



1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Kerrisdale is situated in a predominately single-family neighborhood. Attendance has held steady over the last several years hovering just above or below 600 students. Approximately 18% of our families report speaking a language other than English at home. About 13% of our students are designated as English as a Second Language. We are heading into our third year of Early Intervention and Reading Recovery. We have 18 International studies attending our school for 2017 – 18. Kerrisdale Main School enrolls approximately 585 students. Kerrisdale Annex, our second site, just a few blocks away, enrolls approximately 115 students. Kerrisdale Main enrolled K-7 French Immersion and Grade 3 to 7 English and the Annex will enroll Kindergarten to Grade 2. Kerrisdale is now home to the FIMACC class. This is a Multi-Age Cluster Class that is part of the VSB Gifted Programs. Students in this class have been designated gifted and have an ability to work in French.

Our French and English streams collaborate on a variety of projects throughout the year such as, the Grade 3 Aquarium sleepover, and the Grades 4, 5 and 6 camp program. Valuing diversity is an important aspect of our school and we honor our aboriginal culture through historical study. All Grade 4 students attended the Big House in Squamish for an extended overnight program and many parents and teachers attended training sessions before accompanying the students.

Together we have developed a strong spirit of giving in our school. Many events and activities focus on giving to others and demonstrating positive global citizenship. Our students follow our School Code of Conduct and our motto is: Is it Safe – Is it Kind – Is it Fair? We have a very large and active Student Leadership Group that operates throughout the school in the forms of Student Leaders (helpers to kindergarten classes), the Student Council focusing on spirit days and global fundraising projects and the Student Committee which focuses on school-based issues and the inclusion of student voice into the improvement of the life of the school. Kerrisdale also has an outstanding strong music, fine arts and drama focus.

We offer a host of athletic programs, which are both very well represented and have a large participation rate. Staff commitment to healthy living and athletics results in our students enjoying the opportunity to participate in all school sports with quality coaching, sportsmanship, and enthusiasm.

A very high percentage of our students meet and fully meet B.C. Ministry of Education expectations in all academic areas. We are proud of the educational opportunities we are able to offer, and of the proficiency our students develop in both the academic and extra-curricular realms.

Our School Goals:

Students will communicate knowledge, understanding and opinions effectively using a variety of medias and formats.

Objectives:

- Students will communicate clearly, focusing attention on audience and purpose
- Students will understand, select, and use technology effectively and productively.

Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy,

- awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year
 - Continued to develop and reinforce students' communicating skills (listening, speaking and writing) through enhancing students' vocabulary, modelling step-by-step effective oral presentations, and continuing utilizing "6+1 Writing Traits" program
 - Provided opportunities for sharing ideas during brainstorm sessions, book discussions, peer to peer talk, Popsicle Stick Book Discussion, etc.
 - Explicitly taught strategies with the emphasis on sharing information clearly and in an organized way
 - Mindfulness built in to the day to help students self-regulate in order to create an accepting, comfortable/non-threatening environment where students feel confident to share their opinions
 - Explicitly taught respectful listening and paying attention to the feelings of others
 - Oral presentations to a variety of audiences
 - Teachers used the staff developed scope and sequence for implementation of digital literacy
 - Implemented and enhanced responsible use of technology to promote effective communication and digital media literacy
 - Professional Development was planned in conjunction with the School plan goal, teachers on staff provided workshops for other staff and provided mentorship in the area of technology and the use of Apps
 - Learning Commons reconfiguration has allowed for more collaboration with the teacher librarian and
 - The following are examples of various ways students have demonstrated understanding: Use of iMovie, Power point, Explain Everything, and other programs to show understanding.
 - Use of Ipad Apps such as Blabbersize

3. WERE WE SUCCESSFUL?

- Outline results
 - The following Strategies were regularly used with students throughout the school year:

- All students participated in numerous oral language activities that fostered a comfortable environment for speaking in front of others with various audiences (show-and-tell, Science demonstrations, drama, puppet shows)
- Some of our classes participated in Heritage Fair, the presentations had both a written and oral component; our FIMACC presented their projects on World War 1 at Simon Fraser University Downtown and at Oakridge for the public to enjoy.
- Reading Recovery: early intervention for grey area students, collaboration with early Primary teachers
- Technology used to show understanding and provide students opportunities to share and self-reflect on learning (Shadow Puppet, Showbie, Explain Everything).
- Students regularly used I-pads in various ways, including to record drama presentations.
- Fresh Grade was used by several teachers to chart student progress on a weekly basis for parents(video and photos)
- Assemblies and Student Council provide opportunities for older students to speak and take on leadership roles as well as modeling speaking for younger students.
- Data on listening, speaking, reading and writing was collected after each term and shared with staff to prompt discussions about success of strategies being used in classes and for identifying students with specific needs. Term 2 Data indicated that students were fully meeting and meeting expectations in listening, speaking, reading and writing. Reading was an area where some students were still struggling and the teachers identified that reading comprehension was the specific area of concern.
- A technology self-evaluation survey was administered to the students in May 2016 that was not included in last year's review. The survey indicated that the majority of students were able to communicate ideas using technology at the intermediate. Up to 10% of students in grades 3 and 4 were using technology occasionally, this diminished to less than 5% at grades 5, 6 and 7.
- Student/teacher-created rubrics generated criteria throughout the year to support student ownership of their learning and understanding of the evaluation process.
- Students were given opportunities to show leadership in the classroom by leading activities as well as through school projects initiated by Student Council.

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

- We continued to highlight student performance through: Report cards
Parent meetings and goal-setting conferences, parent-teacher and student-led conferences.
- Kerrisdale's website
- Reports to PAC
- Class presentations such as Author's Circles
- Displays of student work
- Sharing of oral presentations with a younger/older buddy class
- Class oral presentations, individual and in small groups
- Data collected on listening and speaking shared with teachers at Staff meetings
- Data collected on student self-evaluation about technology shared at a staff meeting
- Annual School-wide celebrations – such as the Art Show, Talent Show

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

A large group of the staff have been participating in a book study of "Teaching to Diversity" by Jennifer Katz and participating in Professional Development based on the Three Block Model of Universal Design for Learning. There has been significant discussion around social, emotional learning and an acknowledgment of the anxiety levels of our students. Jennifer Katz introduced staff to the notion of resiliency and a model of how to teach resiliency. Jennifer is continuing this discussion with us at our staff meeting in May 2017 with the idea of incorporating the teaching of resiliency as a school wide goal including workshops for parents starting in September 2017.



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

We currently have 3 Aboriginal students at grades 3 to 6 and one of those students will be leaving Kerrisdale next year. Our students are being very successful at Kerrisdale. We have a supportive family that is very closely connected to the Musqueam and has provided direct contacts with the Musqueam, particularly in the 150 Canadian Anniversary proposal for the carving.

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.
 - novel studies focused on aboriginal culture and history; for example, Hannah and the Spindle Whorl, Haida Boy, My Name is Seepetza, and Fatty Legs, new novel sets purchased from Aboriginal Resources list.
 - all Grade 4 students participated in the Big House overnight field trip in Squamish
 - many students participated in the Museum of Anthropology field studies
 - art projects inspired by First Nation's artists.
 - issues of social justice explored through the subject of governance and restorative justice as well as discussions of issues around acceptance and diversity
 - maintaining high expectations for acceptance and diversity
 - Aboriginal music has been part of our program for the last two years
 - integration of Aboriginal music, songs and chants to enhance the grade four Social Studies program
 - French Aboriginal Resources purchased
 - Teacher Librarian assisted in the development of school-wide units of study on Aboriginal culture and purchased more books written by Aboriginal authors
 - Applied for the 150 Anniversary carving project and was successful, all students met with the carver and participated in an initial carving experience; representatives of each class met with the carver to discuss the theme of the carving as well
 - Students attended the Susan Point Spindle Whorl Art Exhibition at the Vancouver Art Gallery and produced art that was displayed in our yearly Art Show

8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives
 - A focus on aboriginal stories and the continued purchase of more books for the library in English and in French for studies to read including novel sets for whole class reading
 - Continued acknowledgment of the Aboriginal context
 - Continued visits by the Grade 4s to the Big House
 - Continue to make connections with the Musqueam through our family connection
 - Display the carving in a prominent place in the school and continue to use the carving as a learning tool
 - Inquiry group will continue to focus on writing and incorporating Aboriginal theme into student writing.

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice
 - During our school wide carving project, each student was given the change to listen to the story of the Coast Salish carving tradition and many of the students showed their interest by asking good meaningful questions. Each student also was given the change to carve a tiny piece of the red cedar carving 5' X 6'. The theme of the carving is Moving Forward Together.

