

## 2022-2023 - Year 1 School Learning Plan

### 1. GENERAL SCHOOL STORY

#### Who Are Our Learners?

Our school population of 240 students located in the Kitsilano neighbourhood comes from a variety of backgrounds and experiences. The school population is quite stable and with the school’s history of being a community school, there is a climate of a close-knit neighbourhood school. Prior to the pandemic, we had families who would come from abroad for work or study, which would increase the diversity of our school.

Bayview has a very active parent population who are involved in the school in a variety of ways, including fundraising for many student programs, helping in classrooms and on field trips. Our school also has a very close connection with the before and after school care, Jericho Kids Club, and Bayview preschool, who operate out of the school.

Starting in the fall of 2019, our school was at a swing site while being rebuilt as part of the seismic replacement program. We moved back into our building in the spring of 2023.

When thinking about equity and representation, we are wondering about our school staff in terms of composition of race, gender, etc. How much do our staff represent our student population?

Positive Characteristics/Assets			
Student Achievement	Physical and Mental Well-Being	Belonging	Equity and Reconciliation
Celebrations of learning; visibly sharing in classrooms, and during assemblies  Stars of the week at assemblies  Science fair/ancient civilization fairs display of learning	Active school; OTARS (Off to a Running Start) every morning  School counselor doing many whole class activities  Resilient: both staff and students maintained the school's culture throughout our transition period from being in the swing site to moving back into our new building.  Flexible learning spaces that staff encourage students to use	Buddy classes  Weekly Assemblies  Recognizing birthdays at assemblies  Most students live in the catchment; neighbourhood, community feel	Coast Salish Anthem to start  Morning messages include information pertaining to days/months of significance  Recent professional development day with Indigenous teacher consultant  National Indigenous History Day lesson rotations  Pride club and celebration

---

## 2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

(SCANNING)

**Learner Strengths** (as discussed during class review meetings):

- Kind and accepting of others
- Self-advocate – students speak up for what is important to them, aware of social justice issues and how to be a better citizen
- Resilient and adaptable --> bus, COVID, sharing space in a swing-site
- Students are knowledgeable about many topics related to diversity

**Learning Stretches** (as discussed during class review meetings):

- Written output; based on class reviews and school-based team meetings
- Solving problems in peaceful ways
- Considering others' perspective when making a decision

**Student Voice**

- Revised code of conduct; revisited the values behind our previous code of conduct; involved students in the process of its development
- Our school has a student council made up of about 10 Grade 6 and 7 students. Interested students are asked if they want to join; there are no elections, everyone is welcome. During weekly student council meetings, students are asked to reflect on what they value about the school, and they said that at times students are not very kind to each other.

---

## 3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

(SCANNING)

**Evidence**

- A School-wide write was used in fall and spring using BC performance standards for writing from experience. In the fall assessment, 51% were fully meeting expectations, with 14% exceeding expectations K-7 were fully meeting expectations. In every grade, there were one or more students who are not yet meeting expectations. Overall, 14% were not yet meeting expectations.
- Grade 4 and Grade 7 Student Learning Survey

A. Student survey; three questions (a sample of responses):

- Do you think you are a writer?

**Fall**

“Yes: I move into the green zone when I start writing.”

“Writing calms me down.”

“Writing makes me calm.”

“When I write, it makes me feel warm.”

“It makes me feel good because I am able to do it.”

“No: I am more of a writer at home and not at school.”

**Spring**

“I think I am good at writing, however, I don't think I have written enough to be considered “a writer.”

“I am a writer. I enjoy writing whenever we do it in class but not when we do those opinion essays in work booklets.”

“No, I am not a writer. I think this even though I am a great writer, I just don't have an interest in it. Takes too long.”

- What do you like about writing?  
**Fall**  
 “I can choose what I want to write; I can stop whenever I want; the printing part of it (moving my muscles).”  
 “It helps me read.”  
 “When I write, I can make whatever I want to happen.”  
**Spring**  
 “I like how in writing, I can do anything and change anything I want. How can I change stories to make it a lot more exciting.”  
 “That you can express any emotion in writing.”
- What is challenging about writing?  
**Fall**  
 “Thinking of things to say is hard.”  
 “Staying focused on what I'm writing is hard.”  
 “I can't spell the words and I don't know all the sounds.”  
 “I can't read my own writing back.”  
**Spring**  
 “Writing about myself is a challenge for me.”  
 “I find it challenging to come up with ideas to be a better writer I need more creativity.”  
 “It is hard to come up with ideas. My hand gets tired and I get frustrated and bored. Spelling can be hard.”  
 “I can't think of things to say. I forget how to spell something. I need to be able to spell better. I need to be able to remember some of the rules so I don't feel stuck.”

**B. Student Learning Survey**

**1) Grade 4 “I feel I am getting better at writing”**

Neither Agree nor disagree 14%

Agree 51%

Strongly Agree 22%

Don't know 3%

**2) Grade 7 “I continue to get better at writing”**

Disagree 4%

Neither agree nor disagree 8%

Agree 41%

Strongly agree 45%

---

## 4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE? (FOCUSING)

**Focus**

- For our first year, we are focusing our efforts on all our students as we gather baseline data
- Through our school-wide writes, we have noticed that students consistently have difficult with the conventions in writing, and that this can slow them down in their writing efforts
- Shifting attitudes towards writing by being explicit in stating our school goal
- Writing and communication span all subject areas and are interconnected

Evidence to Support our Focus			
Student Achievement	Physical and Mental Well-Being	Equity	Reconciliation

More students either minimally or fully meeting expectations.  Students find it easier to think of ideas.	Greater confidence as a writer; in the attitudinal survey; several students felt that they are not yet writers.	Recognizing that writing as communication takes many forms; ensures equal access to communication for all students.	No evidence of this yet. Moving forward, it would be good to include a question about story in our writing survey.
---	---	---	---

## 5. INQUIRY QUESTION (FOCUSING)

**Inquiry Question:** How can we help students gain confidence in writing independently by providing them with age-appropriate tools and strategies to communicate effectively with their audience?

- This question was developed at our fall Pro-D Day where we spent time examining what we are already doing in writing, and where we need to go. We used the circularity framework to guide our thinking.
- We felt like we wanted to have a school-wide academic goal that still incorporates our focus on equity.

The most important work is that all students see themselves as communicators and as writers.

Focusing			
Student Achievement	Physical and Mental Well-Being	Belonging	Equity and Reconciliation
<p><b>Big Ideas</b> Playing with language helps us discover how language works.</p> <p><b>Core Competencies</b> Using the core competencies profiles for communication for students to see that they all have a place on the profile</p> <p><b>Curricular Competencies</b> With some variety of language across the grades: Create stories and other texts to deepen awareness of self, family, and community</p> <ul style="list-style-type: none"> <li>• Plan and create a variety of communication forms for different purposes and audiences</li> <li>• Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</li> <li>• Develop and apply expanding word knowledge</li> </ul>	<p>Focus on students who do not see themselves as writers yet; support them to feel more confident.</p>	<p>Beginning to collaborate more to communicate; either written or verbally.</p> <p>All stories are important</p> <p>Showing examples of all types of writing.</p>	<p>Greater emphasis on the power of story as communication, and the recognition that everyone has a story.</p>

---

## WHAT IS OUR PLAN? (PLANNING)

### Leadership Actions

- Encourage collaborative inquiry groups focused on literacy/writing
- Use chosen Pro-d days to explore writing results and develop further action plans
- Target certain students for whom written output is a challenge and develop plans for them; resource teachers to support this.
- Provide collab for dialogue and planning

### Year 1

- Gathering baseline data; more of a superficial overview of our students as writers
- Used the BC performance standards to assess writing from experience
- First time school has done a school-wide assessment in awhile
- Grade group conversations around what does writing look like; what does it mean?
- More regular collab inquiry meetings with a specific focus
- Continue to focus on “non-writers” and determine from them what they need

### Year 2

- Begin to expand attitudinal questions: what do you need to help you with your writing?
- Move beyond focus on conventions
- Shift focus from just being on writing from experience
- Tie in more with the communication competency as well as the connections between the core competencies
- Begin to view communication and collaboration
- Refine inquiry question
- Examine link between reading and writing and perhaps expand goal to literacy
- Involve literacy teacher leaders; specifically Gina Wong or Karen Samra

### Year 3

- Carry on from the work in Year 2 that was not yet explored
- Greater emphasis on collaboration for staff and for students

---

## 6. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- Carry on with collab inquiry
- Use CAM team for resources/supports
- **New learning:** focus on story as a form of communication. Link personal story to identity. Expanding our understanding of what communication is for students.

Planning for this will need greater time and we will use our September pro-d to determine next steps and what new learning is needed.

---

## 7. HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

- Follow up spring school-wide write and student learning survey
- Compare the two sets of writing and see improvement
- Collaborative inquiry group conversations
- Place equal emphasis on student attitudinal survey questions and use these for additional conversation points

Track CSL proficiency scale

---

## 8. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

- Newsletters
- PAC Meetings
- Weekly Assemblies
- Parent/Family Conferences

Work displayed in hallways and class



*District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures, and contributions among all learners.*

---

## 1. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

- Indigenous-focused field trips: Outdoor Ed (Camp Summit), Museum of Anthropology, Van Duesen Gardens
- 7 Sacred Teachings
- Discussions/teaching/learning around sports teams: representation, appropriation, history of residential schools, Indigenous cultures around the world
- Coast Salish anthem at assemblies
- Staff book club reading: Indian Horse, Braiding Sweetgrass, Paying the Land
- Nature journaling: Indigenous plants
- Guest speakers: parent came to teach us about languages, linguistics
- Learning about voting rights; include Indigenous voting history
- Visit of exhibit “Uninvited” at VAG
- Tracy Healy presented at our school’s Pro-d Day in January

---

## 2. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

- Outdoor learning
- Collaborative learning
- Respect for Indigenous knowledge and awareness improved as demonstrated through class-based conversations.
- More students are singing along to the Coast Salish anthem at assemblies

Comparison of Student Learning Survey 2022/2023

2022-Are You Learning About Indigenous People at School?	2023-Are You Learning About Indigenous People at School?
<b>Grade 4</b>	<b>Grade 4</b>
Never 12%	Never-3%
Few Times 24%	Almost Never-7%
Sometimes 56%	Sometimes-62%

	Most of the time-22%
	All of the time-3%
<b>Grade 7</b>	<b>Grade 7</b>
	Never-3%
Few times 3%	Almost never-3%
Sometimes 30%	Sometimes-52%
Many times 50%	Most of the time-19%
All of the time 15%	All of the time-19%
<b>2022-At School Are You Learning About Local First Nations</b>	<b>2023-At School Are You Learning About Local First Nations</b>
<b>Grade 4</b>	<b>Grade 4</b>
Never-16%	Never-7%
Few Times 28%	Almost Never-7%
Sometimes 24%	Sometimes-51%
Most of the Time 8%	Most of the time-25%
<b>Grade 7</b>	<b>Grade 7</b>
Never	Never-3%
Few Times-7%	Few Times-0%
Sometimes-30%	Sometimes-50%
Many Times-42%	Many Times-25%
All of the Time-15%	All of the Time-15%

The results show quite an improvement in students' awareness of the incorporation of Indigenous knowledge. This could also mean that staff are being more explicit about their teaching of the concepts. It also demonstrated the scaffolded effect of the learning; this learning is not just happening in the year the students are taking part in the survey.

### 3. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

#### Information from brainstorming session during January Pro-D Day

- Sharing learning/teaching with PAC
- Build better, current resources
- Collaborative inquiry groups
- Book clubs
- Be a critical thinker
- Nature journaling: understanding our local context

Personal learning  
Orange Shirt Day  
MMWAG mention at weekly assembly (focus on Indigenous women)  
Field Trips

**Other ongoing initiatives/events**

Morgan Guerin led the opening on the first day of our new school; Musqueam welcome  
Continue with Indigenous acknowledgement prior to PAC meetings  
National Indigenous history day and month school-wide learning and event  
Brandon Peters to come and do drumming with us this year  
Take part in drumming with Davita Marsden next year  
Our community garden has a focus on indigenous plants  
Learning circle as part of our new playground  
We would like to name our learning commons for the names of trees in the region; perhaps explore the incorporation of Musqueam names for the trees as well.