



Vancouver School District

School Plan for Waverley Elementary School

Year 3 (2017-2018)

1. GENERAL SCHOOL STORY:

The land on which Waverley Elementary School is located is the unceded territory of the Coast Salish peoples, including the territories of the x^wməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

With relation to the City of Vancouver, Waverley Elementary School is located in an established residential area at 46th and Elliott Street in the southeast corner of the city. It is a single storey school, built surrounding a garden courtyard that also serves as an outdoor classroom and community area. The original wing was built in 1958; a modular addition extending along Elliott Street opened in the Fall of 2000, providing nine additional classrooms.

The school enrolls approximately 400 students with the following languages spoken at home: Chinese (~45%), English (~30%), Vietnamese (~5%), Tagalog (~10%), Spanish (~5%), South Asian (~5%), and other (<5%). It is important to note that most families at Waverley who record English as their first language, also speak a heritage language at home. Less than five percent of our population is Aboriginal.

Waverley has an active Parent Advisory Council (wavepac@yahoo.ca) that is very supportive and involved in many school activities. There is currently a district primary excellence in social emotional learning (ExSEL) program based at Waverley. Waverley also hosts a Chinese language school – operated by Pui Ying Society which holds its classes twice a week after school. In addition, South Vancouver Neighbourhood House operates an out of school care (OSC) program on site.

Technology, as a tool for teaching and learning, is integrated into our school practice. Our staff have been involved in innovative projects – one of which, is an online learning community hosted by the intermediate classes – it provides an excellent medium through which students engage with teachers and peers to explore learning in depth and to collaborate and share their ideas and their learning in authentic ways. We currently have approx. 50 iPads, 6 Apple TVs, and 6 document cameras connected to projectors; teachers and students are able to capitalize on the devices' readily instant access to information and multimedia capabilities. In addition, SMART Boards mounted in each classroom have become integral in creating interactive learning spaces for every student.

Waverley continues to use the *Jump Math* program to improve the numeracy skills of students. With a strong focus on early learning, we have Strong Start, a government- sponsored program for preschoolers, and Reading Recovery, a targeted reading support program for grade one students. Additionally, our students have the opportunity to engage with our extended community – some of our students engage in the yearlong UBC Intergenerational Landed Learning program and some of our students visit our neighbouring senior's home, Shannon Oaks, for an intergenerational program.

Waverley is a member of the Killarney Family of Schools that includes five other neighbouring elementary schools along with Killarney Secondary. Waverley students benefit from participating in many Community School Programs: after school games, arts & crafts, badminton, and More Sports soccer & basketball. These programs have supplemented the staff-sponsored clubs and teams at Waverley which include: volleyball, basketball, badminton, floor hockey, and track & field. Intermediate students also have the opportunity to develop their leadership skills as: peer helpers, equipment monitors, library monitors, Welcome to Kindergarten, Global Citizens, and PAC childcare givers.

Our vision of success for learning for each student at Waverley is when our students demonstrate that they are engaged and motivated to learn in personalized ways in a creative and collaborative environment that encourages and supports positive social and emotional wellbeing. As such, for the past few years, student engagement has

been our primary school goal with 3 main themes that further elaborate on the type of engagement that we are striving for:

Student Engagement & Motivation Goal:

To increase student engagement and motivation by nurturing a learning environment that:

- is personalized to facilitate students' uniqueness;
- stimulates students' imaginations, innovation, and creativity;
- and fosters socially responsible, emotionally healthy citizens.

Along with our primary school goal, we have continued to sustain efforts towards our district goal for aboriginal cultural enhancement to improve educational experiences and results for Aboriginal students and to be committed to the ongoing development of best-practice strategies for instruction, improvement and inclusion.

Aboriginal Cultural Enhancement Goal:

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students

2. WHAT DID WE SEE?

- Targeted Professional Development for staff members:
 - Throughout the year, we dedicated professional development days to our school goals.
 - In the fall, two of our staff members led a workshop on using Office 365 and presented several its features that would be useful to the classroom context.
 - In the winter, we invited Karen Appleton (VSB teacher) to come share approaches to Aboriginal learning traditions and themes. She engaged the entire staff with her story and guided us to acknowledge the traditional teachings of the Elders and the intrinsic value of Aboriginal cultures, histories and beliefs.
 - Our upper intermediate team of teachers continued to engage in a collaborative inquiry project centered increasing teacher collaboration and student engagement. This year, the group focused on a multidisciplinary approach and explored ways in which students could be concurrently engaged in some or all of the fields of ADST, social studies, language arts, and fine arts.
- Increased involvement and experiences with external resources for staff and student engagement:
 - We invited fine arts performers and Aboriginal elders to showcase their works of art, to engage the students in further inquiry of various mediums of creativity, and to inspire the students to express their own imaginations.
 - We invited experts from their fields to engage our students in further inquiry and to inspire the students in different areas of learning – e.g. Dr. Veselin Jungic (SFU Professor of Mathematics), Chef Barb Finley (Director of Project CHEF).
 - We collaborated with outside agencies (e.g. UBC Centre for Community Engaged Learning) to help facilitate and support student learning and engagement. For example, the primary students (K & grade 2) were engaged and motivated by volunteer student mentors during UBC's Reading Week.
- Targeted use of school funds to support the school goals:
 - All school activities are considered through the lens of the school goals. Field trips were planned with the school goals in mind (e.g. Arts Umbrella, Shannon Oaks Senior Home, Vancouver Museum – Musqueam exhibit).
 - Resources were purchased to help support the school goals (e.g. Raven Tales DVD Series, supplies for student personalized projects for Maker Faire).
 - A Student Resource Centre was designed and equipped to support the school goals. The SRC is equipped with a mounted projector with Apple TV, piano, and equipment to support the “Ready Bodies, Learning Minds” (RMLM) motor lab. RBLM provides children with easy-to-implement experiences and exercises in a motor lab environment to increase the likelihood of their success by developing their sensory and motor systems to their fullest.

3. WERE WE SUCCESSFUL?

1. Increased student engagement and motivation
 - a. Intermediate students demonstrated increased engagement and motivation for their learning especially with regard to personalized learning and to increased student voice – for both their own learning (e.g. choosing topics of personal interest for their Maker Faire project) and decisions being made that affected school events (e.g. school theme days) and practices (e.g. problem solve through crowded lunchroom issue).
 - b. Ongoing contributions and celebration of work, articulation of learning, and collaboration with peers and teachers through FreshGrade
 - c. Engaged learning through big ideas and exploration of topics that posed real world problems and exposition of social issues (e.g. Residential Schools, Mock Elections)
 - d. Students demonstrated increased engagement and motivation in authentic learning experiences with mentors and experts of particular fields.
 - i. Grade 4 students engaged in a year-long UBC Landed Learning Project.
 - ii. Grade 4 & 5 students engaged in Project Chef – a week long experiential, curriculum-based school program that teaches students about healthy food: where it comes from, what it tastes like, how to prepare it and how to enjoy sharing it around a table.
 - iii. Grade 3 students collaborated with local agencies throughout the year to explore living things (e.g. Salmon hatchery, SPCA, Orphaned Wildlife Rehabilitation Society).
2. Increased knowledge, awareness, and appreciation of Aboriginal histories, traditions, and cultures among all school community members
 - a. Through different school events/activities, connections were made with Aboriginal traditions and perspectives. There was increased reflection and appreciation for the cultures, histories and contributions of the Aboriginal peoples.
 - b. As we invited more members of the Aboriginal community into our school to share their stories, we noticed that our students' perspective of the Aboriginal community change to view them as a current and contributing group to our community rather than an ancient and extinct culture. There was evidence of a change in language used to indicate and appreciate present-day Aboriginal contributions to society.

4. HOW HAVE WE SHARED?

1. On-site communication and celebration of student success:
 - a. We celebrate the unique abilities of each student on a daily basis. Entering through the doors of the school, it is quickly evident, through posted student work and interactions between adults and children, that each student is valued for their individual talents and levels of learning. This sense of care is demonstrated by both adults and children as you observe peers respectfully admiring each other's work and providing words of encouragement and praise.
2. Regular communication and celebration of student success:
 - a. Student success is also shared through a variety of media that is regularly published and distributed to the school community (e.g. school newsletters, school website, social media (@WaverleyElem), school public announcements).
 - b. This year, the PAC donated a hallway digital display to support the celebration of student engagement in the school. The digital display contained photos and videos of students of all grade levels engaged in various activities – academic, athletic, artistic. The content is changed frequently and parents and students are often seen in front of the display watching the images flash across the screen and students explaining to their parents what they were engaged with.
3. Special projects and events that communicate and celebrate student success:
 - a. The intermediate teachers continue to utilize an online tool called "FreshGrade" to provide a platform for student digital portfolios and real-time teacher-student interaction for formative feedback and assessment. This year, two more intermediate teachers started to use FreshGrade with support from their colleagues who had already been using it. The teachers have also invited parents to participate online as well and have directed the parents to the site to view and feedback on student work and to share and support goals for their learning.
 - b. Throughout the year, all of the students' posted artwork was archived digitally to be collated into an artbook for the library collection to showcase the collective creativity and innovation of the student body.
 - c. The intermediate students presented two personal projects to the school community this year – Living Museum (Feb. 9th) and Maker Faire (May 11th). For the Living Museum, students worked collaboratively recreating historical settings to simulate past time periods, providing visitors with an experiential interpretation of history. Our Waverley Maker Faire emulates the Maker Faires organized around the world that highlight invention, creativity, and resourcefulness (www.makerfaire.com). All of our grade 6 & 7 students have been thoroughly engaged in their own personalized projects and were excited to share their creations with the school community.

5. WHAT ARE OUR NEXT STEPS?

In 2017-2018, we will continue to work on our goals for student engagement and motivation. While an increase in the students' engagement in their learning has been evidenced, we feel that there are still opportunities for increased focus and fine-tuning of the teaching and learning experience. During reflection and dialogue, it was agreed upon that we have created the space for engagement and motivation and now we are ready to align our goal with the district's strategic plan (<https://www.vsb.bc.ca/vsb2021>). After reviewing the VSB Strategic Plan, the following next steps will be undertaken to further progress along our school's goals:

Engage our learners through innovative teaching and learning practices.

- Enhance support for students with specific needs.
- Support the implementation of the curriculum.
- Provide increased opportunities to connect students to their learning.

Create a culture of care and shared social responsibility.

- Increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures and contributions by all students
- Encourage and enhance practices that support cultural, emotional, physical and mental well-being.
- Support effective, thoughtful transitions for all students at each stage of their development.
- Respect and celebrate all forms of diversity.
- Support collaborative relationships with community partners that enhance student learning and well-being.



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

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

We currently have 10 Aboriginal learners in our school. Five of them are in Primary grades (K – 2 students, Gr. 1 – 3 students) and the remainder are in Intermediate grades (Gr. 4 – 4 students, Gr. 7 – 1 student). More than half of these students have been identified as learners needing support for their learning.

Our main focus for our Aboriginal learners is to foster a sense of belonging and place within the school community – currently, this is directly connected to their attendance, punctuality, and engagement with their learning and their non-Aboriginal peers. As a school, we are committed to providing our Aboriginal learners and their families with support: within the classroom setting, by best-practice strategies (e.g. adaptations and modifications) for instruction, improvement and inclusion; and outside of the school by connecting them with supports in the community.

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

Professional Development:

- In February (2017), we invited Karen Appleton (VSB teacher) to come share her story and her perspectives and approaches to increasing knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures, and contributions.

Aboriginal Education Enhancement Worker (AEEW):

- Our AEEW, Wendy Ryan, is an integral facet in our support for our aboriginal learners. She supports our aboriginal students to experience success in school (e.g. ensures that they are attending and visits with families to get updates on their situations). She implements programs and intervention strategies within the classroom in collaboration with the classroom teacher. She also promotes communication and interaction between the Aboriginal families within our school community (e.g. Friendship luncheons).

Elders and Aboriginal guests visit to our school:

- We have had the honour to host many visitors to our school – to share their stories and their customs. Our students have learned and developed appreciation for various Aboriginal traditions and have also been engaged in experiential learning opportunities with these guests. E.g. making dream catchers, bannock, choreographed dance.

Acknowledgement:

- We understand the importance of acknowledging the First Peoples on whose traditional territories we live and work. This acknowledgement appropriately takes place at the commencement of whole school events. We have shared the meaning of the acknowledgment and the significance of acknowledging territory to our students – it shows recognition of and respect for Aboriginal Peoples. It is recognition of their presence both in the past and the present.

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

Further efforts in this area will align with our school goal and the district's strategic plan. Specifically, it will be to create a culture of care for our aboriginal learners:

- To increase and maintain our Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in Waverley.
- To increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures and contributions by all staff and students at Waverley.
- To encourage and enhance practices that support cultural, emotional, physical and mental well-being.
- To support effective, thoughtful transitions for all students at each stage of their development.
- To support collaborative relationships with community partners that enhance student learning and well-being.

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Improved attendance and punctuality rate
- Increased engagement in learning as evidenced through student voice and personalized learning experiences and interactions with teachers and support workers
- Increased self confidence and pride as evidenced through display of student work and learning
- Increased engagement and support for student learning by family support network
- Increased participation and involvement by Aboriginal learners' families with school events and activities