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## 1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

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 48 students (Division 1 Grade 3/4, Division 2 grade 1/2/3, Division 3 K) administered by the Principal at Lord Nelson Elementary school and the Vice-Principal at Garibaldi. Garibaldi staff continues to develop links with Lord Nelson Elementary School. Over the past two years, students from Garibaldi joined Lord Nelson for the Walkathon, Remembrance Day Assembly, Pink Day Celebrations 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. Previously the PAC was responsible for the incredibly successful Hasting 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. The PAC continues to fund raise in other ways and is committed to funding food for the program for the next three years. The PAC also works with classroom teachers to help students pack the backpacks.

Previously parents volunteered to facilitate lunchtime clubs at the school. PAC has also funded opportunities to enrich the curriculum at Garibaldi through hiring a school garden coordinator to give workshops. They have supported Science workshops, yoga and tennis programs. The PAC generously hired a Music teacher for our Winter Concert and purchased tickets for all students to attend the “Neverland” circus performance at the PNE in this school year. We acknowledge the tremendous efforts of the PAC at the volunteer tea at the end of the year.

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 programs, the Vancouver Public Library for grades 1-4 and One to One reading with two adult 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 like the Terry Fox run, Family Literacy Day, a Winter Concert, Sports Day, pajama day, crazy hair day, Keep Vancouver Spectacular and Earth Day. Last year the entire school went to Spanish Banks to release the salmon fry that we raised.

Students in Divisions 1 and 2 were given a tour of the official polling station in our gym on May 9<sup>th</sup> 2017. The students marked their ballots in a mock provincial election following the correct voting procedure to develop awareness of the democratic voting process. Gr. 3/4 students initiated and mentored the vote for all our younger students. The older students then tallied the school wide results that were released after the May 9th election.

All stakeholders were involved in the review of the School Code of Conduct. 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.

We are also committed to our 2017 – 2018 goals of Inquiry Based Learning, teaching students to formulate powerful inquiry questions and to provide strategies and supports for students throughout the process of developing questions for inquiry. Our second goal is our Aboriginal Cultural Enhancement goal, learning about Aboriginal legends to support our greater understanding of Aboriginal Cultures.

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## 2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Teachers have worked collaboratively these past two years to develop students' ability to formulate powerful questions and to provide strategies and supports for students throughout the process of developing questions for inquiry.

- Professional Development with Lord Nelson school staff (4 days this year) focusing on the redesigned curriculum and the development of essential questions; observed a Lord Nelson colleague model the inquiry process.
- Staff modeled the inquiry process and the formulation of questions to their students using cross-curricular links and encouraging students to personalize 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.
- K/1 students made predictions, developed essential questions (in their science journals) in the pumpkin, butterfly and plant inquiry units.

- Collectively the K/1 students and their grade 3/4 buddies generated inquiry questions and answers about animals that live in their backyard. They created dioramas and researched an animal habitat using I-pads: *Book Creator*.
- Grade 1/2 students were involved in a hands-on butterfly inquiry comparing metamorphic and non-metamorphic life cycles.
- Grade 1/2 students were introduced to the app Seesaw to post and share their learning with the teacher, their family and classmates
- Grade 1/2 students planned a science fair and a readers' theatre (with props) inviting other classes to be engaged in the learning process.
- Grade 3/4 students used library time to formulate inquiry questions based upon their background knowledge and interest of salmon, butterflies and mealworms and had the choice of medium through which to share and celebrate their learning.

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### 3. WERE WE SUCCESSFUL?

- Outline results

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 all students, teachers observe increased engagement with the curriculum. Students were exploring their learning with their class buddies asking questions, building team spirit and developing a greater respect for one another. For the older students this is evident in increased competence to resolve conflicts.

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### 4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

- 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.
- Throughout the year students have a class forum where they share their learning experiences with students with other classes. Division 1 students in a gym forum, shared their structural designs and classroom learning experiences with parents and students from other classes.
- Division 2 involved students in a science fair and a readers' theatre where they performed for other classes. Through a buddy sharing inquiry celebration, parents were invited to the classroom to see their children in Divisions 1 and 3 engaged in a buddy inquiry using an I-pad, "Book creator" stories and dioramas.
- 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.

- Student achievements, and successes are shared with the community in school newsletters, at PAC meetings and reported in report cards and student conferences.
- Photos of student learning experiences are inserted in the school newsletter and celebrated at the year end class slide presentations
- As well, this year we will have a student led Learning Celebration as a culmination to our Aboriginal Tree Unit.
- We will display some of our artwork in the local library, where we have held photographic displays before.

## 5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

Garibaldi will be continuing with Inquiry based learning and how it relates to the core competencies. Staff will continue to work together at the school level to explore a variety of strategies and skills to develop student intellectual, personal, social and emotional proficiencies.



*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?

- Include numbers of students, grade levels, etc.

Garibaldi has a very small population of Aboriginal learners. Currently there is one child in grade 3.

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

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

Teachers have created many opportunities in their teaching to focus on using Aboriginal legends and to embed nature-based approaches to support student understanding of Aboriginal cultures. Connections to nature have been at the forefront of teachers' planning.

- Purchasing Aboriginal themed books and artwork for the library to support teachers.

- Last year Garibaldi and Lord Nelson staff (for professional development) visited the Musqueam Cultural Centre to take guided historical and ecological tours. This year they attended a workshop on aboriginal art and weaving.
- Last 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.
- May 11, 2017 was an Indigenous Focus day where students and parents participated in a Pow Wow at an assembly. Students were then given four different workshops: personal legendary stories by Elder Shane Pointe (the Knowledge Keeper), learning Pow Wow dances, how to play lacrosse, and how to cedar weave
- Students read aboriginal stories together like "Sometimes I feel like a Fox by Danielle Daniel". It is an introduction to the Anishinaabe tradition of a totem animal. Students connected to and drew pictures of their spirit animal. Students also participated in an Indigenous studies unit learning about "Turtle Island" and how to respect our planet
- Gr 3/4 students attended a Hoop Dancer performance at Lord Nelson Elementary
- Gr.3/4 students on May 18, 2017 went to the Museum of Anthropology and listened to the history and significance of Totem Poles and their connection to cedar trees during a Totem Pole walk.
- Gr.3/4 listened to Elder William at the Long House on Grouse Mountain shared Aboriginal legends and his personal story. He conveyed the importance of connecting heart and mind to everything in nature.
- Field trips to connect to nature included a trip to the Capilano Salmon hatchery. With 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 at Spanish Banks. They hiked through Pacific Spirit Regional Park and spent time exploring the beach ecosystem.
- With a grant each year grade 3/4 students worked under the direction of an Artist in Residence whose specialty is digital photography. Students created I-movies with a focus on exploring art concepts in the natural environment.
- PAC Garden Committee has supported our school garden. Students have learned about indigenous plants and had the opportunity to participate in garden maintenance in their lunchtime and at weekends with their families.
- PAC hired (Tara) a school garden coordinator from the Society Preserving Environmental Conservation (SPEC) for three- one hour sessions for each class. The sessions included planting salad beds, the importance of pollination and insects and a food celebration from the garden produce.

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

- List continuing and new initiatives

- This year, with the help of an ArtStarts grant and support from the PAC, our whole school will be reflecting back on our 150 year Canadian Heritage and beyond, with a focus on trees. The students in their own journal will create watercolours, mixed media, and digital photos as they explore the impact trees

have had on us. The students' social and emotional growth will be enhanced as they gain respect for, and connection to trees, thanks to Aboriginal Jenoa Esquirp and Naturalist Darren Cliello, who will be sharing their stories, skills and knowledge of trees. This educational experience will be shared with the parents at a Learning Celebration and a gallery show at the library, plus leave a legacy mural at the school.

- Students will have an opportunity to create a small cedar weaved bracelet and discuss uses of trees such as carvings, in the Aboriginal community.
- Purchasing Aboriginal themed books and artwork for the library to support teachers.
- Continue the collaboration between Garibaldi and Lord Nelson staff (for professional development) visited the Musqueam Cultural Centre to take guided historical and ecological tours.
- Participate in Orange Shirt Day, Friday, September 29<sup>th</sup>.
- Students continue to read aboriginal stories together.
- Continue to arrange field studies such as the trip to the Capilano Salmon hatchery.
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## 9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
  - Give opportunities for student, staff and parent voice
- 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 beginning of each assembly we acknowledge that we are a community within the Traditional Territory of the Coast Salish. Some of our students are able to name whose traditional territory we reside in.
  - Student sense of belonging and knowledge of their local environment has increased through community walks to Lord Nelson, Hastings Library, Clinton Park, Hastings Park and Templeton Pool. These walks have enabled students to investigate the creatures within our neighbourhood. Our school garden is also place of learning and appreciation for our environment. Other activities like *Keep Vancouver Spectacular*, Bike to School Week and Earth Day stations involving art, planting and water conservation help students express greater understanding of sustainability and the concept of stewardship.