

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.

#### WAVERLEY ELEMENTARY SCHOOL

#### MISSION STATEMENT

To provide a safe, inclusive environment where we strive to develop kind, caring citizens with a passion for learning and a vision for their future.

#### 2015-2016 GOALS

##### **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.

##### **Aboriginal Cultural 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?**

Waverley Elementary School is located in an established residential area at 46<sup>th</sup> and Elliott Street in southeast Vancouver. 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 that is very supportive and involved in many school activities. There is currently a district primary behaviour program based at Waverley. Waverley also hosts a Chinese language school which holds its classes twice a week after school. In addition, South Vancouver Neighbourhood House operates an after school care program on site.

Technology use is evident in the classrooms. Our staff have been involved in innovative projects that showcase the useful ways in which technology serves as a tool in learning. One of these initiatives 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 and 6 Apple TVs connected to projectors; teachers and students are able to capitalize on the tablets' 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, each year, one classroom has the opportunity to 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: happy, engaged, cooperative and self-assured learners.

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

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

**1. 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.

**2. Aboriginal Cultural 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?**

**1. Targeted Professional Development for staff members:**

- a. Throughout the year, we dedicated professional development days to our school goals. In the fall, we invited Linda O'Reilly to lead us in an exploration of the revised curriculum with specific focus on personalized learning and an exploration of Aboriginal learning traditions and themes.
- b. Our upper intermediate team of teachers engaged in a collaborative inquiry project centered around the question: "How might using a "Maker Faire" model increase teacher collaboration and student engagement?" These teachers also visited Norma Rose Point School to witness student engagement in a personalized learning environment and to collaborate with the educators at that school.

**2. Increased involvement and experiences with external resources for staff and student engagement:**

- a. We used communicative tools (e.g. email, Skype) to connect with mentors and experts in their fields of numerous topics (e.g. Aboriginal culture, literary authors, biologists, mathematicians).
- b. We invited fine arts performers 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.
- c. We collaborated with outside agencies to help facilitate and support student learning and engagement. For example, the intermediate students worked alongside volunteer mentors from Writers Exchange ([www.vancouverwe.com](http://www.vancouverwe.com)) and their efforts culminated in a professionally printed publication showcasing each student's original writing.

**3. Targeted use of school funds to support the school goals:**

- a. It was a goal to create a praxis by which all school activities were 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).
- b. Resources were purchased to help support the school goals (e.g. Raven Tales DVD Series, supplies for student personalized projects for Maker Faire).

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

**1. Increased student engagement and motivation**

- a. Intermediate students demonstrated increased engagement and motivation for their learning:
  - i. Ongoing contributions and celebration of work, articulation of learning, and collaboration with peers and teachers through FreshGrade

- ii. 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)
- b. Students engaged in authentic learning spaces with mentors and experts of particular fields. Grade 4 students engaged in year-long UBC Landed Learning Project. Grade 3 students collaborated with local agencies throughout the year to explore living things (e.g. Salmon hatchery, SPCA, Orphaned Wildlife Rehabilitation Society).
- c. Entire student body engaged in identifying acts of kindness and were motivated to share examples of how our community upheld the school motto of “Be Kind” and to display their own acts of kindness to others.

**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. For example, Earth Day marked the start of our school-wide focus on “Taking Care of the Earth” and appreciating the respect and reverence Aboriginal culture placed on the Earth as provider for their people.
- b. As we invited more members of the Aboriginal community into our school to share their stories, we noticed that all of our students began to speak of the Aboriginal community as a living entity 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.

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

**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).

**3. Special projects and events that communicate and celebrate student success:**

- a. The intermediate teachers engaged in an online tool called “FreshGrade” to provide a platform for student digital portfolios and real-time teacher-student interaction for formative feedback and assessment.
- b. The entire school – staff and students – contributed their time, effort, and talents to a musical performance, “The 100 Year Snooze”. Every student in the school was involved in the multitude of roles – singers, actors, lighting, staging, video recording, poster and ticket design. The students performed in two sold-out evening performances (May 4<sup>th</sup> & 5<sup>th</sup>) and received accolades from the extended school community.
- c. 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.
- d. The intermediate students will be presenting their personal projects to the school community during our Maker Faire (May 25<sup>th</sup>). This Maker Faire emulates the Maker Faires organized around the world that highlight invention, creativity, and resourcefulness ([www.makerfaire.com](http://www.makerfaire.com)). All of our grade 6 & 7 students have been thoroughly engaged in their own personalized projects and are excited to share their creations with the school community.

## **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.