

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 Matthew Begbie Elementary

MISSION STATEMENT

To support our students, staff and families in reaching their intellectual, emotional and physical potential in a respectful and caring environment that promotes both individuality and community

2015-2016 GOALS

Goal 1: To continue to improve non-fiction writing skills with an extension to oral literacy. A particular focus will be on those students not yet meeting or minimally meeting expectations as measured by 2 Three Day Write results and report card assessments.

Goal 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 Matthew Begbie Elementary is located in north east Vancouver. The school was officially opened in 1930 and currently enrolls 324 students from kindergarten to grade seven in fourteen divisions. Of those students, 5% have identified special needs and 60% have a language other than English as their first language. The first language percentages are as follows: 48% Cantonese or Mandarin, 38% English, 7% Vietnamese and 7% other languages (Korean, Japanese, Russian, Tagalog, Filipino and Spanish). Most of our students continue their secondary education at either Vancouver Technical or Templeton High School.

The neighbourhood is stable and residential with a few businesses or retail services nearby. Our parent population is caring and supportive of students and the school. The PAC is extremely energetic and dedicated. PAC runs regular family events, administers the B.C. Fruit and Vegetable Snack Program and also financially supports many school endeavours. Parents are actively involved in volunteer and classroom opportunities.

Students also have a variety of musical opportunities. Most divisions are taught music by a specialist. Many of our intermediate students take part in our district strings program and we also participate in a marimba concert and the choral festival. Dance and drama are key elements of our strong academic program.

Student leadership is promoted at Begbie through peer helpers, student led assemblies, and student led morning announcements, student council, buddy classes, and a variety of monitor opportunities.

The school code of conduct is built on a foundation of respect and is comprised of three major concepts: **BE FAIR, BE SAFE and BE KIND.**

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

Goal 1: To continue to improve non-fiction writing skills with an extension to oral literacy. A particular focus will be on those students not yet meeting or minimally meeting expectations as measured by 2 Three Day Write results and report card assessment.

Goal 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?

Goal 1: We found that students sometimes had limited background information that negatively impacted upon their ability to express themselves. A focused effort was made to provide field trips, include experiential learning, front load new concepts, use visuals whenever possible, help create connections to their own lives, and encourage conversations. Several of these strategies are used before we write.

Goal 2: We were aware that we had limited knowledge about the indigenous people of Canada, and in particular, our local peoples. Staff tried to highlight their own need to learn and model that process with the students.

What was the evidence of success for each student?

Goal 1: Anecdotally, teachers report richer conversations with details and questions. With more opportunities to speak, many students are more confident to share their thoughts. Students are able to write for longer periods of time and have more to share. More students are submitting work for the newsletter. The results of the school wide write and other assessments show a small improvement but it is encouraging enough for us to proceed with this important goal.

Goal 2: We were lucky to have 8 Teacher Candidates from UBC who had an Aboriginal component imbedded in most of their units. It was excellent professional development for us and the student teachers actually led a short workshop for our staff. Our elementary students are often pointing out similarities or some sort of connection between indigenous art, beliefs, stories or experiences and their own. We have made connections with UBC and the Richmond Museum. Both institutions are great recourses for our staff and students.

How did we communicate and celebrate student success

Goal 1: Students share their writing in meaningful ways. They may write their buddy class, submit material for the newsletters, create their own bulletins, share their creative and informative writing with others through projects, research reports, letter writing, book reviews and peer editing.

Goal 2: We are still very much in the early stages of this goal but we celebrate and encourage students who have questions about Aboriginal connections to the curriculum or our students' daily lives. We celebrate the journey of learning – not just the final destination.

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:

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