provide an opportunity for our children to benefit from participating in structured activities after school hours. We believe that relationships with the community foster children's social and emotional competence.

General Brock is a partner with the Vancouver Board of Education in Early Intervention (EI) and Reading Recovery (RR). These literacy initiatives have provided time for collaboration and professional development to address the needs of children and provide literacy strategies which support each child's learning. In partnership with the Little Mountain Neighborhood House, we also sponsor a pre-Kindergarten program that provides readiness skills to both students and parents.

Our learners include neighborhood children as well as 3 Vancouver Board of Education District Classes: Life Skills Program, Extended Learning Assistance Class (ELAC) and Intensive French for grades 6 and 7. The two district special education classes serve children with developmental disabilities and students with learning disabilities. In total, we will have 240 students in 11 divisions representing a wide variety of cultural and socio-economic backgrounds. Many students speak a language other than English at home.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. To continue to improve student achievement in social responsibility which, as indicated by research, leads to an improvement in academic achievement
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 – Social Responsibility

- Continued with monthly assemblies focusing on social responsibility
- Had whole-school activity stations at the beginning of the school year with a focus on the Code of Behaviour/Rights and Responsibilities/Teamwork
- Had whole-school bulletin board displays during conference times with a theme supporting our school goal
- During our multicultural week we had stations where students learned about and experienced many cultures from around the world in various activities taking place around the school – this week culminated in a pot luck dinner and multicultural event organized by the PAC
- Invited the district anti-homophobia/diversity mentor to present a lesson to primary students
- Developed committees to plan for our special events/days/weeks
- Supported our vulnerable students through collaborative meetings, school-based team meetings and family meetings, etc.
- Attended a half day workshop to support social and emotional learning, spent another professional development day working on our school goal

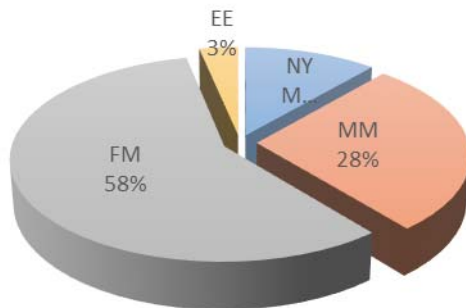
Goal 2 – Aboriginal Enhancement Goal

- Investigated the possibility of piloting a program with the Bill Reid Gallery (unfortunately, their staffing changed and it was not possible this year but we will keep in contact hoping to be able to do so when they have staff available)
- Included Aboriginal content in the multicultural celebration in January – invited Aboriginal guest speakers/presenters (Aboriginal Education Consultant/ Aboriginal Education Cultural Coordinator & Knowledge Keeper-Elder in Residence)
- Reviewed our collection of Aboriginal books/resources in the library and added to the collection
- Worked with the Aboriginal Enhancement Cultural Coordinator and Consultant, in recognition of the National Aboriginal Day in June, to create whole-school stations with an aboriginal focus
- Incorporated Aboriginal content into the classroom lessons as prescribed through the curriculum at all grade levels

What was the evidence of success for each student?

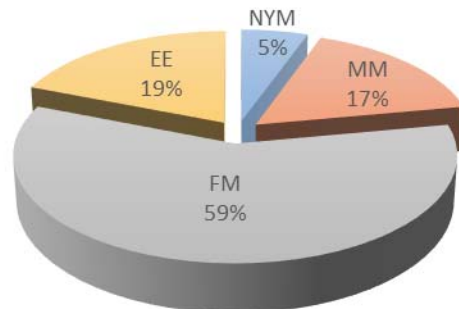
Goal 1 – Social Responsibility

Valuing Diversity and Defending Human Rights
Fall Data 2015

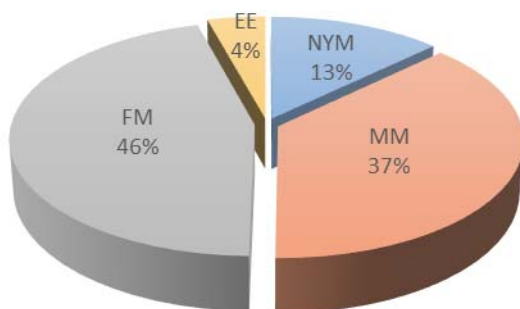


NYM - Not Yet Meeting
MM - Minimally Meeting
FM - Fully Meeting

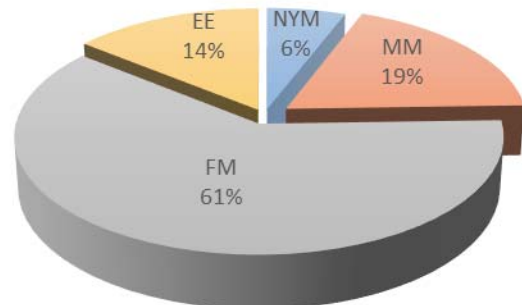
Valuing Diversity and Defending Human Rights
Spring Data 2016



Exercising Democratic Rights and Responsibilities
Fall Data 2015



Exercising Democratic Rights and Responsibilities
Spring Data 2016



As you can see from the charts above, there was improvement in both strands of the social responsibility goal.

As well as using the performance standards to assess the students' progress, staff also noted:

- Parents made comments to a teacher about their child managing on the playground with what has been taught in class (K)
- Teachers on call have commented on how respectful the children are when they visit the school
- There are many instances where children in several classes (intermediate) have been seen to be helping the children in our life skills class and children standing up for others without prompting from adults
- A new teacher to the school commented on how children were saying hello and greeting them in the mornings even though they did not have a connection with them
- On the playground during recess and lunch the staff are noticing an increased sense of fairness and social responsibility and a decrease in bullying-type behaviour - students appear to be looking out for one another
- At Halloween, children were showing overall caring for one another during Halloween stations that were organized and led by our leadership group and ran during the lunch hour
- Children coming to Brock from different schools for our intensive French program are finding positive ways to fully immerse themselves into the Brock community
- Children visiting our school for the challenge centre are being invited to play with others on the playground
- There is an increased use of varied, appropriate language to express feelings with an increased knowledge of emotional intelligence
- Although we have seen student progress in the area of social responsibility we have focused on this year, we still see the value in keeping the goal for next year to consolidate behaviours and understandings as we discussed when we started the goals

Goal 2 – Aboriginal Enhancement

In working towards this goal:

- We have continued to bring in stories, books, go on field trips to support this goal.
- We have worked towards making sure we are bringing in authentic sources of information. The teacher librarian looked at resources and brought in some more resources that would support this goal.
- There are generally more conversations happening and more awareness in the school.
- One teacher continues to try to make a contact with the Bill Reid Gallery to see if a pilot can be started to work collaboratively as outlined in the plan last year.
- Two teachers attending a primary workshop attended an aboriginal workshop to help support the teaching and learning how to “decolonize” the curriculum and incorporate the Aboriginal perspectives of learning. These resources have been shared with other staff.
- Teachers are finding that with the curriculum there are areas where Aboriginal content is present and flows nicely and they are implementing them into regular classroom activities.
- In June we will be having an Aboriginal celebration around the summer solstice.
- Some staff continue to struggle with incorporating ideas and addressing current Aboriginal perspectives versus Aboriginal history and life.

- With the transformed curriculum some staff are hoping that with content being woven throughout all content areas there might be a possibility that there are some people who can speak to specific areas. For example, the curriculum states you can use Aboriginal perspectives to teach a certain concept but no specific examples of how to do this.
- Staff are feeling that we need to reach out to more members of the Aboriginal community and/or district staff to support our work.
- This year, we did not have an aboriginal enhancement worker and staff found it more challenging to address this goal. Some staff feel that targeted funding and resources would certainly help with our progression towards this goal along with more time to work with new resources.

How did we communicate and celebrate student success

Goal 1 – Social Responsibility

- Information was shared at PAC meetings
- Information was shared via newsletters
- Information was shared via parent conferences and report cards
- Information was displayed on bulletin boards
- Presentations were made at assemblies
- Students being able to demonstrate the confidence that they have acquired through the year by leading assemblies and morning announcements
- Staff recognizing socially responsible behaviour one-on-one with students as they see it happening
- Acknowledging parent comments and relaying information to students that they did a good job being socially responsible outside of school
- Communicating with parents through communication books/agendas (in some classes)
- Through Individual Education Plan meetings
- Students in Kindergarten sharing stories about times where they were demonstrating socially responsible behaviours
- Students participating in the Brock Leadership Team (BLTs)
- BLTs were motivated to be leaders and started up a newsletter to show work they were proud of so it could be seen by more than teachers/parents
- Students not able to participate in the BLTs started the Critter Club and raised money for the SPCA
- Numerous classes went out into the community and visited a senior's home
- Students giving other students feedback

Goal 2 – Aboriginal Enhancement

- A week of celebration will be held in June

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.