



1. GENERAL SCHOOL STORY:

1. Update school context if necessary
2. Review inquiry question and where the need for this goal came from (evidence, etc.)

G.T. Cunningham Elementary School was first opened in 1959 as an annex to Norquay Main School and was named Norquay School Annex. After the building was expanded to meet the growing population, it was officially reopened in November 1966 and named G.T. Cunningham Elementary School. George T. Cunningham (1889 – 1965) was a lifelong resident and businessman of Vancouver who was honoured for his philanthropy, public service, and dedication to education. We are very fortunate to have ongoing interest, involvement and support from the extended Cunningham family, who celebrate having a school bearing the name of their family member.

The school expects to enroll approximately 350 students next year in 17 divisions, including two district programs for students with autism. The southeast sector of the city, in which Cunningham Elementary School is situated, has had declining enrolment for several years. However, in September 2016, Sir Guy Carleton moved onto the Cunningham site after a fire at the Carleton Kingsway location approximately two weeks before school start up. For the 2016-2017 school year, both schools have been sharing the Cunningham site, and this is expected to continue for the 2017-2018 school year. This unexpected partnership between the two schools has been both a challenge and an opportunity: the increased student and staff population of two schools, each with their own unique culture, under one roof has required flexibility and compromise from all, but has also created a vibrant dynamic throughout the school, as we navigate and learn from this unprecedented collaboration between two schools.

Many of our students come from working families that have a wide range of educational backgrounds and income levels. Most families have both parents working outside the home. Although many of our students are born in Canada, English is often not the dominant language at home. Our student population has a variety of cultural backgrounds originating in many different countries. Approximately ninety percent of our student population identifies an additional language, other than English, spoken at home. Of the many languages spoken in our school community, the most prominent are Cantonese, followed by Vietnamese, Mandarin, and Tagalog. Approximately fifty percent of our students have English Language Learner (ELL) designations and are receiving additional English language support. We are a multi-cultural school where diversity is valued and celebrated.

To encourage social and emotional growth, we encourage our students to participate in, and contribute to, all aspects of school life. For our primary students, this means helping around the classroom and participating in the many events held throughout the school year. For our intermediate students, we provide leadership opportunities through sports teams, service clubs, and special-interest clubs. As part of the Gladstone Family of Schools, we also offer after-school Community Links Team extra-curricular programs.

Cunningham students know and follow our school's Code of Conduct and our motto, Cunningham CARES: Considerate, Accepting, Responsible and Respectful, Enthusiastic, and Safe. Our Code of Conduct presents information in a child-friendly format and clearly outlines behaviour expectations, including online and out-of-school behaviour that can impact the learning environment at school.

Our vision of success is that our students will become more confident and proficient in using technology to personalize their learning experiences at school, and that they will have a greater understanding, knowledge, and appreciation of Aboriginal histories, traditions, cultures, and contributions.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Cunningham maintained two goals for the 2017-2018 school year:

1. Students will increase their usage of technology for personalized educational purposes at school
2. Aboriginal Enhancement Goal: Students will increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions.

Students continued to work on ever-increasing personalized learning projects, using a wide variety of technologies and media. Students from Kindergarten through Grade Seven used iPads, laptops, desktops, personal devices, as well as a wide variety of applications (apps), such as iMovie, Garage Band, PowerPoint, Book Reader, Raz Kids, IXL math, as well as learning coding skills on these devices to support their learning, both of subject content as well as of skills to use technology in order to serve their learning needs. Some teachers are working towards electronic communication with students and their parents: students can send assignments to their teacher via email, parents can communicate with email, some teachers use class websites, blogs, and online communication with students and their parents about the students' learning, both academic and social/emotional. Many classes used IXL math to support the students' ongoing numeracy progress, especially over longer breaks such as winter, spring and summer holidays.

Many of the intermediate students took on leadership roles in helping others navigate the use of hardware and software. Students were peer tutors, monitors and helpers.

Students with learning challenges – both students with and without designations – had access to personalized technologies to support and enhance their learning. In the two district autism classes at Cunningham, students use iPads to assist them with basic communication – for their learning as well as for communicating their basic needs.

In the library, students were learning how to use technology to present book talks. With the guidance and support of the teacher-librarian, students did small group research, learned safe and efficient internet skills, and learned how to use apps such as Bookreader. The teacher-librarian also promoted the use of web-based materials (webcat), and other web-based resources.

In all of the above scenarios, teachers strongly emphasized the importance of the responsible use of technology, as well as that of the respect of privacy online, in accordance with VSB policy.

3. WERE WE SUCCESSFUL?

3. Outline results

Staff have noted that students are increasingly comfortable with the use of a variety of technology and media, as well as noting that in general, student skills in web searches are continuously improving. Students are taking on more leadership roles involving the use of technology. While previously, one or two classes had students volunteering to be technology monitors and mentors, there are now up to four intermediate classes who have student leaders in technology. Students are helping each other with troubleshooting problems, teaching each other new applications, and presenting their learning with a variety of media, under the guidance and supervision of their teachers. There is greater student engagement in learning content, skills and competencies through the use of interactive projectors and white boards. Students in the district autism classes are having communication breakthroughs due to their ongoing access to technology and devices. Also in the district autism classes, Smart technology (interactive projectors, etc.) is used frequently every day to engage and connect with students. Teachers have observed that student confidence in making oral presentations is increasing, as they are able to prepare so much of their presentations in advance, giving them digital scaffolding, and therefore more confidence to present their learning to others, including and especially those students who are English Language Learners or students with barriers to their learning.

The use of technology to support teaching and learning at Cunningham has become regular practice and very successful for many classes, to the point where we see the need for more tablet devices for those students with learning challenges in the mainstream, as well as an upgrade in our computer lab to accommodate the demand.

4. HOW HAVE WE SHARED?

4. How will we make parents, students and other members of the community aware and involved?

Students have shared their learning through the use of technology in a wide variety of ways. Intermediate classes are using iMovies, Apple TV, Pages, Prezie, PowerPoint and Kahoot for students to access information, as well as to create innovative, personalized and creative ways to share and celebrate their learning. Primary classes are using Book Creator and Drawing Pad to do the same. Some teachers are using websites to securely share students' work. Students are using individual devices to use photos, video clips, voice and audio recordings to enhance their presentations, as well as to share their ideas. Some of these presentations have been shared with the larger school population at assemblies. Some teachers have experimented with Fresh Grade in order to share students' digital portfolios with parents, again with secure access.

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

Cunningham staff have agreed that we should continue with the same goal of using technology as a tool to support individualized and personalized learning. During the many discussions about curriculum implementation, the staff see the benefit of continuing to support student skill and proficiency with technology – both hardware and software – to maximize student learning. As teaching and learning becomes more personalized, student ability to access information, as well as to use technology to demonstrate and share their learning, is becoming an important life skill, as is the ability to think creatively and face challenges with confidence. As technology changes, so will our approach to its use to enhance teaching and learning at Cunningham.



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?

- Include numbers of students, grade levels, etc.

At GT Cunningham, we have 12 students of Aboriginal ancestry: 2 in Kindergarten, 2 in Grade One, 3 in Grade Three, 1 in Grade Five, and 4 in Grade Seven during the 2016-2017 school year. One of the Grade Seven students is enrolled in the district Intermediate Autism class. All are “off reserve” status, and of those that have identified a Band or Nation, the following were identified (one student from each, except for two siblings from the Mi’kmaq: Kitkatla, Tl’azt’en, Kitamaat, Kitasoo, Oweekeno).

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

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

The school library now has the full collection of the Raven Tales DVDs which many teachers use to enhance their curriculum. Also, the library is continually purchasing resources to support our Aboriginal goal. Many classes incorporate the concept of the Aboriginal ways of knowing into their subject units throughout the curriculum. Our Aboriginal Education Enhancement Worker works with many classes, supporting enhanced awareness and appreciation among all students, as well as supporting cultural pride and understand in those students of Aboriginal ancestry. Classes have gone on field trips to the Museum of Anthropology and other destinations for activities and workshop with the goal of raising awareness of Aboriginal culture and issues. At Cunningham, we have booked The Dancers of the Damelahamid to perform for the whole school in June to celebrate National Aboriginal Day in June.

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

- List continuing and new initiatives

We will continue to work toward incorporating Aboriginal ways of knowing and learning throughout the curriculum, in addition to discrete units of learning that focus on First Nations. We will continue to collaborate with our AEEW, as well as other guests, such as elders/knowledge keepers, into classrooms and the school as a whole to raise student and staff awareness of Aboriginal culture. We will continue to seek out performances and other experiences to increase awareness and appreciation of Aboriginal culture and issues. Cunningham's librarian will continue to increase the school's media collection that addresses Aboriginal culture and awareness (books, DVDs, possible online content).

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

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

In the library, we have purchased 24 aboriginal-themed books this year. This year, we have added 13 new DVDs of season two to our complete 13-DVD set of the first season of Raven Tales, which are frequently used by all levels of classroom teachers, for a total of 26 DVDs available in our library. Regarding the AIMS, interventions were done according to the individual students' needs. This information is updated on an ongoing basis.

Anecdotally, it has been observed by staff that the students of Aboriginal Ancestry have a strong sense of belonging at school. They are benefitting from the support they receive, and usually present as confident and happy when they are at school. As with all families, parents and extended family are always welcome to share their questions, concerns and celebrations.