

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. H.N. MacCorkindale Elementary

MISSION STATEMENT

Dr. H. N. MacCorkindale School Community is committed to providing a safe and challenging environment in which all learners have the opportunity to achieve success. The school's Code of Conduct further endorses this concept by ensuring that a respectful learning community will enable our students to become responsible global citizens who recognize the uniqueness of self and others.

2015-2016 GOALS

1. To increase student achievement in all aspects of Literacy through student inquiry so that at least 75% of students Meet Expectations in Language Arts.
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. H. N. MacCorkindale is located in the southeast Fraserview area of Vancouver near Champlain Community Center and Champlain Park. The school was constructed in December 1967 as the first open-area concept school in British Columbia. The ample school grounds offer open areas, a variety of adventure playgrounds and attractive gardens. Dr. H.N. MacCorkindale Elementary belongs to the Killarney family of schools.

The school enrolls approximately 196 students from Kindergarten to Grade 7, in 8 divisions. The school population reflects the rich multi-ethnic nature of the community. Students represent 17 language groups; a substantial portion of our students come from Chinese, Vietnamese, and Punjabi cultural backgrounds. Of our students, 7% have identified special needs and 40% are English Language Learners. We have 3 Aboriginal learners.

Enhancing learning and broadening the scope of possibilities for success for each student involves a comprehensive approach to meeting the needs of the whole child by providing a variety of engaging learning experiences in different curricular areas with the use of technology and inquiry infused into the teaching and learning that takes place every day.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. To increase student achievement in all aspects of Literacy through student inquiry so that at least 75% of students Meet Expectations in Language Arts.
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?

This year, we as a staff collaboratively developed a comprehensive school Inquiry Scope and Sequence based on the three Core Competencies of new curriculum: Creative Thinking, Critical Thinking, and Communication.

Our new Scope and Sequence will be utilized in the coming years to further implement our school-wide use of Inquiry as a teaching and learning tool in order to address the needs of all students, including our learners with identified Special Needs. The Scope and Sequence will be implemented from grades Kindergarten through Grade 7 and will be infused into all aspects of the curriculum.

In addition, the whole school staff (teaching and support) has been working on the following to address both school goals this year:

- Literacy groups – ability arrangement in primary
- Inquiry projects in all grades, in collaboration with Administration, Resource, and Teacher-Librarian, some with Aboriginal focus
- Use technology to teach/practice concepts and to research Inquiry topics
- Use Resource to build on foundation skills
- Writing buddies/pen pals
- Focus on aspects of Aboriginal cultural topics (natural/environment)
- Utilize Artist in Residence programs to enhance student experiences through culture
- Technology – in particular the story telling programs/apps (Aboriginal), and used to research Inquiry topics
- Build the use of technology into the curriculum on a more consistent basis
- Create a section in the library that houses Aboriginal literature
- BC Performance Standard rubrics http://www.bced.gov.bc.ca/perf_stands/writing.htm
- Inquiry Conferences – verbal and written
- Daily work on Inquiry projects and building Inquiry into daily learning activities
- Online blogs – teacher discussion and student responses
- Aboriginal Centres on National Aboriginal Day
- Aboriginal School-Wide Performances
- Aboriginal education topics were infused into the regular curriculum: art, dance, research, storytelling, physical education, and cultural studies
- Collaboration between and among teachers generated ideas for Aboriginal focus lessons, units and learning strategies
- Acknowledgment that our school sits on the traditional territories of the Musqueam Nation, Sto:lo Nation, Tseil Waututh Nation, and the Squamish Nation peoples at assemblies and at other school and community gatherings
- First Nations content was taught during school Library and in Reading group periods
- Aboriginal Education resources were purchased for students
- Recommended resources were used: *Shared Learnings* from the Ministry of Education and others

What was the evidence of success for each student?

Literacy Data based on 2nd Term Report Cards for Inquiry Goal:

- Students in Primary Meeting or above in LA – 73%
- Students in Intermediate C+ or above in LA (not including Grade7) – 67%

Whole School	Spring – Aboriginal Education Student Self-Assessment
I have an understanding of Aboriginal culture and traditions	96% responded “yes” and were able to provide examples.
It is important to learn about Aboriginal culture, traditions, and histories	98% responded “agree” or “strongly agree” 2% gave a “disagree” “neutral”, or “unsure” response

How did we communicate and celebrate student success

The Inquiry process was emphasized at every grade level and celebrated in a variety of ways:

- Sharing student Inquiry projects during Be Your Best Monthly Assemblies
- Including student writing and projects in weekly parent newsletter emails
- Performing or sharing with/for other classes and staff
- Front showcase/wall displays; bulletin board displays
- Writing portfolios and/or e-portfolios with student reflections built in
- Publishing works online using blogs

Numerous opportunities were provided to allow for celebrating the students' accomplishments in Aboriginal Education in a variety of contexts, including assemblies, newsletters, and school performances:

- Aboriginal content at least once per month for all students
- Shared writing pieces and bulletin board displays
- First Nations-inspired artwork displayed, particularly Haida, Coast Salish, and Metis

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.