



1. GENERAL SCHOOL STORY:

The context of our school did not change, this year. The expected enrolment for September 2017 is 186 students in grades K to 3. Like most early French Immersion programs, the tradition of parent involvement continues to be very strong, as does the sense of community and common purpose. The Parent Advisory Committee is very active and provides the school with funds to enhance our learning environment. The staff, parents, and students work collaboratively to create a positive learning and working environment.

Our school has 3 goals :Literacy, Social Responsibility and Aboriginal Cultural Enhancement. We added the aboriginal goal in order to better prepare for the full implementation of the redesigned curriculum over the next few years. This goal will be reviewed in the last section of this report.

Literacy

Our literacy goal, *to improve student achievement in French oral language so that students can use the structure, meaning and vocabulary to strengthen and enhance their literacy abilities in reading and writing*, continues to be at the heart of our school community. Teachers have been involved in many pro-d activities related to Literacy. A staff member has been trained to meet the standards of the Reading Recovery program. The literacy strategy **Daily 5** is a strong component of each classroom. We added the writing component to the goal to complement the work done in the last 4 years with reading as a focus. We were able to support more students in our LAC groups than the previous year.

For the first time at the school, we were able to add two French Mentors in our One to One literacy program. This is a support that provides more reading opportunities for our students. We also had a few volunteers that were fluent in French and they willingly helped students in small group activities or in the classroom.

Social Responsibility

Our staff put a lot of efforts to continue to implement our Social Responsibility goal; *to provide our students with self-regulation and problem-solving strategies through the use of common language and various school wide initiatives and programs*. We received the support of the MIST team for some students. Their support took different forms: direct interventions in the classroom by teachers and support workers, professional development sessions and contribution to complete IEPs to name just a few. Many activities have been ongoing for many years and have been reinforced school-wide. As an example, the school wide behavioral expectations have been explained to all students at assemblies by grade 3 students. We continue to implement and use the PBIS program. Our regular «Bons Dragons» assemblies provide recognition for students who are leaders and good models in this specific area.

GOAL: Aboriginal Cultural Enhancement

To engage the students' global and cultural understanding by increasing knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students. This goal has been integrated in different ways during the year. Conclusions and results are discussed at the end of this report.

2. WHAT DID WE SEE?

We continued to gather data from different sources and made some adjustments during the year. It is important that we continue with the Early Intervention model in 2017-18 to help our struggling learners as well as support the need for a balanced-literacy program in each classroom. Data indicate that we need to continue our goal to provide balanced literacy instruction and to provide Reading Recovery for our Grade 1 students who require this specialized support.

The French Immersion program puts a lot of emphasis on developing oral skills right from the beginning. One important factor is to offer opportunities to practice speaking and have models for the younger learners. Having a Buddy reading system led by our grade 3 students is an excellent example of modeling reading and speaking. More than half of the grade 3 students had the opportunity to help our Kindergarten and Grade 1 learners. This one-to-one program also aided in the development of social skills that promote our code of ethics: take care of yourself, of your class and of the school. It affects positively our school population including brothers, sisters and new friends. Students had also the opportunity to work with French speaking volunteers

Many members of the staff have been involved in inquiry projects at the district or school level. Different themes were touched upon, such as music and French language acquisition, reading /writing skills, self-regulation and implementation of aboriginal content throughout the curriculum.

The MIST team (Multiple Intervention Support Team) came to provide advice and support in two classrooms. They visited our school a minimum of 8 times. However, all staff participated in their “lunch and learn” activities and benefited from their leadership. Teachers went to Pro-D days related to anxiety and mental health. Some resources were shared with all members of the school teaching community.

3. WERE WE SUCCESSFUL?

LITERACY

- We continue the implementation of the IPLÉ program for the grade 1 students and were successful at discontinuing IPLÉ services to some of our most vulnerable learners. One to one support and small group activities are the heart of this program which helps decrease the number of students who needs support in grade 2-3. Here are some results: 24 students received LAC support in Grade 1 in 2015-16; only 11 of them receive LAC support in grade 2 this year. In 2015-16, 17 Grade 2 students received LAC support; only 9 of them received LAC support in grade 3 this year.
- Our teaching staff collaborated on a regular basis to identify and make adjustments to deliver the support to those students in need. As an example, some students (3) were discontinued of LAC support mid-way through Kindergarten in the second half of the school year. Many students (43) received LAC support from September to January. At mid-year, our teaching personnel met and assessed the progress made by our students. As a result, some students have been removed and some have been added to the new LAC groups that have been supported from February to June. These changes are done to meet the needs of the students and include newly identified Kindergarten students at risk.

SOCIAL RESPONSIBILITY

- We continue to apply the PBIS system (Positive Behaviour Interventions System) and the self-regulation “ZONES of regulation” program
- Through a collaborative inquiry, a group of teachers looked deeper at the concept of self regulation
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4. HOW HAVE WE SHARED?

LITERACY

- Parents : We communicate with parents by using different tools: monthly newsletters, class blogs (such as presentations of students work), APP Remind for students receiving LAC support, home reading programs, student led conferences, report cards, goals setting conferences, Kindergarten protocol results shared with parents.
- Community : Community partners and parents were involved in different ways : one to one literacy volunteers including two French and one English adults, two French speaking volunteers for helping directly in the classrooms (5 month and one month commitments), classrooms volunteers, parents sharing their work expertise, class visits to public libraries, museums and firehalls, WTK partners (VPL librarian, nurses, parents, family workers) , David Thompson after school activities, guest illustrator.
- Students : buddy reading system, student led conferences, home reading program, presentation of their work, Camping reading days.

SOCIAL RESPONSIBILITY

There were many activities that promote social responsibility awareness to our school community. We have our «Bons Dragons» celebration assemblies where we celebrate students success in this particular field. We did the Second Step program in classrooms and sent home the home links. Our weekly announcements of «Je parle français» (a school wide initiative) are published in our newsletter. Teacher implemented and used in class rewards systems. Students also chose social responsibility goals in their goals setting conferences. We are a school using the PBIS system to help students learn and apply their social responsibility skills.

5. WHAT ARE OUR NEXT STEPS?

LITERACY

- Looking at our data (Kindergarten protocol and students receiving resource support), we will continue to support our school population in literacy. Our needs are great and the goal of improving our students language skills will remain though our resource time has been reduced.
- Teachers will continue to implement and use Daily 5 activities to provide opportunities to work on oral language skills in both small groups and class-wide activities.
- We will continue implementing the Early intervention model to reduce the number of students who receive resource support from our LAC team.
- We will continue to provide Reading Recovery to support our most at-risk learners (IPLÉ = Intervention Précoce en Lecture et Écriture)
- Teachers will participate in Pro-D activities with literacy themes (Interactive writing)

SOCIAL RESPONSIBILITY

- Implementing multi-age family groupings with social responsibility themes on a monthly basis
- Opportunity for professional development through the SELC program and VSB Pro-D activities
- Use and follow-up advice/suggestions made by the MIST team at the lunch and learn workshops.

As a school, we will continue with these two goals. As a French Immersion school, it is important to keep a focus on literacy for the development and acquisition of a second language by our community of learners. We also feel that it is very important to provide a safe and secure learning environment to our students. Our Social Responsibility goal is a constant reminder that learning happens when students are able to focus in class. Self regulation and problem solving strategies are ways to give them more resources to become better learners.



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?

We have only 3 students with aboriginal ancestry (2 in grade 1 and one in grade 2). This year, we added one school goal related to **Aboriginal Cultural Enhancement** :

- To engage the students' global and cultural understanding by increasing knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

We feel that the school has achieved this goal by integrating many initiatives this year, in order to reach this specific goal. As a school, this is the beginning of a process to meet the objectives set in the redesigned curriculum.

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

During the course of the year, we had many opportunities to support our learners. For the first time in the school history, our grade 3 students went for a full day at Camp Cheakamus in Squamish. Students enjoyed different activities in a real aboriginal setting. They learn about the culture through activities such as making bannock, listening to a storyteller and visiting a long house. As part of the follow up activities after the camp, grade 3 teachers integrated weekly reading or listening of First Nations legends. We invited a storyteller for the whole school. Teachers participated in an aboriginal focus day (Britannia secondary school) and some members of the school staff were part of an inquiry with a First Nation focus. Grade 3 students were asked to read the aboriginal acknowledgement at the beginning of each assembly. Teachers shared resources among themselves and new books were added to the library collection. Many art projects were done at different times during the year. There was a special collaborative project between the Main school and the Annex. Grade 4-5 French Immersion students came to the Annex to share their knowledge of First nations and they performed few dances and songs with our students.

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

Continuing activities

- Grade 3 camp Cheakamus and sharing content with the school population
- First Nations performances
- Participation of teachers in Pro-D opportunities with aboriginal content
- Continue inquiry with aboriginal focus
- Use of aboriginal resources such of Musqueam Cultural Box
- Building our First Nations resources for the school (library and classroom)
- Looking at different ways to integrate more Aboriginal content (the redesigned curriculum)
- Continue to use and incorporate the Raven's tales in classrooms

New initiatives

- Create family groupings to provide First nations group lessons
- Promote local connections such a visit to the Fraser River
- Look at the First Nations «ways of learning» (Principles of learning chart) and sees how it relates to the Core Competencies
- Integration of First Nations music in «Bon Dragon» Assemblies

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

Grade 3 teachers made a parent survey on Camp Cheakeamus. Parents strongly recommended to continue this activity in 2017-18. It was mostly based on their child feedback following the day in Squamish. We got

15 surveys back from the parents, all expressed that they felt Camp Cheakamus was a valuable experience that should become a tradition for Grade 3's at the Annex.

Here are examples of what some parents expressed:

- "It was a positive way to engage kids in the beauty of our aboriginal and First Nations culture. As we teach children, and we engage their families and break stereotypes, we open the door to conversations that celebrate, embrace, and build bridges."
- "(Camp Cheakamus) brought to life lessons learned in class and built respect for indigenous cultures."
- "It was an immersive, cohesive, and authentic learning experience about many different aspects of (Coast Salish) culture."

Students reflected on their day at camp. Here are some of their comments:

" I loved making the salmon trap and learning how they caught fish."

" I liked cooking bannock over the fire. It was delicious with honey."

" I liked the songs that the leaders sang and the stories they told. They talked about their traditions."

" I enjoyed the nature walk and cooking with hot rocks."

Many art projects were visible throughout the year on the main hallway and in classrooms.