

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.

ECOLE LORD TENNYSON

MISSION STATEMENT

To enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to foster life-long learning and to experience success in future life pursuits.

2015-2016 GOALS

1. GOAL: Social Responsibility

To work collaboratively as a school community (staff, parents, outside agencies) to improve students' well-being by fostering independence, resiliency and self-regulation.

2. GOAL: Aboriginal Cultural Enhancement

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?

Lord Tennyson is a French Immersion school that will be enrolling approximately 475 students in 2016-2017. Students come from a large and diverse area that includes downtown Vancouver, False Creek and a large part of Kitsilano. Students come from a variety of cultural backgrounds. As French Immersion is a district Choice Program for students wanting to learn French as a second language, our catchment is quite large. Most students' first language is English, but we do have some students whose first language is Russian, Polish, Vietnamese, Croatian or Serbian. In spite of the fact that many students come from families with both parents working, parental involvement is very high.

The staff and parents have worked hard to make the school a safe, caring and respectful place for our students. The school's Code of Conduct is Respect for Self, Others and the Environment. Our Code of Conduct is very much a living document and is integrated throughout the school. School spirit and inclusiveness is also an important aspect of our school. Many leadership opportunities are available to our intermediate students including our Global Group. The goal of the group is to help those in need within our community, as well as those in need abroad. We take pride in the fact that every class has a buddy class, thereby creating an atmosphere of trust between the older and younger students. Older students are playground and lunch monitors and can be seen playing with and taking care of the young kindergarten students. All students and staff participate in Tennyson Circles three times a year, whereby students from all 8 grade levels are mixed and work together in a group/circle with a staff member who they may not otherwise get to know or work with. Together they participate in an activity and create new friendships.

Lord Tennyson School values community input. There are many opportunities for parent involvement in the school, making for an active Parent Advisory Council. Parents organize a number of school events such as: noon-hour and after-school programs focusing on the arts and sports, the Halloween Howl, Winter Fest, Spring Fling, French and English Book Fairs, Welcome Back and Year End celebrations and fundraising for the Quebec exchange in Grade 7.

Most students begin in Kindergarten at Lord Tennyson and remain until Grade 7 with very little attrition.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

GOAL: Social Responsibility

To work collaboratively as a school community (staff, parents, outside agencies) to improve students' well-being by fostering independence, resiliency and self-regulation.

GOAL: Aboriginal Cultural Enhancement

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Goal #1 Social Responsibility

To work collaboratively as a school community (staff, parents, outside agencies) and improve students' well-being by fostering independence, resiliency and self-regulation.

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

- Continued to implement the Mind-Up program school wide.
- Used silent reading time as a strategy for self-calming
- Continued with the Roots of Empathy program in one classroom
- Continued to offer the Principal's office and break room as a drop-in place for students to go to when they are feeling overwhelmed
- Began assemblies with the Mind-up breathing exercise
- Continued to work with the school counselor on supporting vulnerable students
- Staff members participated in Professional Development on the Zones of Regulation program throughout the year and did a collaborative inquiry
- Staff participated in the creation of fidget toys to use in the class
- Staff visited other schools using self-regulation strategies to acquire more information and strategies
- Purchased resources, books on self-regulation for the Professional Development Library
- Encouraged dance and movement breaks in class throughout the day
- Created a calming center within the classroom
- Began using common language around our goal across the grades
- Built in some common planning time for staff
- Staff participated in a book club at a lunch and learn session on our goals

What was the evidence of success for each student?

- Number of conflicts resolved by Playground Peer Helpers continued to be positive
- There was an increase in the number of students who participated in our community service programs such as Playground monitors and Hall monitors.
- Staff and students continued to use language and strategies from the Mind-Up program. Students are now using calming strategies such as breathing techniques when angry. Staff has also admitted to using calming techniques for themselves when needed.
- Teachers continued to use the Zones of Regulation strategies in the classroom to help students when they were unable to manage their own emotions and to self-regulate.
- Many classrooms have tools, such as wiggle cushions, calming bubble toys and fidget toys which students are invited to use to help self-regulate. One class even has a mini-trampoline for students to use at a break station.
- Teacher feedback continued to indicate that they feel the chime and breathing exercises are very effective in calming and centering the students. Many teachers are using different types of breathing exercises, such as box breathing or Ninja breathing.
- Number of conflicts reported to the office continued to decline. This is noted in the number of Office Referral Forms completed.
- Formal and informal assessment on social responsibility

How did we communicate and celebrate student success

- Offered teachers the opportunity to share at staff meetings the student progress
- Teachers shared amongst one another their successes during their inquiry project about what worked with their students
- Kept an on-going tally of the number of office referral forms completed
- Shared with parents, through newsletters, PAC meetings, the strategies implemented.

Goal #2 Aboriginal Cultural Enhancement

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?

- Welcomed guests into the classrooms to share experiences, knowledge, stories on Aboriginal Culture
- Embraced learning opportunities through the curriculum that built connections and relationships with Aboriginal Culture
- Built family and community connections (PAC, Welcome to Kindergarten, Ready-Set-Learn)
- Accessed cultural resources through the school and public library, VSB resources, peer to peer, VSB Aboriginal Mentor
- Began assemblies by acknowledging that we are on shared land of the Squamish, Coast Salish, Tsawwassen and Musqueam tribes

- All students participated in an Aboriginal art activity during our Tennyson Circles

What was the evidence of success for each student?

Positive feedback from students and staff about the Iskew presentation and Tennyson Circles

An increased awareness from students especially with the consistent Aboriginal address at assemblies

How did we communicate and celebrate student success?

Sharing events with parents in newsletters and at PAC meetings

Reviewed feedback from staff at staff meetings

Informal conversations with parents around supporting awareness of our Aboriginal Goal

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:

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

