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## 1. GENERAL SCHOOL STORY:

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

Sir Richard McBride is a medium sized elementary school on the east side of Vancouver. The school offers a regular enrolling program from kindergarten to grade 7 and is home to a district SEAD class that promotes the social and emotional development of its grade 4 to 7 students.

McBride currently enrolls approximately 230 students in 15 divisions. Approximately 35% of our students qualify for English Learners Support and about 4% are Ministry Designated. These students come from diverse backgrounds including many who are first or second generation immigrants. The cultural diversity these students bring to McBride enriches the school's culture and enhances our sense of community.

The McBride Community is very proud of its academic programming as well as its commitment to the arts and athletics. Our kindergarten to grade 7 music program, school band and annual concerts help define the culture the school. A group of dedicated coaches ensure that our students have many opportunities to participate in a variety of sports and athletic activities. A focus on educational technologies and British Columbia's new curriculum are helping us define meaningful educational opportunities for all of our students.

McBride is fortunate to have a PAC that truly understands the needs of McBride and its students. Their fundraising efforts and service to the school community enrich the learning environment every day.

This past academic year, the McBride school community focused on physical and health education. Our goal was to develop a learning community that promotes and values the competencies (active listening, healthy choices, personal/social development) needed to be healthy, caring and contributing citizens. In conjunction with our programs that focus on athletics, academics and the arts, a focus on physical and health education was intended to assist us in creating a learning environment that focuses on all aspects of child development.

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## 2. WHAT DID WE SEE?

- Outline indicators and targets
  - Outline support and activities throughout the year
- Professional Development on building capacity on Social Emotional Learning and Social Responsibility
  - Student Volunteer/Leadership Opportunities – All students in grades 6 and 7 provided service to school (library monitors, office monitors, playground buddies, recycling club, student council...)
  - Class specific programs that promote emotional health (Mind-Up, Zones of Regulation...).
  - Presentations by Nurse, Counsellor, Youth and Family Workers to all grade levels.
  - Second Step – implementation school-wide (Kindergarten-Grade 5)
  - Saleema Noon Body Science Program – taught to all grade levels and parent evening group.
  - Digital Literacy and Citizenship Program taught at all grade levels to support the safe use of technology.
  - Intermediate PE program focused on developing lifelong physical health.

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## 3. WERE WE SUCCESSFUL?

- Outline results
- All students completed individual projects relating physical and health education.
  - 96% of students were meeting, fully meeting or exceeding expectations in Physical Education.
  - Students used technology to present learning related to core competencies and health education.

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## 4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
- Technology fair used to show case work
  - Staff Meetings: both Primary and Intermediate staff sharing the learning and the impact of new strategies on learning
  - Student lead conferences – students sharing their learning with their parents
  - SBT Meetings: review of student work with learning difficulties – generating and refining literacy strategies to build success
  - Regular updates on progress at PAC meetings

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## 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?

With the implementation of the new curriculum and the school's burgeoning interest in the use of technology to support individualized learning, recent discussions at staff meetings have indicated a keen interest in developing a school focus on digital learning and the core competencies. We will continue to explore this possibility in the fall and how it can be developed to best meet the needs of learners at McBride.



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

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

- Include numbers of students, grade levels, etc.

Sir Richard McBride currently enrolls 10 students that are identified as aboriginal learners. They are in kindergarten to grade 7. Two aboriginal students currently attend our SEAD program to support their emotional and social learning objectives.

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## 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.
  - Lunch and Learn – presentation to staff on teaching strategies to support aboriginal education.
  - Aboriginal story tellers/artists presented cultural material to individual classes.
  - Resource Teacher continued to be our Aboriginal Liaison
  - Integrated Aboriginal Music into our Music Listening Program
  - Continued to closely monitor our Aboriginal Students – Success Plans

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

- List continuing and new initiatives

- Work with aboriginal support worker to develop cross curricular content that represent aboriginal understandings and ways of knowing.
- Continue to integrate aboriginal content into our art and music programs and performances.
- Work with the learning resource committee to purchase learning materials that focus on aboriginal content.
- Continue to provide individualized learning objectives and support through the use or the Success Plans.

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## 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

- 6 of the 8 aboriginal students registered in our regular program are meeting or fully meeting expectations in language arts. 7 of the 8 are meeting or exceeding expectations in numeracy.
- One of the two students in our SEAD program are meeting the expectations as outlined on their individual Education Plans.