

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.

#### Grandview/ᑭuuqinak'uuh Elementary School

#### MISSION STATEMENT

Grandview/ᑭuuqinak'uuh Elementary School provides a safe, caring and respectful environment enabling learners of all ages to develop their intellectual, physical and social-emotional potential.

### 2015-2016 GOALS

#### GOAL: Student Engagement

To increase students' ownership of and engagement in their own learning by strengthening student and family connections to our school.

#### GOAL: Aboriginal Cultural Enhancement

To increase knowledge, awareness and appreciation of our Aboriginal cultures, histories and contributions within our learning community.

## **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?**

**What are the demographics of our learning community?**

Grandview/ᑭuuqinak'uuh Elementary School enrolls 152 students in grades Kindergarten through 7 who are from a variety of nations throughout Canada and the world. 72% of our students are Aboriginal and represent diverse First Nations, including but not limited to: Squamish, Musqueam, Tseil Waututh, Haida, Nisga'a, Cree, Objibway, Dakelh, Piapot, Kwakwaka'wakw, Namgis, Kwaquitl, Tsimshian and Metis. The cultural heritage of our non-aboriginal students includes Chinese, Vietnamese, Spanish and Filipino family backgrounds. Our school is located in the dynamic Grandview Woodlands community in East Vancouver.

84 (55%) students have an ELL designation, yet the majority of our students speak English as their first language. 49 students (32%) have a Ministry of Education Special Education Designation. Further, the most recent report from Statistics Canada for the Grandview Woodlands neighbourhood indicates that we have 26.1% single parent families, 35.2% low income and 7.8% unemployment. The 2013 EDI (Early Development Index through HELP UBC) demonstrates 39% vulnerability associated with socioeconomic disadvantage. The complex nature of our community demands a high emphasis on differentiation of programming.

**Who are our learners?**

Grandview is a school comprised of diverse learners with their own wide range of learning needs and styles. Each student has proven their resiliency to their individual situations, be it regarding home life, food security or navigating friendships. As a result, they have become non-judgmental students who are very accepting of unique behaviours. Their big, empathetic, creative and friendly personalities are an asset in our school. Our students respond well to structured routines and to the adults in their lives they trust. Changes in daily routine can be hard for some. Grandview students demonstrate strength in music, art and athletics and have a very strong sense of community. Our students feel safe here at the school, and connections between home and school are building with each passing year.

Grandview learners love to be here. There is a strong sense of community amongst the students, including cross-grade interactions. Our students care for and tend to look out for one another. When dealing with staff, the students need strong relationships built on trust to foster learning. They enjoy learning about each other's cultural background, and appreciate personalized learning. Grandview students are thriving in our community-based environment.

**What is our vision of success for learning for each student?**

At Grandview/ᑭuuqinak'uuh Elementary School, we want our students to:

- be engaged learners
- feel connected to our school

- develop a strong sense of belonging at our school
- know that we honour and value the Aboriginal Enhancement Agreement
- take pride in themselves
- take pride in their school work and their accomplishments
- value their education
- experience success in a variety of areas (athletics, fine arts, academics, interpersonal skills)
- have self-confidence
- enjoy reading for pleasure
- demonstrate self-regulation with their behaviour
- feel safe at school
- know they belong at our school and in our greater community

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

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

#### Goal #1

To increase students' ownership of and engagement in their own learning by strengthening student and family connections to our school.

#### Goal #2

To increase knowledge, awareness and appreciation of our Aboriginal cultures, histories and contributions within our learning community.

### **What steps did we take to address the identified student(s) needs?**

Creating and maintaining a calm, positive, supportive environment with a commitment to staff supporting students, each other and our families is a significant component to success at Grandview/ᓵuuqinak'uuh.

School Based Team meetings (involving the classroom teacher, resource teacher, counselor, Aboriginal Education Enhancement Teacher (AEET), Aboriginal Education Enhancement Worker (AEEW) and the school principal) are held once per week. In the 2015-2016 school year, a total of 50 students (33%) were supported through our School Based team. In September, we conduct class reviews where a team of staff members (principal, teachers, resource teachers, AEET, AEEW, SSSWs, YFW, Neighbourhood Assistant and Literacy Teacher) discuss each student's strengths and needs. We assess our students' academic levels using classroom-based observations, Fountas and Pinnell Benchmarks, the 3-Step Write and standardized Math assessments. Many of our students learn best in small groups. We are committed to adapting and modifying the curriculum and how our students learn both in our classrooms and for individual students: we have a high number of students with IEPs who are working on either adapted or modified academic programs. Our classroom teachers, resource teachers, AEET and District Literacy Teacher work together to provide small group learning

situations in Language Arts and Math.

The Enhanced Services Team consisting of a District Literacy Teacher Leader, Neighborhood Assistant, Youth & Family Worker, Inner City School Student Support Worker, Aboriginal Support Worker and District Aboriginal Resource Teacher meets once a week with the principal to support students in social-emotional well-being, literacy, spring break, Christmas and summer programming, community building and parent connections. The Enhanced Services team has created strong, trusting relationships with our parents and community partners. In addition, we maintain a strong relationship with our nurse practitioner as part of the Richer Project. The nurse practitioner is on site one morning per week to provide students and family with health care support.

Due to our sizeable population of Aboriginal learners, we are committed to fulfilling the mandates of the Aboriginal Enhancement Agreement. Our Aboriginal Education Enhancement Teacher collaborates with each classroom teacher in order to provide academic enrichment and cultural education through experiential learning and learning modules.

As indicated in our first school goal, we want each student to be an engaged learner. We have developed many community partnerships that enrich our students' learning and life experiences. These include:

<u>Academic</u>	<u>Healthy Living and Healthy Eating</u>	<u>Field Studies and Experiential Learning</u>
<ul style="list-style-type: none"> <li>• UBC (TREK, Geering Up)</li> <li>• First Book Canada</li> <li>• Seventh Generation</li> </ul>	<ul style="list-style-type: none"> <li>• Roots of Empathy</li> <li>• Cause We Care</li> <li>• Vancouver Sun Adopt-a-School</li> <li>• Breakfast for Learning</li> <li>• National Council of Jewish Women</li> <li>• DreamRiders</li> <li>• Canadian Diabetes Association</li> <li>• Think and Eat Green</li> <li>• Farm to School</li> <li>• Whole Foods</li> <li>• West Coast Seeds</li> <li>• Dairyland</li> <li>• BC Agriculture</li> <li>• Backpack Buddies</li> <li>• Vancouver Community College Tooth Trolley</li> <li>• Vancouver Coastal Health</li> <li>• BC Children's Hospital Richer Initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Sarah McLachlan School of Music</li> <li>• Vancouver Opera</li> <li>• Vancouver Children's Festival</li> <li>• Talking Stick Festival</li> <li>• Earth Rangers</li> <li>• DreamRiders</li> <li>• Roedde House</li> <li>• Stanley Park</li> <li>• Lynn Canyon</li> <li>• Trout Lake</li> <li>• Spanish Banks Salmon Enhancement</li> <li>• Cypress Mountain</li> <li>• Boys and Girls Club</li> <li>• Camp Potlatch</li> <li>• Grouse Mountain</li> </ul>

<p><u>After School Programming</u></p> <ul style="list-style-type: none"> <li>• CLICK</li> <li>• Telus</li> <li>• RBC</li> <li>• Coast Capital Savings</li> <li>• Boeing</li> <li>• Vancouver Fraser Port Authority</li> <li>• VanCity</li> <li>• Loblaws</li> <li>• SAP(Systems, Applications and Products)</li> <li>• Dogwood</li> </ul>	<p><u>Parent Connections and Family Support</u></p> <ul style="list-style-type: none"> <li>• London Drugs</li> <li>• Ron Suzuki</li> <li>• Vancouver Coastal Health</li> <li>• BC Children's Hospital (Richer Initiative)</li> <li>• YMCA Crabtree</li> <li>• Mom 2 Mom</li> </ul>	<p><u>Athletic</u></p> <ul style="list-style-type: none"> <li>• UBC (I'm Going to UBC, Track and Field Athletes)</li> <li>• UBC Golf</li> <li>• Ron Suzuki (Skating)</li> <li>• Leisure Access Pass</li> <li>• Cypress Mountain</li> <li>• Chill snowboarding program</li> </ul>
<p><u>Fine Arts</u></p> <ul style="list-style-type: none"> <li>• Sarah McLachlan School of Music</li> <li>• Vancouver Opera</li> <li>• Vancouver Children's Festival</li> <li>• DreamRiders</li> </ul>	<p><u>Community Connections</u></p> <ul style="list-style-type: none"> <li>• Canadian National Railway</li> <li>• IGA</li> <li>• RBC Foundation</li> <li>• Grace Memorial United Church</li> <li>• Vancouver Police Union</li> <li>• Queen Elizabeth Annex</li> <li>• Coast Capital</li> <li>• Legion 147</li> <li>• Private donors</li> <li>• L'ecole Bilingue</li> <li>• 8 Fold Buddhist Association</li> <li>• Home Depot</li> <li>• Camp Fircom</li> <li>• Fireside Adventures</li> </ul>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• First Book Canada</li> <li>• HSBC</li> <li>• National Council of Jewish Women</li> <li>• Chapters/Indigo</li> <li>• UBC TREK</li> </ul>

In addition to providing daily, ongoing support to each student, we believe every family needs to feel welcome at our school. We now have a tradition of inviting parents to two Grandview Open Houses (one in the autumn and one in the spring,) parent teacher and student-led conferences, student recognition assemblies, choir performances, our after-school drama group (FAME) performances, the Sarah McLachlan school of music performance and PAC meetings. Each year, we build community and family connections at our Christmas dinner, Spring Celebration, Aboriginal Day celebration and Sports Day. Our Neighbourhood Assistant facilitates a parent group that meets weekly in our lobby. We also have a valuable partnership with the Vancouver Opera and our students look forward to our in-school performances and our evening events at the Queen Elizabeth Theatre.

Further, food security is a significant issue for many of our families. We are fortunate to participate in both the breakfast program and the Vancouver School Board's hot lunch program. We provide a hot, nutritious breakfast for our students supported by The Breakfast Club of Canada. Our after-school program, Visions, provides a meal for

students at 3:00 as well and we rely on donations from the Food Bank and Cause We Care. We participate in the British Columbia Agricultural Growers Food and Vegetable program. At Christmas time, each family receives a food hamper from Cause We Care. For the past two years, our students and families have received bags of food every second Friday as part of the Backpack Buddies program. We are committed to providing our students with healthy, nutritious food: our Garden Coordinator (position funded by Vancouver Coastal Health) has implemented a snack attack program where children prepare healthy snacks for their classes to share. We also have a salad bar twice a week and are seeking to increase the number of days we provide fresh vegetables to our students. Grandview students love our fresh, healthy salad bar! Our school garden continues to thrive with each class maintaining a garden plot throughout the year. Teachers conduct lessons in the garden integrating math, science, social studies, health and career education and art into their garden-themed lessons. Our Neighbourhood Assistant hosts a bi-monthly community kitchen for our parents. Our Neighbourhood Assistant and Garden Coordinator jointly run an after-school cooking program for our family members: this is a six week program developed and funded by the Canadian Diabetes Association called 'Diabetic Awareness.'

As part of solid educational practices, we assess our students in the autumn and in the spring of each school year in reading, writing and math. These assessments include classroom based testing, Fountas and Pinnell PM Benchmarks, RAD, and 3 Step Write. In alignment with district practices, we use the Kindergarten Protocol in January. Based on both the formal literacy assessments and informal teacher assessments and observations, a scope and sequence is developed for each division for both reading and writing.

Grandview/Łuuqinak'uuh Elementary School  
Literacy Data September 2015

Grade 7 Reading

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (10)	3	30%	5	50%	1	10%	1	10%		
Girls (14)	3	21%	4	28.5%	4	28.5%	3	21%		
Aboriginal Boys (6)	3	50%	2	33%	1	17%				
Aboriginal Girls (7)	3	43%	3	43%	1	14%				

Grade 7 Writing

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (10)	4	40%	2	20%	3	30%	1	10%		
Girls (14)	4	29%	5	36%	2	14%	2	14%	1	7%
Aboriginal Boys (6)	3	50%	1	17%	2	33%				
Aboriginal Girls (7)	4	57%	2	29%	1	14%				

Grade 6 Reading

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (11)	5	45%	1	9%	3	27%	2	27%		
Girls (8)	2	25%	1	12.5%	3	37.5%	2	25%		
Aboriginal Boys (10)	5	50%			3	30%	2	20%		
Aboriginal Girls (7)	2	29%	1	14%	3	43%	1	14%		

Grade 6 Writing

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (11)	6	55%	3	27%	1	9%	1	9%		
Girls (8)	3	37.5%	2	25%	3	37.5%				
Aboriginal Boys (10)	6	60%	2	20%	1	10%	1	10%		
Aboriginal Girls (7)	3	43%	1	14%	3	43%				

Grade 5 Reading

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (3)	3	100%								
Girls (5)	3	60%	1	20%			1	20%		
Aboriginal Boys (1)	1	100%								
Aboriginal Girls (5)	3	60%	1	20%			1	20%		

Grade 5 Writing

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (3)	2	67%	1	33%						
Girls (5)	4	80%					1	20%		
Aboriginal Boys (1)			1	100%						
Aboriginal Girls (5)	4	80%					1	20%		

**Grade 4 Reading**

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (7)	3	43%			2	28.5%	2	28.5%		
Girls (13)	2	15%	3	23%	4	31%	3	23%	1	8%
Aboriginal Boys (6)	3	50%			2	33%	1	17%		
Aboriginal Girls (10)	2	20%	3	30%	3	30%	2	20%		

**Grade 4 Writing**

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (7)	5	71%					2			
Girls (13)	6	46%	2	15%	2	15%	2	15%	1	7%
Aboriginal Boys (6)	5	83%					1	17%		
Aboriginal Girls (10)	6	60%	2	20%	1	10%	1	10%		

**Grade 3 Reading**

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (15)	9	60%			5	33%	1		7%	
Girls (12)	5	42%			6	50%			1	8%
Aboriginal Boys (12)	8	67%			4	33%				
Aboriginal Girls (11)	4	36%			6	55%			1	9%

**Grade 3 Writing**

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (15)	10	67%	4	27%			1	7%		
Girls (12)	5	42%	3	25%	4	33%				
Aboriginal Boys (12)	8	67%	3	25%			1	8%		
Aboriginal Girls (11)	4	36%	3	27%	4	36%				

**Grade 2 Reading**

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (9)	5	56%	1	11%	1	11%	2	22%		
Girls (8)	5	62.5%			3	37.5%				
Aboriginal Boys (6)	3	50%			1	17%	2	33%		
Aboriginal Girls (7)	5	71%			2	29%				



Grade 2 Writing

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (9)	6	67%	3	33%						
Girls (8)	4	40%	3	37.5%	1	12.5				
Aboriginal Boys (6)	4	67%	2	33%						
Aboriginal Girls (7)	4	57%	2	28.5%	1	14%				

Grade 1 Reading

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (9)	9	100%								
Girls (6)	6	100%								
Aboriginal Boys (8)	8	100%								
Aboriginal Girls (4)	4	100%								

Grade 1 Writing

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (9)	8	89%	1	11%						
Girls (6)	4	67%	1	16.5%			1	16.5%		
Aboriginal Boys (8)	7	87.5%	1	12.5%						
Aboriginal Girls (4)	3	75%	1	25%						

**School Wide Reading (September 2015)**

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (64)	37	58%	6	9%	13	20%	8	13%		
Girls (67)	29	43%	8	12%	19	28%	9	13%	2	3%
Ministry Designated Students (42)	30	71%	6	14%	5	12%	1	2%		
Aboriginal Boys (53)	31	58%	2	4%	13	24%	7	13%		
Aboriginal Girls (48)	25	52%	7	15%	13	27%	2	4%	1	2%

**School Wide Writing (September 2015)**

	Not Yet Meeting		Approaching		Meeting		Fully meeting		Exceeding	
Boys (64)	40	63%	15	23%	3	4%	5	8%	1	2%
Girls (67)	32	48%	17	25%	11	16%	6	9%	1	1%
Ministry Designated Students (42)	37	88%	4	10%			1	2%		
Aboriginal Boys (53)	34	64%	13	25%	3	5.5%	3	5.5%		
Aboriginal Girls (48)	27	56%	10	21%	9	19%	2	4%		

As a staff, we use this literacy data to track each student's progress over the course of the year. We know where each student is in reading and writing in September and we develop a scope and sequence intended to foster one year's growth in both our classes and our individual students.

To further enhance the quality of our students' educational experiences, in September 2013 we embarked on a year-long commitment to Staff Action Teams. We applied for and received funding through the VSB Collaborative Inquiry Fund. This was very successful and we continued our Staff Action teams for the 2014-2015 and 2015-2016 school years.

Our inquiry question is:

How can we implement Staff Action Teams in order to effectively support student engagement in learning (thereby meeting the goals and objectives in our 2015-2016 School Plan) and how will we continue to engage our parent community within our school and our classrooms in order to celebrate student success and showcase student learning?

Each staff member committed to one staff action team from the following choices:

1. Technology
2. Aboriginal learning,
3. Parent involvement
4. Celebrating student success.
5. Literacy
6. Attendance

Each team set goals then implemented a plan to achieve their goals.

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

Goal #1 and Goal #2

At Grandview/Łuuqinak'uuh Elementary, we use the Aboriginal Enhancement Agreement Connections Tool Student Voice Survey and Parent Voice Survey.

Connections Tool  
Student Voice Survey Results  
April 2016

	Never		Sometimes		Often		Always	
	#	%	#	%	#	%	#	%
1. I feel close to people at this school.	3	2	22	18	44	35	56	45
Aboriginal	3	3	15	16	30	32	47	49
2. I am happy to be at this school.	3	2	14	11	25	20	83	66
Aboriginal	3	3	9	9	15	16	68	72
3. I feel like I am part of this school.	3	2	17	14	39	31	66	53
Aboriginal	2	2	14	15	31	33	48	51
4. The staff at this school treat students fairly.	1	<1	17	14	35	28	72	58
Aboriginal	1		15	16	25	26	54	57
5. I feel safe in my school.			15	12	25	20	85	68
Aboriginal			14	15	16	17	65	68
6. I feel good about myself.	3	2	17	14	28	22	77	62
Aboriginal	2	2	10	11	21	22	62	65
7. I am proud of my culture and heritage.	2	2	8	7	17	14	91	77
Aboriginal	1	1	4	4	15	16	75	79

As a staff, we analyze, discuss and interpret this data. We are extremely pleased with the results of this survey. While compiling the data, we noted that there is consistency amongst primary and intermediate students, consistency in boys' and girls' responses and consistency with Aboriginal and non-Aboriginal students. The results indicate that our students feel that they are safe, that they have a strong sense of belonging and they are proud of themselves and our school. Over 90% of our students are proud of their culture and heritage. Our priority is to foster student engagement through a sense of belonging: we want our students to feel close to the staff members, to other students and to our school and will continue to focus on building connections within our school community. In addition to the 8 questions, there is one open-ended question on the Student Voice Survey. Students are invited to let us know what they want us to know:

Student Voice Surveys  
I Want You To Know...

...that I love all the things we do here and I can't wait for more  
...that I love school  
...I love to play  
...I love school  
...I live really close to school  
...I love animals and video games and playing tag games  
Help each other grow!  
I love it  
I never want to go  
I want to understand English more  
Use time wisely  
Electronics isn't life  
This is a nice school.  
I really like the teachers and when I get stressed out the teachers make me feel joy after.  
I really like this awesome school.  
I like soccer.  
I want you to know I am happy in your class.  
I like any kind of chapter books (ones without pictures are my favourite.)  
I feel good at this school always.  
...that I love to be First Nations like always all the time.  
I'm proud to be at this school because I have a little bit of friends  
I'm a great student and I'm happy and I kind of feel like I play a lot.  
I always make friends and I always like to be at school and it's always really fun.  
I like being at this school and I love this school and I wish I was always in Kindergarten.  
I usually have fun a lot at school and I usually like playing with my friends.  
I feel good.  
...that I really like the sports program  
I love school  
I like Grandview  
I am very happy every day.  
I am very happy to be in this school and learn lots of things that I did not know  
There should be more P.E.  
This school is better than my preschool.  
...that I feel good being at this school  
I want the class to go skating.  
Kindness  
First thing, my family is really nice.

I am happy.  
 I go to the library and I go on the iPad there.  
 I wish I could go to the complex and go swimming.  
 ...that I love my school so much  
 I like this school  
 I like reading and Math and Science  
 ...that I want to learn about art and animation and games  
 ...that sometimes I get way too mad  
 I don't really like yoga. I like hockey.  
 Can we get new hockey sticks, please?  
 I have ten friends and one enemy.  
 ...that I have trouble with Math and writing.  
 I wish we had more art.  
 I love music and everything. I love books too. Thank you.  
 All the staff are the best...like a BOSS!!!!!!!!!!!!!!!!!!!!!!

In conjunction with the Student Voice Surveys, we also use the Parent Voice Surveys from the Aboriginal Enhancement Agreement Connectedness Tool to inform us of how we are doing.

Parent Survey  
 April 2016  
 117 Families  
 35 surveys returned= 30%

	I feel...	Never	Sometimes	Often	Always
1.	...welcome at school.			8 (23%)	27 (77%)
2.	...happy to have my child at school.			7 (20%)	28 (80%)
3.	...I have the opportunity to participate at my child's school.	2 (6%)	6 (17%)	7 (20%)	20 (57%)
4.	...the staff at this school treat my child fairly.		3 (9%)	8 (23%)	24 (69%)
5.	...my child is safe at school.		1 (3%)	7 (20%)	27 (77%)
6.	...Aboriginal culture is valued at school.		1 (3%)	8 (23%)	26 (74%)
7.	I feel comfortable contacting someone at school when needed		YES 100%		NO 0%

Our parents/guardians want us to know:  
 Great work!

Thank you very much for everything you all do for my kids

That the VSB/province should increase funding for this great school

That I am grateful for all the respect and appreciation that is given for my children

The school is great and my daughter and I love it here

I am happy the way the school treats my child. I wish I had a lot of time to participate in school activities.

Always more Aboriginal content

Very comfortable to bring my child here to Grandview. I'm comfortable and satisfied with my child's education.

More diverse First Nations studies

More organized sports (this came from a primary parent)

My boys enjoy coming to school every day

Thanks

That my child learns a lot in your school since she has joined

I appreciate all her teachers doing their best to help my daughter. Thank you.

One of our goals this year was focused on student engagement, specifically “to increase students’ ownership of and engagement in their own learning by strengthening student and family connections to our school.” Over the past few years we have built routines and traditions that have become annual events in our school community. The school has held open houses twice a year, one in the fall and the other in the spring where parents can come into classes to connect with staff and see what students have been working on. Student led conferences and monthly celebratory assemblies showcasing student work have been just a few of the events that have emerged over the years that highlight and provide an opportunity to share what is happening in the school. Our annual Christmas and Spring concerts include musical and dramatic performances and have become whole school events and celebrations. Sports Day and Aboriginal Day end the school year with two huge community events that involve the whole school in a wide range of activities. We also have a weekly parent coffee club where parents can come and connect with one another and the school. Experiential learning such as fieldtrips, outdoor education, and a thriving athletics program have also become regular and routine events throughout the school year making Grandview a dynamic and engaging place to learn.

We want to continue to grow and build on these events and experiences by expanding and creating more opportunities to share student learning. Ways to continue to build on creating student engagement include establishing theme nights and/or family activity events throughout the school year, hosting a school wide fair to showcase projects and student learning and incorporating more technology and weaving that into our celebrations. Hosting a welcome night at the beginning of the school year and providing more opportunities for open house events or morning reading with families are also ways we can continue to share and celebrate student success.

## Goal 2

Grandview school is committed to incorporating Aboriginal culture into the curriculum. We communicated our continued support for this goal through acknowledgments of traditional territories at our assemblies, through representations of Aboriginal artwork in our hallways, school t-shirts and sweatshirts and through the ways we weave traditional and cultural knowledge in our school and classrooms.

Classroom teachers and the District Aboriginal Education Enhancement Teacher (AEET) work to incorporate Aboriginal content, culture and practices throughout the curriculum. This includes talking circles in individual classrooms, experiential learning and field studies and working with a variety of authentic aboriginal texts and storytelling. Multiple performers and presenters within the local Aboriginal community have visited Grandview school during the 2015-16 school year. We hosted Talking Stick performers, Aboriginal veterans, Vancouver Public Library's Storyteller-in-Residence (Sharon Shorty), VSB Elder-in-Residence (Shane Pointe), and our representative at the Legislature (Melanie Mark, MLA). We also celebrate Aboriginal Day school-wide and involve parents in both planning and presentations.

Grandview would benefit from increased resources, professional development and collaborative teaching opportunities with the AEET. We would like to draw further upon the wealth of knowledge and expertise of our indigenous families to share their stories and traditions within our classes. We hope to bridge stronger relationships and representation with local community elders. We recognize that many of our students live in an urban community and may not recognize or feel connected to their particular bands or nations. We would like to support their sense of pride in their cultural identity; we can further facilitate the process of students' self-identification with their specific First Nation and recognize the positive attributes and strengths of their peoples. This strategy could include a monthly celebration of individual nations; a larger bulletin board could also better showcase the contributions of First Peoples; staff would like to continue to develop historical lessons centered on Truth and Reconciliation with intermediate students. Finally, the staff would appreciate increased participation and involvement in the Talking Stick Festival events and field studies that celebrate Aboriginal culture.

Other areas that are worth exploring include more First Nations Arts and Crafts clubs at recess and lunch. There is also concern about the amount of paperwork and tracking of Aboriginal students that may interfere in relationship building with students, the AEET and the AEEW.

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

In the 2015-2016 school year, we:

- hosted two open houses to showcase student learning
- held weekly talking circles in most classes
- continued our relationship with VSB media to identify and celebrate activities and positive learning situations at Grandview
- focused on specific individual praise
- held monthly student recognition assemblies (students of the month, athlete of the month, excellent attendance, perfect attendance, student writing presented)

- invite parents and guardians in advance when a student is being recognized at a monthly assembly
- communicated with family members via newsletters, conferences, report cards and phone calls
- created and maintained bulletin boards throughout the school to showcase student work
- celebrated Aboriginal Day
- conducted an end of the year student recognition assembly
- held a grade 7 leaving ceremony
- engaged in positive, descriptive, specific feedback
- continued author's chair
- created end of year memory books
- created student portfolios
- continued using star charts

## **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.