



Vancouver School District

School Plan for University Hill Elementary School

Year 3 (2017)

1. GENERAL SCHOOL STORY:

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

University Hill Elementary (UHill) is a unique Kindergarten to grade 5 school in a spectacular setting with approximately 360 students from all over the world, representing many nations, languages and cultures. UHill is situated on the University Endowment Lands at UBC, nestled in the forest, steps away from Spanish Banks, and surrounded by forest trails and streams. UHill is an outdoor natural science education and technology focus school. Our academic goal of science, with a focus on outdoor learning, is an obvious fit with the natural landscape and outdoor classrooms at and near the school grounds. The school is set wondrously amidst the beautiful Pacific Spirit Park. We achieve a high standard of educational excellence and our students benefit from the deep involvement of the staff, parents, and local partnerships.

While many students stay for only a year or two, an increasing number of families are making this area their permanent residence. As University Hill has now transitioned to a Kindergarten – Grade 5 school, there is an early primary focus and an increased international student presence. The school has a 40% English Language Learner (ELL) population comprised of 32 different language groups.

University Hill has a very involved parent community who actively supports our school programs. They volunteer and promote classroom activities such as the partnerships with the UBC community, school initiatives such as the school garden, and community projects such as the UNA Walk 'n' Roll to School, which is aimed at reducing traffic congestion for University Hill Elementary while promoting active living and walking to school. This year, we were fortunate to have a group of parents volunteer with the LEGO Robotics afterschool program, Coding Club, and Young Naturalist Club, in addition to a Chess Club, Mad Science, basketball and soccer programs.

At UHill we have maintained our second goal of Social Responsibility as we believe in high expectations for student behavior and manners based on safety, respect and kindness. It is our goal that students hold themselves to equally high standards for respect, inclusion, helpfulness and as an extension, leadership in both their classrooms and the school. It is our hope that students develop strong character as well as intellect at UHill. It is our belief that students who feel a strong connection to their home, school and community will develop a strong sense of agency and be able to contribute positively to society as a whole.

Our 3rd goal on Aboriginal Enhancement connects well with the First Peoples' pedagogy which identifies two principles that relate directly to this belief. One, that learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors; and two, that learning is holistic, reflexive, experiential and relational – focusing on connectedness, or reciprocal relationships and a sense of place. We believe that interweaving these principles into our practice enhances our ability to emphasize not only classroom learning but include contributing to the school community.

2. WHAT DID WE SEE?

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

Academic Goal: To move students through the core competency profiles using the content, big ideas, and curricular competencies of science. Our primary strategies will be outdoor learning and technology.

- 100% of classes are going outside regularly for outdoor learning
- Increased frequency of outdoor activities
- Many classes have contributed to the outdoor learning wall
- Many classes are using the outside wall mural to make up stories related to the environment and the world around us

Social Responsibility Goal: To improve the skills of all students to contribute positively to the classroom and school community, and take on leadership roles

- Students have a very clear understanding of adhering to the School Code of Conduct
- Students have developed skills around independent problem-solving
- A significant increase in positive behavior of students in the community and on fieldtrips

Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Friendship Circle with AEW coordinating – 26 students attending on a regular basis

- Entire school participating in the Aboriginal Cultural Day on May 9th
- All staff are now aware of the VSB Aboriginal Education Enhancement Agreement and have reviewed the guiding principles, goals and memorandum of agreement

3. WERE WE SUCCESSFUL?

- Outline results

Academic Goal:

- Yes, we were successful as more and more classes are going outside, sharing outdoor resources/ideas and making connections with the BC Redesign Curriculum
- Even so, we would like to increase the time classes are outside, build community connections, making our learning about more than just a science focus

Social Responsibility:

- The strategies have been implemented
- Students are using language of the zones of regulation
- Continuing to develop those skills is a work in progress

Aboriginal Enhancement Goal:

- The majority of staff and students have been participating in the aboriginal activities, art and lessons throughout the year
- There is a lot of networking and connections being made with the AEW
- Staff is feeling more comfortable learning and asking questions about the aboriginal culture and community

4. HOW HAVE WE SHARED?

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

Academic Goal:

- Parent organized and facilitated Garden Club
- Outdoor Learning Wall displayed inside the school focusing on nature work and activities of classes and individual students
- Blogs, websites and twitter
- Parents have been more involved in joining the outdoor activities
- Teachers are sponsoring Young Naturalists Club at our school bringing in parent experts and knowledge involvement
- Coyote Assembly five times this year with 100% primary classes attending and most grade 4/5 classes join as well

Social Responsibility Goal:

- Public Announcements on virtues written and presented by students each day
- Class emails to parents: office emails to parents including blogs
- Coyote assemblies and acknowledgements to students
- Formal and informal reporting

Aboriginal Enhancement Goal:

- Aboriginal Event for the school community: Students, staff, parents, community are welcome
- Newsletters
- Bulletin board with updated Aboriginal Awareness
- School assemblies
- School website
- Parent Advisory Council (PAC) invited to Aboriginal Cultural Day

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?

Academic Goal:

- Continue to connect outdoor learning activities and lessons to core curriculum
- Make more connections to community and student's families
- We will continue to make outdoor learning a major part of UHill's educational goals and focus

Social Responsibility Goal:

- Current strategies will be reviewed at the monthly staff meetings
- Expand "virtue of the week"
- Regular communication and sharing between classes that are using Second Step and Alert Zones of Regulation

Aboriginal Enhancement Goal:

- Daily acknowledge of traditional territories on morning announcements
- Staff email signatures acknowledging territories
- Continue with yearly staff Professional Development and Aboriginal Cultural Day for students and school community

We will continue with the same goals for the 2017-18 school year.



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.

9 aboriginal students

Grade levels:

Grade 1 (2 students)

Grade 2 (2 students)

Grade 3 (3 students)

Grade 4 (1 student)

Grade 5 (1 student)

- It is important to give our students chances to share and be proud of their culture
- Hands-on/experiential learning is important
- Support students with Belonging, Mastery, Culture and Community.
- Connection and time with AEW to learn about their culture and community
- Reaching out and establishing connection is key to student success
- The aboriginal students are empowered by knowing that their peers know about and appreciate their culture

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.

ACADEMIC GOAL: To move students through the core competency profiles using the content, big ideas, and curricular competencies of science. Our primary strategies will be outdoor learning and technology.

- Outdoor Learning Tree – promoting and displaying outdoor activities and learning
- Science in Action – Pro-D (Patrick Robertson)

- Formation of Young Naturalists Club (YNC) (PAC) – 20 students/session for 5 wks
- Coding in-school program with parent volunteer
- Coding Club after school program facilitated by parent volunteers (20 students/session for 5 wks)
- Coding Enrichment sessions with teacher/Librarian on Friday
- Lego Robotics Club
- Garden Club (PAC facilitated at lunch by parent volunteers)
- Dr. Dave Ng (UBC Biodiversity Genetics Department) – (guest lecture) – weekly visits with Coyote Club
- Earth Day BBQ – inviting community partners, and environment groups to attend
- Story Telling – book making with iPads (Library and in class)
- Relationship with Greater Vancouver Regional District (GVRD)
- Introducing “Coyote Club” to entire assembly embracing behavioral expectations for the whole school
- Classes participating in:
 - Genius Hour
 - Creation Station
 - Maker space workshops
- Cardboard Challenge is an annual global event with the whole school participating in a creative challenge building with cardboard
- Connecting report card comments to outdoor learning activities
- The following motto will be on the Outdoor Learning wall for teachers to incorporate into their teaching:
- Take care of yourself; Take care of each other; Take care of the Earth
- Using our school mural as a teaching tool for outdoor learning

SOCIAL RESPONSIBILITY GOAL: To improve the skills of all students to contribute positively to the classroom and school community, and take on leadership roles.

List examples of Pro-D – Special Events – Speakers – Curricular Integration – Routines – and Customs etc.

- Buddy Bench – if you are lonely, and need a friend, sit on the bench, and find a friend
- Virtue of the Week – students writing and reading an example of a Virtue during daily announcements
- Coyote Assembly Acknowledgments – Coyote Club Assemblies – classes gather to celebrate accomplishments, and talk about school outdoor learning
- Second Step – many classes are doing this social skills/empathy training with students and two teachers have taken the training
- Alert Programs / Zones of regulation - implemented
- Pro-D – two staff members visited self-regulation school, and presented findings
- Collaborative Inquiry – teachers meeting about self-regulation – social responsibility – and second step
- Mindful breathing, music listening
- Litter-less lunch – pending for the Spring
- Outdoor Composting Program – Division 6 will be coordinating the program
- Pink Day – Classes did activities to promote acceptance
- Tree Decorating with buddy classes – many classes do buddies to promote leadership
- Art Cards – classes gather to make art cards, and help each other, including sharing ideas and materials
- Friendship Club – lunchtime Aboriginal Friendship Club

Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Professional Development:

December 5 – We Are One @ Britannia Secondary School - 75% of the staff attended

January 30 – Christine MacKenzie

- February 24 – We Are One @ John Oliver Secondary School
- Sharing at staff meetings

- Nicole (AEW) presentation on Aboriginal Enhancement Agreement
- Special Events
- Aboriginal Focus Day – May 8 @ 9-12:00pm
 - Shane Pointe and others
 - Possible Aboriginal Artstarts presentation
- Speakers for Aboriginal Focus Day on Tuesday May 9
- The Aboriginal Education Enhancement Agreement will be reviewed at the next staff meeting

Routines and Customs

- Acknowledging Traditional Territory at all assemblies and events at UHill: “Please join me in acknowledging that we live, work, and learn on the traditional lands of the Musqueam, Tsleil-Wauthuth and Squamish Coast Salish Peoples”
- Integrated curriculum
- Family presentations on family customs
- Art, Science, Social Studies
- stories
- Literacy – levelled books Aboriginal and lower level
- Indigenous books in the library
- Collaboration with AEW
- Field trip to the Museum of Anthropology (MOA)
- Friendship Circle organized facilitated by AEW

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

- List continuing and new initiatives

Academic To Do:

- Continue to schedule Coyote Assemblies for the entire school to include information, performances and recognition around outdoor learning
- Continue to expand the Outdoor Learning wall where teachers may attach a leaf with a comment each time the class participates in outdoor learning

Social Responsibility To Do:

- Collect data from teachers on the amount of students meeting expectations in social responsibility
- Continue with Coyote assemblies as students show excitement and personal pride, when they are recognized at the assemblies

Aboriginal Enhancement To Do:

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

Academic Goal:

- Learning Tree – classes are adding “Leaves”, that have messages on them, explaining what they have done outside, such as a walk to the Beaver Dam
- Students have become more proficient with using iPad tools such as: Book Maker, Lego Story Teller, and Puppet Pals
- Parent Feedback – lots of positive comments, both verbally and by email, about appreciation of outdoor time
- Evidence the students are treating outdoor areas with respect (not damaging gardens, flower beds, tree branches etc.)
- Respectful behavior in the forest
- Evidence of students sharing knowledge of surrounding environment (i.e. naming local plants and animals)
- Students can identify and name animals and plants on our school mural

Social Responsibility Goal:

- Principal reports fewer office referrals
- Frequent review of Code of Conduct at morning announcements
- Students are using the language taught (i.e. from second step-labelling emotions) in the classroom and outside
- Regular class meetings
- Common language in the school from listening to the daily Virtues information at morning announcements
- Parents using the language as well (ex. “self-talk”) at conferences
- Students show excitement when they are recognized at the Coyote Assemblies

Aboriginal Enhancement Goal:

- Give opportunities for student, staff, and parent voice
- Aboriginal books are all out of the library
- Number of children attending the Friendship Club on Wednesday (15-20)
- Display Case and bulletin boards with Aboriginal content
- Routines with Aboriginal announcements
- Visits by Nicole (AEW): Collaboration with First Nations workers, art lessons, etc.
- Inviting Aboriginal parents to do presentations and welcoming parents on Aboriginal Day
- Making Native head-dresses