

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.

Dr. Annie B. Jamieson Elementary School

MISSION STATEMENT

*“Cultivate your minds as definitely as you do your muscles.
Cultivate kindly feelings and do kindly acts and
kindness will become the law of your being.”
Dr. Annie B. Jamieson*

2015-2016 GOALS

1. To enhance critical thinking skills through the use of technology.
2. Aboriginal 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?

Dr. Annie B. Jamieson Elementary School is located just south of Oakridge, on the west side of Vancouver. The school enrolls approximately 475 students. Seventeen languages (not including regional dialects) are spoken by families in the Jamieson community including: English, Tagalog, Cantonese, Hindi, Punjabi, Tamil, Mandarin, Korean, Japanese, Arabic, Thai, Vietnamese, Farsi, Somali, Romanian, and Hebrew. The most dominating language (outside of English) reflected in the demographics of the Jamieson community is Mandarin. About 45% of the students have a home language that reflects usage other than or additional to English, with approximately 35% of students receiving English language support. In terms of gender representation the student population is divided fairly evenly between boys and girls. A number of families have one parent working and living in Asia. About 35% of our entering students Kindergarten have little or no understanding of English. Jamieson School often has several international students in attendance, usually in the intermediate grades but also in the primary grades.

There is strong parent support for school and Parent Advisory Council initiatives. The PAC leads fund-raising initiatives to support Jamieson's diverse school programs and to enrich learning experiences for students, while maintaining opportunities in the area of fine arts, athletics and technology. Our PAC sponsored school lunch program that is held three times a week, focuses on food offerings that meet the provincial standards for healthy foods. (this past year the hot lunch program was held 4 days a week with the funds of the fourth day having a specific target)

Currently, program offerings at Jamieson include the largest elementary Strings Program in Vancouver. Approximately 260 intermediate students participate in the Strings Program. There is a strong performance component tied to the Strings program. As well, Jamieson offers an intermediate district Mandarin Bilingual Program. Approximately 145 students participate in the intermediate Mandarin Bilingual Program. Students in the program who choose to continue their Mandarin studies, do so at Eric Hamber Secondary School.

Jamieson School offers a range of sports and extra-curricular activities. In addition to two regular physical education classes per week, extra-curricular sporting activities for intermediate students often include: Cross Country, Volleyball, Basketball, Track and Field and sometimes Badminton and Ultimate Frisbee.

Other extra-curricular opportunities are available for our senior students. These options focus on social responsibility and leadership and include: Playground Leaders (peer helpers), Library Monitors, Student Announcers, and a Leadership group. Students in grades 6/7 who play in the Advanced Strings Orchestra do so by audition. In addition to school based performances, these students compete in festival competitions.

Additionally, after school programs are offered in a range of areas including solo instrument, cooking, science, athletics and art.

Our Jamieson School Code of Conduct is based on a foundation of **Respect**: Respect for Self, Respect for Others, Respect for our Community. We try to provide opportunities for students to take on leadership roles (e.g. Grade 7 students creating, organizing and running Sports Day – with teacher sponsorship), to make contributions to our school community and to constantly broaden their understanding of the many ways we can demonstrate respect for each other.

The Jamieson staff is committed to fostering student academic growth and achievement and enjoy working with parents as partners in education. The teaching staff work together on a regular basis to plan for ways of supporting and enhancing student engagement and learning. Our Resource teachers work cooperatively to discuss student needs and to select resources that will best support academic goals. Commonly, students present displays of their themed work or projects and present to audiences comprised of students, staff and parents. All staff work and plan together to enhance student learning and to share professional dialogue.

All staff are active in supporting school goals and professional development, while being mindful of maintaining school wide achievements in literacy and fostering social responsibility in the school, community and outreach to the broader community.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. To enhance critical thinking skills through the use of technology.
2. Aboriginal 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?

As a staff, we decided to learn more about the competency of critical thinking skills through the use of technology. This was to be able to broaden the students' capacity for developing a range of skills to think outside the box, rather than always looking for right and wrong answers. Working with Roland Case offered the staff the opportunity to see and work with a variety of ways to ask a simple question. The lessons that Roland Case presented were designed to be seamlessly infused into regular classroom teaching. As one of the main competencies in the new curriculum, critical thinking encompasses all areas of the curriculum. The students and staff were able to increase their styles of questioning and look at information in different ways. Building criteria, inferencing skills, becoming more observant, and being able to give detailed and fully developed

explanations are key to assisting the students in this area. The students are building their capacity to use critical thinking skills in real life situations – not just pencil and paper activities. They are also skills that can be transferred to technology - with the use of iPads, Smart Boards and computers – whether for school or personal use.

What was the evidence of success for each student?

Evidence of success was evident in a variety of areas and grade levels. Students were able or are beginning to use questioning based on an inquiry model for projects. In one class, while working on a communities unit, the students were able to devise different questioning techniques when implementing ideas. Students learned to reframe questions. They had a better understanding of what they were learning and were more engaged in lessons. Small steps were successfully taken this year. These small steps will be expanded and continued next year.

How did we communicate and celebrate student success

As stated, small steps were taken this year as both teachers and students are learning to use critical thinking in a different way. Each staff member and their students are working at different stages. Student success was celebrated in the classroom environment at the end of successful units.

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:

Begin to look to the following areas for development of new goals for the 2017-2018 school year, while maintaining our goal to increase knowledge, awareness acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Areas for Development of New Goals

To continue to work within the area of the 3 Competencies, as part of the new curriculum, in order to meet the needs of all students.

