

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.

### QUILCHENA ELEMENTARY SCHOOL

#### MISSION STATEMENT

Quilchena values the development of socially responsible, self-confident, independent learners who can work together responsibly with mutual respect and cooperation encompassing the school motto:

“Take Care of Yourself, Take care of Others, Take Care of this Place”

## 2015-2016 GOALS

1. Continue to work to increase students' capacity to be self-regulated learners in social situations and academic settings.
2. 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?**

### **The Demographics of our Learners:**

Quilchena is a dual track school with approximately 330 students divided equally between the French Immersion and English tracks. In the English track, approximately 40% of our students receive English as a Second Language support. There is also a growing number of ELL students in French Immersion, especially in the primary years. Of note also are the different catchment areas for English and French: the catchment for English is from Larch to Granville and 33<sup>rd</sup> to 41<sup>st</sup> Avenues and for French Immersion from Arbutus/West Boulevard to Main Street and from 33<sup>rd</sup> Avenue to South West Marine Drive. Our students come from a variety of cultural backgrounds. We have a number of students who arrive directly from overseas, speaking little or no English at all. Families live in a variety of accommodation and locations, given the large combined catchment area. Many of our students attend the on-site daycare and a large percentage of families have both parents working outside the home. The daycare accommodates approximately 60 students before and after school and during school vacations. It is an integral and valued part of the school.

### **Our vision of learning:**

The school prides itself on offering rich and varied programs in all grades. It has a dedicated and talented staff that supports school improvement in literacy as well as fostering socially responsible attitudes and behaviour among our students. The staff visualizes success for our students as the development of well-rounded, happy and hard-working students. They are committed to understanding and working with the learning needs of each child. Parents are actively involved in their children's education and parental expectations for achievement are high. We provide support for students who are beginning to learn English with the goal of integrating them fully into the classroom program as soon as it is realistic for them to participate.

We foster the development of well-rounded students who are academically competent, but also community minded, active and socially and emotionally competent. To this end, students at various grade levels have the opportunity to participate in sports such as cross country running and track & field, as well as field excursions and guest presenters to enrich the curriculum. We also have a student council, senior and junior band, and lunchtime programs such as science, hip hop and chess. The school is part of the Action Schools Network and the School Fruit and Vegetable Program. We value our commitment to the greater community by participating in the Terry Fox Run, Earth Day, Food Bank drives and student- led fundraising and awareness raising initiatives during the school year. We have many events that involve the whole school, such as the Eco-Fair which celebrates Earth Month and encourages us to be good stewards of the earth, bi- annual science fair, school concerts, and performances, among others. At the intermediate level, all students participated in a Science Fair which integrated Science with Language Arts, Fine Arts, public speaking and more.

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

### **What were our goals?**

1. Continue to work to increase students' capacity to be self-regulated learners in social situations and academic settings.
2. 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?**

1. Continue to work to increase students' capacity to be self-regulated learners in social situations and academic settings.
  - Implemented the Second Step Program for all students
  - Began implementation of the Mind Up program
  - Developed Spirit Teams which saw the school work in multi-age groups that were small in number. Staff worked with these groups to reinforce our Code of Conduct and support students' social emotional learning
  - Some staff began implementing a structured outdoor education program as part of the regular school day
  - Many classes participate in yoga routines
  - Developed a school-wide problem solving strategy form for primary and intermediate students
  - Intermediates act as trained Problem Solvers to help younger students mediate minor disagreements
2. To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.
  - All students participated in Aboriginal jewelry making workshop
  - Our Spirit Groups were named after animals important to Aboriginal culture
  - Aboriginal acknowledgement at assemblies and school gatherings
  - Purchased and utilized new Aboriginal resources. We have also grown our library collection of Aboriginal literary works
  - Earthbites program that taught students the importance of certain plants and herbs to Aboriginal culture

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

1. Continue to work to increase students' capacity to be self-regulated learners in social situations and academic settings.
  - Students developing personal behavior goals and assessing themselves throughout the day/week
  - Students requesting the mindful moment after recess and lunch; recognizing that

- it helps them monitor their behavior
  - Staff noticed positive changes in behavior after the implementation of the Second Step program
  - Students generally calmer in class, and able to use strategies to monitor themselves accordingly
  - Students requesting movement breaks and demonstrating body awareness (full body listening)
2. To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.
- Enthusiasm for the jewelry making workshop and pride in the finished results (many wear them to school on a regular basis)
  - Increased awareness of the role that animals play in Aboriginal culture
  - Intermediate students able to understand and recognize the unceded land that we reside on
  - Enthusiasm for demonstrating and sharing knowledge of Aboriginal histories
  - Increased circulation of Aboriginal books from the library

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

- Continue to work to increase students' capacity to be self-regulated learners in social situations and academic settings.
- Positive reinforcement and one-on-one conversations
- Personal Planning comment included in report cards
- Communicated our work to parents via newsletters, emails and meet the teacher nights
- Assemblies to celebrate work done in Spirit Groups and to reinforce our Code of Conduct
- To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.
- Visual displays in the library and display case
- Each student took home their jewelry to share with their family
- Earthbite program communicated to parents
- Assemblies to celebrate work done in Spirit Groups and to reinforce our Code of Conduct

**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.