



Vancouver School District

School Plan for Lord Tennyson School

Year 3 (2017-2018)

1. GENERAL SCHOOL STORY:

Lord Tennyson is a French Immersion school that will be enrolling approximately 440 students in 2017-2018. Our 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, we do not have a catchment. 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 the students. The school's Code of Conduct is Respect for Self, Others and the Environment. Our Code of Conduct is reflected in our Positive Intervention Behaviour Systems (PBIS) which outlines clear behavioural expectations.

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. 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. Together, we participate in many activities and create new friendships daily.

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 BBQ 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.

2. WHAT DID WE SEE?

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.

- 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 three classrooms
- 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
- Reviewed Zones of Regulation in several classrooms
- 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 Positive Behaviour Intervention Support (PBIS) throughout the year and formed a PBIS committee.
- PBIS committee met regularly with the District Behavioural Consultant Bryce Recsky to collaborate and create a school-wide behavioural matrix.
- 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 classrooms
- Began using common language around expected behaviour across the grades
- Staff used collaborative time to research and discuss self-regulating strategies

3. WERE WE SUCCESSFUL?

- We began our PBIS school-wide behavioural matrix and used common language in common areas to outline positive and clear expected behaviour
- Student playground helpers continued to solve peer conflicts in a positive way
- Staff and students continued to use language and strategies from the Mind-Up program. Through this program, students used calming strategies such as breathing techniques when angry. Staff are also using calming techniques for themselves when needed
- Teachers are beginning to use the PBIS language to help students when they are unable to manage their 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 in their classrooms to help with self-regulation
- Formal and informal assessment on social responsibility was implemented
- Behaviour in cafeteria has improved with the system of a different seating time for Kindergartens as they need teaching around lunchtime routines.
- Outside supervision improved after implementing the presence of more adults outside during recess and lunch based on the PBIS model
- Number of conflicts reported to the office continued to decline, especially with more supervision outside
- We divided the school grounds into zones and to assist in better supervision during recess

4. HOW HAVE WE SHARED?

- Teachers shared at staff meetings and reported on student progress
- Teachers shared their successes amongst one another during their inquiry project about what worked with their students
- Shared with parents, through newsletters, PAC meetings, and informal conversations in the halls
- Student-Led Conferences and Goal-Setting Conferences were organized and reports on student progress were given
- Invited the learning community to our many performances and assemblies
- Informal conversation with parents and colleagues in the hallways and at fundraising events

5. WHAT ARE OUR NEXT STEPS?

- We will continue to engage in Positive Behaviour Intervention (PBIS) and access Professional Development opportunities throughout the year
- Continue to work with the Learning Services Team as we develop and implement our PBIS school-wide matrix
- We will engage parents through PAC and presentations so that they can implement many of the PBIS strategies used for expected behavior
- We will look at discussions we've had as a staff around what we see in our students, where we see areas of need, etc.
- As a staff, we will continue to work with the VSB Behaviour Consultant to strengthen our PBIS committee and to meet regularly as PBIS has a 3 to 5 year implementation protocol
- We will teach expected behavior and self-regulation strategies on an ongoing basis to help build capacity as our primary grades move up



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?

- We only have two students that identify as Aboriginal Learners. Keeping that in mind, we focused much of our resources and time in bringing awareness to the community. Because we have so few students that identify as Aboriginal, our efforts were used to engage the entire school in the culture
- To bring awareness to the community, we organized an Aboriginal/Indigenous focused week and invited several Aboriginal performers, elders, storytellers, lacrosse players and artists
- Students engaged in a meaningful way while having direct contact with the aboriginal community through our many invited guests.

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

- We organized an Aboriginal/Indigenous focus week to bring awareness of the customs and culture of the Aboriginal Peoples to our learning community
- We invited the VSB District Aboriginal Education team to assist us in the organization
- We invited performers, storytellers, elders and artist to present their customs and traditions to the students, teachers and parent community
- We displayed authentic artifacts in the library from the museum and purchased resources with Aboriginal content for students to access
- Teachers were involved in the presentations given by the guests and given resources for future use in their classrooms
- Several presentations with a question and answer period was given to grades K to 7 by an elder
- A week long Lacrosse event was given to introduce the Aboriginal Peoples National Sport
- The two Grade 4 classes viewed several short films, all with an indigenous focus, on a field trip to The Reel 2 Real International Film Festival for Youth in April. They participated in learning activities before and after the film festival in order to deepen their understanding of First Nations culture.
- The Honourable Jody Wilson-Raybould, Minister of Justice and Attorney General of Canada spoke to intermediate students about her political roles and responsibilities and answered many questions. In her introduction, she described her First Nations background and mentioned that she was the first Indigenous person to be elected as a Member of Parliament.

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

- We will introduce our students to the culture in a “living” way by inviting people who are Aboriginal to present their stories, language, traditions and customs to our community
- We have found that by inviting the Aboriginal community to our school, the students get to experience the culture in a more authentic way. By engaging in activities such as Raven Tales, BC Blankets, Lacrosse, Dance and Art, the students have a better understanding of the culture as it is presented by the Coast Salish Peoples.

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

- This was our first year and we did not gather data. We would like to continue this focus and we will look at a system that will assist us in measuring our successes for next year
- We received several emails from parents telling us that their children went home speaking about their experience in a positive way and thanked us for bringing the Aboriginal focus into the school
- Many of the teachers and students commented on their learning and enjoyed having the invited guest as part of our learning community over the course of the week
- Many literacy and art projects were displayed around the school several weeks after the event to keep the awareness at the forefront
- Students enjoyed representing their thinking and learning in various ways throughout the Aboriginal/Indigenous focus week and demonstrated interest in having their work displayed in the hallway for others to view.