

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.

Queen Victoria Annex

MISSION STATEMENT

To create a safe and stimulating environment where students are motivated to achieve their full potential, while valuing their physical environment and developing mutually beneficial relationships with the community.

2015-2016 GOALS

1. To improve all students' literacy with a focus on writing awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.
2. To continue to develop a commitment to personal and social responsibility in all members of our school community.
3. 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?

Queen Victoria Annex is a school of 140 students, from kindergarten to grade five. We are located in the diverse Commercial Drive community in East Vancouver; situated at the corner of Victoria Drive and East 3rd Avenue. Queen Victoria is now an Annex school to Laura Secord Elementary, where there are programs for French Immersion and English. Each year, our in-catchment students transition there for grade 6. Queen Victoria Annex is a unique school with very close-knit families and community partners.

Our community partners such as Britannia Community Centre and the new connection to the Community Schools Team (CST) at Vancouver Technical Secondary, enable programming, experts in residence, volunteerism and general community connections. Working with staff at Secord and the Van Tech 'family of schools', allows us to collaboratively plan for professional development and various local initiatives such as our annual Spring Festival. Our small school offers a safe, nurturing environment for our students. Queen Victoria kids include a wide range of learners including English Language Learners, special needs students, Aboriginal learners, and learners from economically diverse backgrounds. We benefit from the support of neighbouring businesses and our innovative and supportive Parent Advisory Council.

Our staff works collaboratively to make decisions for school wide activities, goals and philosophical directions. We acknowledge the positive contributions of all individuals in the school, district and community. Our school seeks to create opportunities for all students, and their families, to interact in a safe, accepting and positive environment. In addition to our enrolling teachers we have a full time teacher-librarian/resource teacher with a focus on the Reading Recovery Program, a part-time Speech-Language Pathologist, a part-time Aboriginal Education Enhancement Worker and a part-time area counselor.

Our vision, is to support students to be the best they can be and to believe in themselves as they work through the various years of schooling at the Annex. We aim to support all student needs and to design learning opportunities that will engage and help students see themselves, and others, in positive ways.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. To improve all students' literacy with a focus on writing awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.
2. To continue to develop a commitment to personal and social responsibility in all members of our school community.
3. 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) Strategies and structures used to help with student success included:
 - Graphic organizers and pre-writing activities, especially for scaffolding support for writing
 - Publishing and highlighting student work with families and through classroom celebrations
 - 'Authorstrator' visit from Jeremy Tankard
 - Three Step Writes
 - Gr. 2/3 Poetry Café
 - Classroom based 'writer's workshop'
 - Pro D focus on teaching strategies for Non-Fiction Writing- staff book club for texts from Adrienne Gear
- 2) Strategies and structures used to help with student success included:
 - School-wide focus on empathy and virtues through weekly assemblies and daily student-led announcements
 - strategies from the MindUP program in classrooms as well as with school-wide implementation on daily, student-led announcements
 - Using Restorative Justice practices; conflict as means of teaching empathy and kindness
 - classroom Bucket Filler lessons to encourage empathy and support for others
 - use of the WITS program to assist students in dealing with conflict
 - Using professionally recommended and age appropriate books to teach students respect for all expressions of gender, families and diversity in general

- Language arts lessons for students to reflect on personal responsibility and topics within social emotional learning
- Seasonal activities and projects where students led school –wide virtues teaching and support for #acceptance through our involvement in Pink Day activities and other, regular “kindness” initiatives
- Counselor time in classrooms and use of the TAPS program (boundaries, healthy relationships)
- Talking circles and a Smudge ceremony to connect social emotional learning and Aboriginal traditions in teaching and learning
- Ongoing staff collaboration and communication regarding common language for behaviour and social responsibility
- School Based Team discussing and planning interventions for students in need (counsellor support, School Based Team, behaviour consultants, new IEPs or designations, classroom adaptations and modifications, specialized program applications, and 1:1 attention whenever possible)

3) Strategies and structures used to help with student success included:

- June 2016 performance planned for acknowledgement of National Aboriginal Day (Git Hayetsk dancers/Mike Dangeli)
- Annual Evans Lake Camping Experience – students learned about the first peoples of the area; lessons about respect for the physical environment and history of the land
- Sincere acknowledgement of Aboriginal territories at weekly assemblies and school events (and teaching about why we have this)
- Art and social responsibility projects with Aboriginal Education Enhancement Worker Godwin Barton
- Art projects with Aboriginal themes for all grades
- Broadening of student knowledge of what is ‘Aboriginal’ to include main groups in Canada but also an understanding of world-wide Indigenous culture
- Communication with families and community (newsletter content, social media, PAC meetings, email articles) regarding Canada’s Aboriginal heritage

What was the evidence of success for each student?

Assessments and evidence of student success will include various methods across different classrooms:

- Three Step Writes (grade levels share topics) assessed with the use of the Performance Standards and writing rubrics for this assessment
- Portfolios
- written work displayed and shared both in the classroom and with families
- Specific report card comments for writing and for social responsibility
- Student-led conferences: “What have I learned?” “Where am I going to next with my learning?”
- Anecdotal records for office-referred behaviours

- IEPs and formal documentation for students with specific social responsibility goals
- Report card data and social responsibility reporting comments each term that will demonstrate student leadership opportunities taken, strengths and areas of development that have been noted for particular students
- Participation in seasonal and school wide social responsibility events (i.e. Pink Day, etc.)
- Student behaviour and peer conflict situations have improved on a case by case basis (ongoing documentation by SBT)

How did we communicate and celebrate student success?

Strategies that Queen Victoria Annex will use to communicate and celebrate student success will be:

- Student work shared on website, social media, newsletter emails
- Student work featured around the school in halls
- Student leadership featured weekly at Monday Morning Meetings (assemblies)
- Students have their work highlighted and celebrated during the year in every classroom
- Students supported to understand standards for written work and provide (samples from previous years, rubrics, etc.) before beginning of project to help with success—every student supported to understand project criteria
- Student achievement and participation highlighted in weekly assemblies and on QVA radio (daily announcements)
- Visuals around the hallways and classrooms to communicate student learning regarding virtues, leadership, empathy
- Public and individualized thank yous and praise for student leaders and volunteerism from students
- School to home communication to include language being used at school (e.g. expected/unexpected, the Zones of Regulation program, etc.)
- Educating families at PAC meetings and in newsletters about the programs we use (e.g. MindUP, Restorative Justice, WITS, Bucket Filler and various other classroom strategies).

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:

(Option B) 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

Maintain Goal #2- We will continue to develop a commitment to social responsibility in all members of our school community.

We plan to do this by looking at the following areas:

- Integration of themes around “connectedness’ and ‘awareness’ regarding Aboriginal histories and contemporary stories—especially those related to social emotional learning and social responsibility.
- Use of the Revised Curriculum “Core Competencies”: *Communication, Personal & Social Awareness and Critical/Creative Thinking* to support students with connections and engagement as we begin using the new curriculum and focus on individualized instruction.
- Use of the Positive Behaviour Interventions Support (PBIS) system for analyzing and observing the social responsibility needs in our school and to facilitate the use of common language among staff, students and parents, for supporting behaviour in a positive way.