

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.

GARIBALDI ANNEX

MISSION STATEMENT

The mission of Garibaldi Elementary School is to create a nurturing atmosphere where each child is encouraged to do her/his best academically, socially, aesthetically, physically, and emotionally; to encourage a strong home-school connection; and to ensure a positive learning atmosphere.

2015-2016 GOALS

1. Inquiry Based Learning: To teach students to formulate powerful inquiry questions and to provide strategies and supports for students throughout the process of developing questions for inquiry.
2. Aboriginal Cultural Enhancement: How might learning about Aboriginal Legends (through reading, writing and listening to Legends as well as nature-based approaches) support our greater understanding of Aboriginal Cultures?

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?

Garibaldi Annex is a Kindergarten to Grade Four Annex located in the Hastings-Sunrise area. English is understood, used at school and in the homes of over 85% of our school population. Garibaldi is home to a regular K – 4 program with 59 students. Garibaldi is administered by the Principal at Lord Nelson Elementary school and Garibaldi staff continues to develop links with Lord Nelson Elementary School. This year, students from Garibaldi joined Lord Nelson for the Walkathon, participated in the Lord Nelson Remembrance Assembly and attended the Lord Nelson Book Fair.

Parents are actively involved in the school community through participation in the PAC and a variety of committees. They hold several family events each year, actively raise funds for the school and are very involved and generous with their support of the Garden Club. This year PAC was responsible for the incredibly successful Hastings Sunrise Cookbook which raised funds for the school and towards supporting the Backpack Buddies program- a local initiative organized by the Community First Foundation to provide food for the weekend to children in local schools who would otherwise go hungry. Not only has the PAC committed to funding food for the program for the next three years, it also works with classroom teachers to help students pack the backpacks. PAC has also funded opportunities to enrich the curriculum at Garibaldi- through activities such as Science workshops, musicians and sports programs. Parents have also volunteered to facilitate lunchtime clubs at the school.

Garibaldi has established a number of partnerships within the community. Frog Hollow Neighbourhood House provides an out-of-school program where children are dropped off before school and picked up and delivered safely to Frog Hollow after school. There are community links with the Templeton Community School's Team programming, the Vancouver Public Library and One to One reading Volunteers.

Student leadership is highly valued and is evident by our older students facilitating the school wide Monday morning assemblies, the development of a Peer Leadership team, participation in the Pink Day Acceptance Dance and the ongoing buddies program. We also enjoy school wide events such as a trip to Spanish Banks to release the salmon that we raised, the Terry Fox run, Family Literacy Day, Sports Day, Pajama Day, Keep Vancouver Spectacular and a celebration with a year-end music performance at the Volunteer Appreciation Tea.

All stakeholders were involved in the review of the School Code of Conduct this year. All members of the community refer to the code of conduct to promote and support positive behaviours. We are committed to continuing our assessment practices in the three core areas of learning, reading, writing and numeracy to ensure growth and development for our students.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

GOAL: Inquiry Based Learning

Inquiry Based Learning: To teach students to formulate powerful inquiry questions and to provide strategies and supports for students throughout the process of developing questions for inquiry.

GOAL: Aboriginal Cultural Enhancement

How might learning about Aboriginal Legends (through reading, writing and listening to Legends as well as nature-based approaches) support our greater understanding of Aboriginal Cultures?

What steps did we take to address the identified student(s) needs?

1. Teachers have worked collaboratively this year to develop students' ability to formulate powerful questions and to provide strategies and supports for students throughout the process of developing questions for inquiry. Staff has participated in Professional Development with Lord Nelson Elementary school staff with a focus on the redesigned curriculum and the development of essential questions. Staff has also had the opportunity to observe a colleague at Lord Nelson model the inquiry process. All teachers have modeled the inquiry process and the formulation of questions to their students using cross- curricular links and also by allowing students to personalize their learning. Students in the grade 3/4 class used library time to formulate inquiry questions based upon their background knowledge and interest in the topic of salmon and had the choice of medium through which to share and celebrate their learning.

Through the use of literature and digital technologies, students have had the opportunity to investigate their understanding of 'thin' (who, what, where, when) questions and to develop their use of 'thick' (why, what if, what do you think if) questions. Most recently, in the K/1 class plant unit in Science the teacher has started to develop students' ability to develop their own essential questions.

2. Teachers have created many opportunities in their teaching this this year to focus on using Aboriginal legends and to embed nature-based approaches to support student understanding of Aboriginal cultures. The purchase of Aboriginal themed books and artwork to support teachers has been a priority for the library this year.

On Family Literacy Day, Musqueam speaker and Aboriginal Greeter Henry Charles shared Musqueam legends with the school and parents. This visit inspired students to write their own legends with their 'buddies' using digital technology. Additional uses of Aboriginal legends to the development of literacy skills include the use of library time,

resource time and artwork.

Grade three and four students also had the opportunity to further their understanding of Aboriginal cultures by attending a Hoop Dancer performance at Lord Nelson Elementary School and by visiting the Long House on Grouse Mountain where they listened to elder William share Aboriginal legends and his personal story. Elder William also taught about the importance of connecting to the heart and mind of everyone and everything in nature.

Connections to nature have been at the forefront of teachers' planning this year. Field trips have included a trip to the Capilano Salmon hatchery and after receiving a grant from the Pacific Salmon Foundation the whole school participated in the Salmonids in the Classroom program. This program entailed raising chum salmon from eggs to fry. Every student released a salmon on the field trip to Spanish Banks and then hiked through Pacific Spirit Regional Park and spent time exploring the beach ecosystem. The PAC Garden Committee has supported the school by facilitating visits throughout the year both into the classrooms and to the school garden. In this outdoor classroom, students have learned about indigenous plants and had the opportunity to participate in garden maintenance in their lunchtime and at weekends with their families. The school also has an ongoing relationship with an Artist in Residence whose specialty is digital photography and whose focus has been exploring art concepts in the natural environment.

Additionally, staff had the opportunity to join Lord Nelson staff for their professional development visiting the Musqueam Cultural Centre to take guided historical and ecological tours.

What was the evidence of success for each student?

1. Evidence of student success includes an improvement in the quality of questions that students ask of their teachers and of each other in class and in group discussions. Teachers note that student conversations with their peers and adults have greater depth and show a deeper connection to others in the community. For the older students this is evident in increased competence to resolve conflicts. For all students, teachers observe increased engagement with the curriculum- students are exploring their learning and trying new things.

2. Students demonstrate greater understanding and knowledge of Aboriginal culture by applying their experiences to their learning. The connections that they are making are leading to an increased creativity in their fictional writing, artwork and project work. In Social Studies their knowledge and awareness of Aboriginal symbols, language and maps has improved. At the start of all of our gatherings, all students hear the Aboriginal acknowledgement and some of our students are able to name whose traditional territory we are on.

Student sense of belonging and knowledge of their local environment has increased through regular community walks and place- based learning opportunities such as being in the school garden, Keep Vancouver Spectacular and Bike to School week. During the school Earth Day celebrations students expressed greater understanding of sustainability and the concept of stewardship.

How did we communicate and celebrate student success

There is a strong parent attendance at our Monday meetings where students have the opportunity to present and share their work. Families, community partners and all students are invited to regular celebrations of learning and concerts. There is time at the start of each day when students are encouraged to share their schoolwork with their families.

Displays of student work in the hallways and the display case in the entrance to the school are updated regularly to celebrate what students are learning in class. There is time at the start of each day when students are encouraged to share their schoolwork with their families.

Student achievements and successes are shared with the community in school newsletters, at PAC meetings and reported in report cards and student conferences.

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.