



Vancouver School District

School Plan for Champlain Heights Annex

Year 3 (2016-17)

1. GENERAL SCHOOL STORY

School Profile

Champlain Heights Annex is a K-3 primary school situated in the south east corner of Vancouver. The school was built in 1986 and has a layout that lends itself to collaborative practice. In the center of the school is an open library with classrooms surrounding it as well as a large gym.

In comparison to many Vancouver schools, our student population is relatively homogeneous. Abundant green space and a variety of housing options attract a young, economically diverse group of families. Housing is densely configured and consists of townhouses, housing cooperatives, and rental accommodations. Over 50% of our families live in different forms of subsidized housing.

Champlain Annex has 5 divisions. As a Primary School we are committed to Early Intervention and strive to implement best classroom practice in Literacy instruction. The Resource Team provides Reading Recovery and small-group Early Intervention for at-risk learners in reading.

Each classroom at Champlain Annex has a SMART Board and classroom teachers are proficient using SMART board technology. Teachers are invested in furthering their learning and extending technologies in the classroom. Recently PAC approved the purchase 24 iPads minis, which now gives us a full class set for the school. Going from two to ALL of teachers now engaged in utilizing the app 'Seesaw'. This app allows students to document their learning by photographing; creating movies; using audio and then being able to reflect on their learning and digitally share with peers and their families. This fits exceedingly well with the core competencies of the new BC curriculum.

Inquiry Question

Our inquiry question was developed to look at how to facilitate success for all students in the area of social emotional competencies. Evident was gathered from observing children during unstructured time (recess/lunch) and a variety of social/emotional conflicts in the classroom. Being a primary school (K-3) it was more challenging for this age group to communicate their feelings to adults, peers and parents. It was evident that children without s/e strategies had more difficulty focusing and being open to learning. Our inquiry question developed into: How we could utilize common social/emotional language throughout the school and develop proactive strategies to assist children in: problem solving; recognition and labeling their own and others emotions in order to be able to change that behaviour and begin to develop self regulation and self reliance with their own emotional abilities. With personal and peer social/emotional conflicts being resolved we believed we would have students who were more resilient and engaged learners.

2. WHAT DID WE SEE?

Using a variety of programs we targeted ways for students to: 1) label emotions; 2) having a tool box to move from emotional context to another (yellow zone 'excited' to green zone-'ready to learning') 3) clam down strategies to develop self regulation

Some of the programs utilized were:

- Expanding the program 'Mind Up' where now all teachers have the training and are utilizing the program with their class
- Expanding the programs of: 1) 'Zones of Regulation'-which gave school-wide common language for students to express what they are feeling. Once the feeling is identified the student can then utilize a variety of strategies to get them back into the optimal learning 'Green Zone'. 2) 'Ready Bodies Learning Minds'- a dynamic approach to sensory integration and motor learning which helps students with self-regulation
- Expanded on giving students more voice by way of class meetings and decision making school powers towards school activities, rules and regulations
- Creating and supporting more collaborative small groups activities ie. Learning Buddies time between multiage student groups

3. WERE WE SUCCESSFUL?

Anecdotal observations and comparing 1st to last report card in social responsibility comments, we saw an increase in:

- Ability to focus especially after recess and lunch activities
- Articulate more how their bodies and mind was feeling
- Identify and find strategies to utilize in moving to a preferred zone
- More accepting other students when that student was in a Yellow or Red Zone (Zones of Regulation Program)
- Witnessed less crying from students
- More independence in changing their behaviour
- Staying on task for longer periods of time
- 35% decrease in referrals to the office for behavioural issues over last year

4. HOW HAVE WE SHARED?

- Student participation in regular assemblies by each class demonstrating an aspect of social emotional learning
- Newsletters, parent invitations to events, meeting with parents, ongoing teacher communication with parents

5. WHAT ARE OUR NEXT STEPS?

We now have all staff members trained in Mind Up and all SSW trained in Ready Bodies Learning Minds. The language has now become embedded in our everyday conversations and strategies continue to be used and refined. This is now a part of our school culture and will continue to grow as we move forward in the new school year 2017-18

With the new curriculum being implemented, teachers would like to embark in a new year one inquiry by looking through the lens of the new BC curriculum on how best guide students in exploring and developing core competencies in mathematics.



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?

At Champlain Heights Annex we have a very small Aboriginal population. Only one family has indicated Aboriginal ancestry. This family will be moving on next year (2017-18). We believe the teachings of the principles, histories and traditions are important for all students to experience and learn about.

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

To address our Aboriginal goals this year we have:

- Included an acknowledgement of traditional lands at the beginning of school-wide events.
- Purchased stories by Aboriginal writers for the library.
- Our Artist in Residence focused on Aboriginal art and story telling with the students
- Invited a very special guest of an elder to share her stories at our Art Celebration evening
- All divisions participated in outdoor programs to deepen their connection to the land we share.

Aboriginal principles are addressed at the school in an on-going and inclusive manner. Teachers are aware that including aboriginal teaching in all grades is imperative for the future of our communities.

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

Our schools will continue to plan, identify current practices, and access district supports. To address this goal, there will be a focus on experiential learning with a host of hands-on learning opportunities for the children. Many of the activities have an Aboriginal focus and include members of the community who share their expertise. Field trips and outdoor education activities further connect students to the land and a sense of place. In addition, the library will continue to expand its collection of Aboriginal resources for staff and students. This includes individual student guided reading material, stories for read aloud and professional material with an Indigenous focus.

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

Anecdotal observations, looking for student's understanding and integration into other subject areas.