

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.

### SIR JOHN FRANKLIN ELEMENTARY

#### MISSION STATEMENT

**Sir John Franklin Elementary, in partnership with parents and the community, teaches, enables and inspires individuals to discover and develop their full potential in an inclusive, safe, nurturing and rich learning environment.**

## 2015-2016 GOALS

1. Healthy School, Healthy Living Goal: to integrate physical activity and physical literacy into the school culture.
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?**

Sir John Franklin Elementary School was established in 1911 in the northeastern corner of Vancouver. The school is located on the hillside west of Boundary Road, bordered by Franklin, Kootenay, Pandora and Skeena streets. The neighbourhood is diverse, stable and long established.

Franklin is part of a family of schools which feed into Templeton Secondary. Currently two hundred and four students are enrolled for September 2016 in nine divisions; twenty-eight students receive support as English Language Learners, nine students are of First Nations' heritage and thirteen students have special needs designations from the Ministry of Education.

Franklin is an early intervention school that supports literacy development. The Reading Recovery program has been implemented since September 2012 with a focus on providing as much support as possible in the early years to aim for success for all students. The grade 6 and 7 program is an Intensive French district program, which is open to other students from across the district. The library includes a Smart Board, a computer lab and an iPad cart to support and extend student learning. Each classroom is equipped with a document camera, projector and iPad. Several pods of 3-5 iPads are shared between classes.

Students are provided opportunities in all curricular areas as well as in making positive contributions to the school through sports, student leadership opportunities and supporting the community. Student leadership opportunities include serving on student council or on the executive board of the Franklin Junior Credit Union. Other opportunities include making public announcements, leading monthly assemblies, organizing sports day, participating in buddy class activities and volunteering to be a peer leader at recess.

Our Parent Advisory Council (PAC) is very active in supporting students and the community. Parents are actively involved in fundraising, organizing community events and creating a supportive culture.

A Community Program office is located at Franklin, through which a range of lunchtime and after school programs are offered to the students. The Franklin Community Preschool is located onsite. The YMCA began operating an out-of-school care program in September 2015. Collaboration among these stakeholders is critical to supporting the students and the community.

The children at Franklin value the friendships and connections they have with their peers, the parents and the staff. The playground is a local gathering place for families throughout the day and into the pleasant evenings of spring, summer and fall. This is a place of strong community where children of all ages play together, and parents and grandparents watch out for each other's children.

## PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

### What were our goals?

1. Healthy School, Healthy Living Goal: To integrate physical activity and physical literacy into the school culture.
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?

#### **Healthy School, Healthy Living Goal: to integrate physical activity and physical literacy into the school culture.**

Following up on our 2014-2015 goal of creating and supporting a healthy school environment, we decided to focus on integrating physical literacy into our school culture. Teachers continued to provide daily physical activity and incorporate movement breaks into the day, as well as promote and support multiple opportunities for participation in sport and movement activities both in and out of school.

What we did and resources we used:

- Daily *bounce to the bell* - grade 7 students go into all classes and engage all students in vigorous jumping activities. A mix of high energy songs is played over the PA for 5 minutes every day at 9:45 and the entire school participates.
- Grade 7 students hiked 3 local trails, participated in 4 sessions of canoeing and attended Strathcona camp for 5 days.
- Grade 4 students participated in a series of 8 swimming lessons at Templeton pool.
- All students participated in UBC reading week which focused on 'old school games'.
- 'Buddy classes' have expanded their activities to include sharing gym periods and playing cooperative games outside.
- The school nurse has worked in classes on themes such as physical activity, mental health and nutrition.
- Students practice 'mind-up' in class several times each day. Teachers and school and support workers directly teach self-regulation skills.
- Grade 6 students learned about making healthy food choices, participated in a cooking session and learned about food allergies and how to avoid them while cooking.
- All students participated in growing pumpkins and flowers in our garden boxes. They also composted and recycled.
- *Gym Sense* provided gymnastics classes to all students.
- *Kids on Wheels* provided roller blading classes to all students.
- Franklin is participating in *bike to school week* for the first time.
- Students from grades 4 and 5 went skating, to the Lynn Valley Ecology Center and on a hike to Burnaby Lake

- Grade 6 and 7 students attended a UBC varsity volleyball game
- All interested students were able to practice for and participate in the *Splash and Dash* event at Templeton pool.

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

Following up on our 2014-2015 goal, we have continued to focus on integrating aboriginal themes into our school culture. Staff worked mindfully to incorporate Aboriginal content into all curricular areas, especially fine arts, French, social studies and science through inquiry projects such as “What is culture? What is Canadian culture? What does that mean to you?”

What we did and resources we used:

- VSB aboriginal teacher Laura Rudland presented a workshop on how to integrate aboriginal themes into various curricular areas. Our entire staff attended during the professional development day.
- Raven and the Monkey King whole school performance.
- Aboriginal Artist in Residence, Anastasia Hendry – grade 4 students made button blankets, deer skin pouches and they celebrated the end of the unit with a traditional feast.
- Student council held an Aboriginal Awareness Week where they hosted several activities including an Aboriginal fact that was read out every morning on the PA
- A First Nations speaker, Talitha Tolles, presented to the intermediate students and discussed Aboriginal awareness.
- Intermediate students completed class novel studies about residential schools.
- Library resources were used to introduce cultural awareness and integrate Aboriginal awareness into several areas of the curriculum.
- Many aboriginal resources were purchased at all grade levels and a new section was created in the library. These are available to teachers, students and parents.
- Kindergarten students participated in a First Nations printmaking workshop with the Burnaby Art Gallery.
- The grade 7 students began every monthly assembly with the Aboriginal welcome.

**What was the evidence of success for each student?**

**Healthy School, Healthy Living Goal: to integrate physical activity and physical literacy into the school culture.**

Our staff began the school year by completing an assessment tool and inventory to identify baseline data for our students. From this school-wide assessment, we identified several areas of physical literacy to focus on for the year.

What we did and resources we used:

- Physical Literacy Assessments and checklists (PHE Canada)
- Primary staff developed a physical literacy quickscale with five base skills and a four point scale to evaluate each skill.
- Intermediate students completed a self-assessment survey and peer-to-peer

assessment that covered topics such as sportsmanship, skills and attitude.

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

A number of activities were incorporated into classroom activities and the whole school this year. We have continued to plan, identify current practices and access district supports.

### **How did we communicate and celebrate student success**

**GOAL 1 - Healthy School, Healthy Living Goal: to integrate physical activity and physical literacy into the school culture.**

We communicated student success in many ways; assemblies, newsletters, report cards, participation certificates and student of the month assemblies. A poster of Canada in the main foyer tracked the kilometers we ran as a school and we uploaded them to an interactive map during each assembly. We presented and shared information at PAC meetings at Staff Committee Meetings. We invited parents to events such as the afternoon of dance. We have had tournaments at the end of each sport season. We presented a slide show to celebrate the outdoor school as well as the completion of UBC Reading Week.

**GOAL 2 - Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.**

Parents were invited into various classrooms and to several activities to share in celebrations. We communicated student success through report cards, monthly assemblies and newsletters. We reported out at PAC meetings and at Staff Committee Meetings. First Nations art activities were displayed in the hallways and in classrooms.

## **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.**