

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.

Champlain Heights Annex

MISSION STATEMENT

Providing a safe and supportive learning environment within which all learners can be successful.

2015-2016 GOALS

1. To develop practices within the school community that supports success for each student in the area of social emotional competencies.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

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?

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. The beauty of the physical environment combined with a small, family like nature of the school is the reason why many families choose to enroll their children at the Annex.

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. Classroom and Resource teachers meet regularly to review student progress, identify students who require additional support and reflect on current instructional practice. In addition, the Resource team provides both pull-out and in-class support for ELL learners.

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. This year we were able to utilize the district's iPad mini cart to further integrate technology into the curriculum. It has been met with great success for both teachers and students. Recently PAC has approved to purchase 24 iPads minis, which now gives us a full class set for the school. Two teachers engaged in a technology inquiry this year utilizing the app 'Seesaw'. This app allowed 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.

Several of the teachers at the Annex have advanced training in Art Education. The hallways display large striking presentations of children's art in a variety of art forms including; paper mache, pottery, and sculpture. The fine arts is well integrated into all areas of the curriculum.

In 2011-2012, when the VSB assumed responsibility for Strong Start, our Strong Start Centre was renovated and refurbished to revitalize the program. The response was immediate and we are excited to see the large number of families participating each day. Events such as "Ready-Set-Learn", and school celebrations help to promote the school and bring Strong Start and the school community closer together.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. To develop practices within the school community that supports success for each student in the area of social emotional competencies.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

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

Goal One

- Expanding the program 'Mind Up' where now all teachers have the training and are utilizing the program with their class
- Introduction of two new programs to staff and students: 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

Goal Two

- Acknowledging the traditional lands at the beginning of school-wide events
- Purchased stories by Aboriginal literature for the library
- Ready Set Learn program brought in Aboriginal dancers and story tellers that performed and led student participation for preschooler; students; staff and the community
- Professional development day at the Anthropology Museum and aboriginal teachings by the elders of the Musqueam Band
- Studying of aboriginal artwork to then create their own artistic interpretations
- Participation in outdoor education programs to deepen their understanding of aboriginal principles of the interconnectedness of people and their environment

What was the evidence of success for each student?

Goal One

- 35% decrease in referrals to the office for behavioural issues over last year
- Anecdotally teachers saw an increase in their students:
 - 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
 - Witnessed less crying from students
 - More independence in changing their behaviour
 - Staying on task for longer periods of time

Goal Two

- Exploration of aboriginal cultural through the student's artwork
- Participation and appreciation of through an aboriginal dance performance
- Celebrating Earth Day (and everyday) by recognizing our interconnectedness with nature
- Staff gained much more knowledge and insight into aboriginal teachings and history that will facilitate further education with student next year

How did we communicate and celebrate student success

Goal One and Two

- Community involvement, parent invitations, close communication with PAC
- Student participation in regular assemblies by each class demonstrating an aspect of social emotional learning and Aboriginal culture through storytelling; art and showing respect and engagement with the environment
- Continued newsletters, parent invitations to events, meeting with parents, ongoing teacher communication with parents

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:

Begin to look to the following area for development of new goals for the 2017-2018 school year, while maintaining our goal to increase knowledge, awareness acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Areas for Development of New Goal

Looking through the lens of the new BC Curriculum: to explore and develop core competencies and Big Idea strategies in Mathematics