



# Vancouver School District

## School Plan for Sir Richard McBride Annex

### Year 2 (2019) of 3 Year Plan, 2017 - 2020

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## 1. GENERAL SCHOOL STORY:

Sir Richard McBride Annex was built in 1911 in a diverse community in the south-central section of Vancouver near Fraser Street and East 33rd Avenue. Together, with our regular enrolling Kindergarten to Grade 3 classrooms, we have a total of 76 students. We have 4 divisions within the school. We are also host to a preschool program within our school.

The community is evolving and the demographics have changed quite significantly over the past several years. There are many new families with young children moving into the community. Although most of our students (95%) are from English speaking homes, 5% of our students are designated as English Language Learners (ELL). The most common additional languages spoken in our community are Cantonese, Tagalog, and Mandarin.

There is a significant amount of parent participation in the school. The PAC is very active and hosts many activities and fundraising events throughout the year. The parent community is very involved in the school and actively participates in many school events such as field trips, noisy reading, assemblies, Sport's Day, etc. The parents are very passionate about the school and the learning experiences their children engage in.

The strengths of our school are: home-school relationships, our ability to meet the needs of diverse learners and our ability to provide opportunities and programs that enrich student learning. Although we have a strong common language in instructional reading and writing strategies we have been centering on the re-designed curriculum, with a focus on inquiry learning. It is the hope of our staff members that students identify themselves as global learners who view education in a positive way. McBride Annex staff proudly provides a strong start in the core areas of the revised curriculum and is embracing opportunities to take learning outside of the classroom while incorporating Indigenous Principles of Learning into the revised curriculum

This year we continued to explore the concept of "Independence". We focused on metacognitive strategies and resilience to empower our learners to problem-solve, build on self-advocacy, see mistakes as opportunities to grow and become agents of their own learning. In pursuing this goal, it is our intention to be embedding the core-competencies.

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## 2A. WHAT DID WE SEE?

Students at Sir Richard McBride Annex are:

- thriving, growing and confident
- asking less often for tasks that could be done independently
- coming up with new strategies to support their learning
- able to follow structures and routines with less direction from an adult
- able to follow expectations without reminders
- demonstrating increased ability to problem-solve before seeking adult intervention
- able to discern between expected and unexpected behaviour as they navigate the school setting
- displaying an increase in seeking assistance from peers in a collaborative approach to problem-solving
- more willing to take on open-ended creative and critical thinking tasks

#### Challenges:

- In some cases, despite our school-wide focus on independence, students are still quick to seek adult intervention as the less challenging route to problem-solving
- Many students exhibit anxiety-based behaviors that impede their ability to think and act independently in certain circumstances.
- Students will often choose the less challenging path in what may be an effort to avoid failure or a fixed mindset
- Many students continue to struggle with choice. They appear to prefer explicit, linear direction that leaves little room for error
- In some cases, students are unable to accurately self-assess and therefore believe they are doing better than they actually are or that they have reached mastery and have no need to continue to try

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## 2B. WHAT DO WE NEED TO RE-ADJUST?

In an effort to elicit student voice and mindset in our inquiry, we surveyed all of our students with three basic questions revolving around their ability to follow routine and problem-solve. Although the survey results provided us some information, such as most students reported doing well in these areas, we wondered about the accuracy of the responses as very few self-reported that they were not able to follow routine and problem-solve and very few self-reported that they had reached mastery in these areas.

We also wondered about the ability of students under the age of 7 to respond to the survey we presented. We decided to move forward with our data-seeking by teachers noting anecdotal data in their classroom. What are they observing in students' ability to self-regulate, self-advocate, seek peer support, problem-solve, and normalize failure as an opportunity to grow? As a whole staff, we met to review our classroom data, share our observations and explore next steps.

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## 3. INQUIRY QUESTION (previously known as "Goal")

What effect will a school-wide focus on building student resilience have on student learning and the social-emotional well-being of students?

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## 4. WHAT IS YOUR NEW PLAN?

Our plan is evolving as we continue with our goal. This year we began exploring in more depth the concept of **Growth Mindset** as it applies to student learning and metacognition. Through picture books, language exercises, self-reflection activities, and re-thinking our own practice in how we communicate learning success to students, we are learning alongside of students how to nurture and sustain a growth mindset.

This coming year we will take professional development days to focus more on **Growth Mindset** which will help in creating *resilience* in the classroom. Collectively, we recognize that embedding metacognition as it relates to resilience in our students' learning will serve as a means of developing their skills and capacity to manage everyday life challenges, inside and outside of school.

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## 5. WHAT SUPPORTS WILL WE NEED?

- Continuing pro-d on growth mindset
- The continuation of CSL reporting
- The use of our outdoor classroom
- School wide focus on inquiry based and personalized learning
- Ongoing whole school field trips centred around inquiry-based and personalized learning

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## 6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

- We will continue our collaboration sessions next year, both via release time and after school hours. A portion of each staff meeting will also be committed to connecting and reflecting on student progress in the area of resilience and growth mindset. We believe that greater resilience will not only have a positive impact on student academic success, but also on the overall social emotional well-being of our students.
- Ongoing monitoring before each reporting period
- Entire plan reviewed after spring break and before final data collection, strategies changed accordingly
- Ongoing work by the school growth plan committee throughout the year
- Several times throughout the year we dedicate staff meeting time to sharing the exciting successes and ongoing challenges that teachers are experiencing with students

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## 7. HOW WILL WE SHARE?

We will use a variety of measures to ensure we are not just informing, but in conversation with our parent community. At our monthly PAC meetings, we discuss our on-going inquiry and share our strengths and stretches. Currently we use our bulletin boards, website, monthly newsletters, to provide on-going evidence and updates on our school learning goals. We are beginning to receive feedback from parents that the language teachers are using around resilience and mindset are making their way into conversations at home.



*District-wide Indigenous Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students.*

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## 8. WHAT DO WE KNOW ABOUT THE INDIGENOUS LEARNERS IN OUR SCHOOL?

We have no Indigenous learners presently at McBride Annex.

As McBride Annex does not have an indigenous population, the need to build awareness and appreciation for Indigenous cultures, traditions and histories continues to be necessary. Informal conversations with groups of teachers indicated a genuine desire to support our students' educational experiences about First Nations people. It was through collaborative discussions with staff that we recognized that many of our students have limited knowledge or experience with Indigenous people. Therefore, it is important that we provide as many opportunities for our students, so that they can develop a greater understanding and appreciation of Indigenous culture beyond a historic perspective.

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

- Orange Shirt Day event to foster awareness of the impact of residential schools
- Read "Secret of the Dance" and discussed how the Canadian government historically banned indigenous people from holding potlatches (connected to ethics in Social Studies curriculum)
- Connected symbolic animal traits to Core Competencies (e.g. communication)
- Read "Trudy's Rock Story" and connected it to social-emotional learning and story-telling
- celebrated and embraced cultural traditions of First Nations People, including the Talking Circle
- Explored art made by Indigenous Peoples of the Pacific Northwest and examined unique and representative themes and styles
- Practiced oral storytelling and explored the ways in which it connects us to ourselves, our families, and our communities
- Discussed the importance of personal narratives and self-identity to Indigenous Peoples and explored the ways in which our own identities change and grow over time
- Practiced place-based learning and using the natural world around us to learn and understand

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

- Continue to examine Indigenous literature and culture while linking themes to issues and historical and current events of today.
- Encourage staff to participate in the MOOC course offered through UBC on First Nations Reconciliation and awareness.
- Increase the number of Indigenous artifacts displayed in the school (in our display case in front of office)
- Invite an Indigenous Artist in Residence to work with students in the school in music, art drama or dance
- Use quotes from Indigenous Leaders in school assemblies and other occasions
- Continue to track Indigenous student achievement and provide intervention and support as needed.
- Increase Indigenous resources such as library books and other literature
- Continue to access District Staff to work with McBride Annex staff on reconciliation and Indigenous literature.
- Continue to consult with our Indigenous Enhancement Workers
- Field Trips that enable students to interact with Indigenous cultures such as Anthropology Museum, Grouse Mountain experience etc.
- Encourage art projects based on Indigenous styles.
- Examine current curriculum at different grade levels to explore how Indigenous content can be integrated. Increase units, lessons and activities about Indigenous history, culture, traditions and contributions.
- Continue to have classes working with and learning from the VSB Knowledge Keeper and Indigenous Enhancement Worker
- Provide opportunities for Indigenous Performances to share with our school community
- Continue to learn the importance of oral culture and storytelling and how this influences student learning style and demonstration of learning in different ways
- Continue to review and build celebrations of Indigenous culture and heritage by participating in a program, field study, literacy activities, etc.
- Continue to encourage Indigenous connections in daily curriculum content

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

- Students demonstrate understanding of and respect for cultural traditions of Indigenous peoples
- Students can discuss the importance of personal narratives and storytelling in their own lives and can identify storytelling as an important part of Indigenous learnings
- Students recognize traditional art forms of Indigenous peoples from the Pacific Northwest and can identify shapes, colours, and subjects that exemplify indigenous artistic forms
- In an age-appropriate manner, students are able to respectfully discuss issues relevant to indigenous groups in Canada (e.g. impact of residential schools).
- One teacher commented, *“ I find that my students are excited to learn about the indigenous culture. They find oral story telling engaging, they enjoy using the indigenous style of art to express themselves, and they are interested in the connection to the natural world and ways of living harmoniously off the local land. My students are also aware of residential schools and age appropriate details of what happened to the children who attended. They feel strongly for the rights of children to be with their families and to celebrate their individual family’s culture.”*