



1. GENERAL SCHOOL STORY:

Dickens Annex maintains an overarching theme of child-centeredness supported by four defined pillars of: multi-age groupings of students within classrooms and work groups, differentiated instruction for student engagement and learning, authentic assessment for learning to monitor individual and continuous progress, and working within a collaborative learning environment.

This year 117 students are grouped into six divisions of five multi-aged classes of K-3 students and a Kindergarten class. 12% of our students have designated learning differences, while 15% are English Language Learners. Of the current 36 Grade 3 students at the Annex, 35 students will continue on in the intermediate grades at Dickens Main Elementary School.

Goal setting is an established part of students' learning. The staff, students, and parents feel that this is a supportive approach to student learning that involves the students in understanding their own personal learning needs and strengths, and in setting their own goals for learning.

Dickens Annex' committed and dedicated staff work within a team model and environment. Professional collaboration is timetabled into the weekly and monthly schedule where all teaching staff participate in dialogue focused on areas of the curriculum. SSAs meet as a team twice a month, and regularly with teachers.

Staff members continue to work on their own professional growth by attending workshops throughout the year. One of our kindergarten classes is committed to and continues to participate in Tools Of The Mind, a Kindergarten program developed out of Vygotsky's research on executive functioning.

We are part of the Tupper Family of Schools. Community Links helps to support after school programs each term and during each school break. Pre and post school daycare is available through Cedar Cottage and Mount Pleasant Neighbourhood Houses. Welcome to Kindergarten/Ready Set Learn programs are offered each year.

At Dickens Annex there is a strong commitment to social responsibility and the development of learning opportunities in a safe, caring, and supportive environment that fosters self-confidence, respect, acceptance of others, and leadership. This commitment to personal and social core competencies is reflected schoolwide in our practice, play and learning, as well as in the use of common SEL language. Small SEL groups work on building social skills and language. Children develop their sensory motor skills in our Ready Bodies Learning Minds program which runs all year. Students lead all of our weekly assemblies. The Dickens Annex School Code of Conduct is to do your best, help each other and find joy.

We share an active and dedicated Parent Advisory Committee (PAC) with Dickens Main. PAC meets twice monthly and values and encourages parental input and dialogue. PAC offers many diverse events throughout the year, culminating in the annual Spring Fling.

One of our two school goals has centered around numeracy. We wanted to keep students in our multi-age classrooms for math instead of having math groups based on skill level which would possibly mean working outside their own classroom. Our inquiry question has been: "What will we see as the effect of keeping our multi-age classes intact for math in developing students' number sense and operations?"

2. WHAT DID WE SEE?

- Outline indicators and targets
 - Outline support and activities throughout the year
- Although teachers reported that multi-age groupings for math were challenging, keeping students in their own multi-aged classrooms allowed teachers to have a deeper understanding of where each student is 'at' and where they need to go.
 - Focusing on the same 'big idea' within classes worked, but it was challenging to give the direct teaching and support that was needed to individual students within multi-age groups.
 - Class profiles (formerly reviews) focus on overall strengths first, then on concerns and goals for each classroom leading to decisions and plans to support student learning.
 - Inclusion of social emotional learning as part of learning support delivery in conjunction with classroom teacher program
 - All students have assessment folders which support the assessment, tracking and growth for each child. These folders follow the students from year to year.
 - During Math Mondays (9:00-9:15), children introduce parents to the games they play in their regular math lessons. Games offer opportunities to explore fundamental number concepts (e.g. counting sequence, one-to-one correspondence, computation and numeracy strategies, strategic thinking and fluency). Teacher-created math games emphasize strategy and effort to develop number sense, and are an important tool for cementing learning.
 - Throughout the year teachers engaged in dedicated self-directed and independent professional development around math strategies appropriate for the elementary years. Staff worked with Carole Fullerton, B.C. math consultant.
 - Teachers promoted student use of manipulatives, pictures, numbers, and words to explain mathematical thinking. Strategies of making 5, 10, one more/one less, 10 more/10 less, double facts, bridging to 10 were emphasized. Various technological strategies to reinforce basic math skills were used.
 - Staff established a common math time to enable learning support and ability grouping as/when needed.

3. WERE WE SUCCESSFUL?

Outline results

- Regular monitoring and running records of individual student profiles by teacher observation was carried out throughout the year.
 - Monitoring of all students through class reviews, tracking of report cards, assessment cycles and service referrals
 - Teachers accessed the progress profile of each student on a regular basis (e.g. individual conferences with students to 'check in' about their learning).
 - Teachers noted the ongoing school culture of cognitive awareness of growth mindset.
 - Use of the personalized learning outcomes as prescribed through BC's redesigned curriculum and First Peoples' Principle of mathematical teaching
 - Teachers reported that multi-age groupings were challenging. Even within one grade, we see a wide range of levels. Within a 3 grade spread, this range can be very wide.
 - Focusing on the same 'big idea' within classes worked, but it was challenging to give the direct teaching and support that was needed to individual students within multi-age groups.

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
- In September, staff held a Parent Information Evening. One of the stations showed parents how we teach math at Dickens Annex, i.e. emphasizing whole number sense-making versus rote memory of algorithms.
 - We created a video which shows our students engaging and explaining math strategies. Sharing this video with parents has been helpful, especially for those who may have learned math strategies in ways different to the strategies children are learning now.
 - Family Math on Mondays (9:00- 9:15 a.m.) continues to be a successful strategy to involve parents in their children's learning using staff-created math games which emphasize strategy and effort, as well as developing math sense and showing new approaches in numeracy strategies.
 - Some staff share through social media and blogs.
 - School website, newsletters
 - Staff engage in continuous conversations with parents around how math has changed from rote learning and algorithms to conceptual understanding and multiple strategies to use in math. However, memorization of addition and subtraction facts is expected by the end of Grade 3; home support is needed in order to achieve this.
 - Students share their learning at assemblies.
 - Parent/teacher goal setting conferences & student-led conferences - personal portfolios shared at Parent Teacher goal setting and review conferences
 - Report cards
 - Displays of student learning throughout school
 - Review and analysis of school goal/staff direction throughout year through SCM/SM/Pro D meetings
 - Ongoing communication with parents through phone calls, notes and conferences
 - PAC website, PAC Facebook page
 - Variety of student leadership opportunities & annual celebrations
 - Annual events like Walk-a-thon, Healthy Living Week, Week of Dance, the Pumpkin seed roasting and counting Hallowe'en event, Gr. 3 Egg-Drop event
 - Welcome to Kindergarten/Ready Set Learn events
 - Community Volunteer Appreciation Tea
 - Library Book Talks and displays of diverse cultures

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?
 - Staff will begin a book club using Spirals of Inquiry by Judy Halbert & Linda Kaser. We will use this inquiry process as we continue through our final year of the numeracy goal and beyond.
 - plan to continue with our numeracy goal to further deepen our understanding and practice.
 - Preliminary thoughts around a new inquiry question for the numeracy goal include: "How do the core competencies fit within the numeracy inquiry/goal?"
 - Professional development with Linda O'Reilly: Navigating B.C.'s Curriculum Redesign
 - Our inquiry question, "What will we see as the effect of keeping our multi-age classes intact for math in developing students' number sense and operations?" will be revised to reflect our finding that individual students did not always receive as much direct teaching and support as they needed in multi-age groups. Next year our multi-age groupings are likely to be of no more than two years within classrooms due to the restored collective agreement language. Neither kindergarten class will be multi-aged.
 - Developing an inquiry question around social emotional and social thinking needs in our classrooms
 - Continued inclusion of SEL as part of learning support delivery in conjunction with classroom teacher programs
 - Looking at SEL needs of students coming into Kindergarten: observations of incoming Kindergarten needs reveal greater need, less independence, greater anxiety with fewer coping skills.
 - Continued implementation of SEL programs, common thread of language school-wide, continuum of skills throughout K-3



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.

We have one student with aboriginal ancestry in kindergarten. She is meeting or exceeding in all areas of the curriculum.

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.
 - ongoing communication with parents and guardians as well as Goal-Setting and Student Led Conferences
 - Report card information and communication
 - Displaying work on bulletin boards, the school website, and in the classroom

- Providing opportunities for students to share their learning in class, presentations, weekly assemblies, and newsletters
- Class and teacher librarian blogs
- Staff worked collaboratively to identify Aboriginal books to use for various school-wide learning themes and created a document for reference housed on the 'S' drive. Teachers regularly share books with Aboriginal content.
- Continued focus on reviewing curriculum bias in all subject areas and looking for new resources that positively reflect Aboriginal and all cultural groups
- Infusion of aboriginal themes and resources across curriculum areas (not limited to a single grade level or curricular strand)
- Field trips to the UBC Endowment lands to do place-based learning in Musqueam territory
- Using current events such as the Reconciliation Pole-raising to spearhead conversations and lessons
- An ongoing school culture of cognitive awareness of growth mindset
- Whole school Group Language lessons: e.g. *why* we do an aboriginal acknowledgement at assemblies
- Weekly assemblies with student leaders voicing the aboriginal acknowledgement
- Artist in Residence Haida artist Anastasia Hendry work with Gr. 2s. Students identified with a clan symbol and created button blankets.
- Three divisions completed a unit around Aboriginal education.
- Staff attended professional development at Tupper on Feb. 24th District Pro-D day.
- Student teacher taught lessons around Aboriginal learning.

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

- List continuing and new initiatives
 - Continue to build the collection of aboriginal themed books in our Library
 - Continue with our commitment to infuse aboriginal themes into regular classroom work and continue to work towards this goal with the help of the links provided in the BCED plan
 - ongoing communication with parents and guardians as well as Goal-Setting and Student Led Conferences
 - Report card information and communication
 - Displaying work on bulletin boards, the school website, and in the classroom
 - Providing opportunities for students to share their learning in class, presentations, weekly assemblies, and newsletters
 - Class and teacher librarian blogs
 - An ongoing school culture of cognitive awareness of growth mindset
 - Whole school Group Language lessons
 - Continue to identify, collect and share Aboriginal books to use for various school-wide learning themes
 - use First People's Principles of Learning through Zones of Regulation, Ready Bodies Learning Minds, SEL groups, School Code of Conduct
 - Home/School connection: Artist in Residence (Anastasia Hendry) sessions; school display of button blankets
 - Direct teaching/learning/statement of aboriginal acknowledgement at weekly assemblies
 - Garden initiative: students learn about plants native to the area

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

- Student engagement and level of response during lessons and small group talking circles
- Demonstration of ability to engage in respectful conversations about aboriginal stories
- Students are respectful audience members during the aboriginal acknowledgment at assemblies
- Growing awareness and developing empathy of aboriginal history