

2022-2023 - Year 3
School Learning Plan

1. GENERAL SCHOOL STORY:

The original Lord Kitchener Elementary School opened in the Dunbar neighbourhood of Vancouver in 1914. In October 2012, a striking seismically upgraded school that incorporated the original 1914 frame school building was opened. The new school's design enables students and staff to work together in a school environment that is bright, innovative, modern, visually stimulating, and physically accessible.

The school is comprised of six learning communities. Each community features professional offices, learning spaces, and a learning commons; a space where students and staff can meet and work together. During the 2022-2023 school year an average of 435 students from Kindergarten through Grade Seven enrolled at Lord Kitchener School. The school culture is vibrant and caring, where the staff and students work together to foster an environment that is based upon respect.

Our school community includes families from a rich diversity of cultural backgrounds and our students speak a variety of languages. This year we had over 130 new students join our school. Our students do very well in all aspects of the curriculum and many of them meet or exceed the Ministry of Education expectations in academic areas. Lord Kitchener has a Parent Advisory Council that is actively involved in many ways to support the school and community. They have designed and built an outdoor garden space for students and support the EarthBites programming to keep the garden beds thriving. The staff of Lord Kitchener is a dedicated group of educators who are passionate about engaging students in relevant, active learning experiences, while maintaining high expectations for each student's academic and social development.

Kitchener has a strong athletics program, and a variety of extracurricular athletic activities are offered to intermediate students in cross country, basketball, soccer, track and volleyball. Staff offer lunchtime clubs including Diversity Club, Sustainability Club, Music Club, Writing Club, and Chess Club. Many leadership opportunities are offered to our students including Office Monitors, Library Monitors, Peer Helpers, Morning Announcers, and Assembly Leaders. We also offer Ready Bodies Learning Minds, and a cooking club to meet the needs of our diverse learners. To assist our youngest learners and their families make the transition into kindergarten as positive as possible we host a Welcome to Kindergarten event in the spring.

Parents and caregivers are actively involved as partners in our school. In the fall, parents organize a Bingo Night to bring families together and help raise money for the school. In December, the PAC organizes a Winter Market with a cake walk, crafts, and carols. In the winter, with the support of our Settlement Worker, parents organize a Lunar New Year festival. Students and parents are involved in the celebration with dancing, music, and a fashion show. During May, parents are actively organizing Bike Rodeo and participating as guest readers for our Camp Read. In the spring, the parents organize a school-wide Carnival with games, inflatables, and food for the whole family. During the year parent volunteers organize hot lunch two days a week.

Our original inquiry question for Year One of the school plan was to focus on the impact of teaching kindness on students' social and emotional development. The evidence for the need of this goal was driven by the results in previous Devereux Student Strengths Assessment (DESSA), Student Learning Surveys, and staff observations. Teachers have observed growth in compassion and self-regulation, the development of interpersonal skills to solve problems in peaceful ways, sharing stories of how problems were solved and offering feedback. Many students are using the language of the Zones of Regulation program and showing an increase in building resiliency and self-sufficiency. We have previously focused on creating a culture of care and shared responsibility; responsibility for action and words and respecting differing perspectives. While lots of work has been done on teaching kindness, there is still room for growth. Staff, students, and parents report a need to focus on helping students develop positive friendships and conflict resolution skills. This goal supports the VSB Education Plan's goal to *improve student achievement, physical and mental well-being, and belonging by encouraging students to reach beyond previous boundaries in knowledge and experience and improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.*

2. WHAT DID WE SEE?

Strengths:

- A strong sense of student voice
- Supportive families
- Expansive background knowledge/experience outside of the home
- Strong student leadership skills
- Student willingness to use learned tools and skills
- Ability to approach adults for support
- Overall high academic ability, especially in math
- A sense of community (students consistently willing to volunteer to support school programs)

Needs:

- Build stronger resiliency and grit in students when facing a challenge
- Improve problem solving and critical thinking skills
- Improve conflict resolution, sharing, turn taking
- Understanding that physical violence is not a means for conflict resolution
- Continue to build positive friendship skills
- Demonstrate more kindness towards each other
- Using respectful tone and language with peers and adults
- More time to eat breakfast daily and get enough sleep

Evidence of these strengths and needs were collected from the Student Learning Survey, FSAs and MDI results, as well as parent, student and staff School Goal survey results and staff observation.

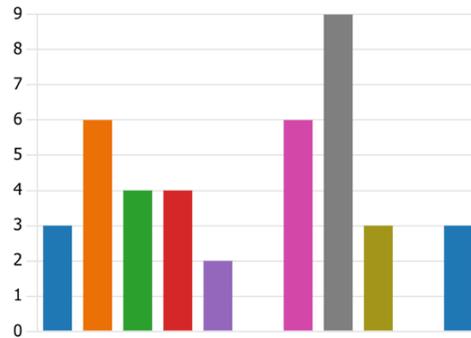
3. WERE WE SUCCESSFUL?

Responses from students, parents and staff indicate that continuing with a focus in social emotional learning, specifically on friendship and conflict resolution skills, would be a benefit to students.

- Parent School Goal Survey:** all parents were given the opportunity to respond to our Parent School Goal Survey. 40 families replied to the survey and the majority wanted a focus on social emotional learning, friendship skills, and conflict resolution.

4. What area do you think the school should focus on as a School Wide goal? Select one. (0 point)

[More Details](#)

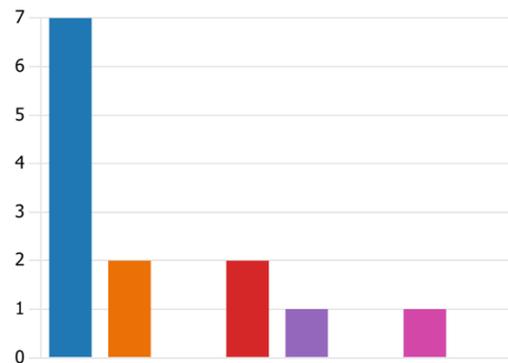


- Student Survey:** our vice principal interviewed 23 students from a variety of different grade levels and asked them a variety of questions about their experience at school, their learning and what area they felt they needed most growth. When asked about what area they needed the most growth the majority answered they needed help with friendships (older students) and solving problems peacefully (younger students).
- Staff Survey:** all staff were given the opportunity to reply to a survey indicating the area they felt we needed to focus on for our next school goal. Based on the data shared at staff meetings and their own observations, most staff wanted to focus on social skills and conflict resolution.

2. Considering that data shared at staff meetings and your own observations and experiences in the classroom, what area would you like to focus on for the next 3 years as a school goal?

[More Details](#)

[Insights](#)



4. HOW HAVE WE SHARED?

- Monthly Assemblies
- School Newsletters
- PAC Meetings
- Staff Committee Meetings
- Staff Meetings
- Behaviour Committee Meetings
- Student-Led conferences and school open house
- The results from the student learning survey, FSAs, and the MDI (2021-2022) were reviewed at staff meetings, along with the results from the Parent, Student, and Staff School Goal Surveys.

5. WHAT ARE OUR NEXT STEPS?

Based on insights and feedback from staff, students and parents/caregivers, we will continue to focus on social emotional learning, specifically friendship and conflict resolution skills.

Whole School:

- Resource dedicating time to small group instruction on social and self-regulation skills
- Big idea presentations at monthly assemblies focusing on the WITS (Walk Away, Ignore It, Talk It Out, Seek Help) Program. WITS is a program that teaches children strategies to promote kindness and effectively manage victimization such as discrimination and bullying.
- Special focus on having a good relationship with others, compassion, and kindness, and solving problems in peaceful ways and highlighted through assemblies and presentations
- Reminder messages in the daily announcements about compassion and peaceful problem-solving skills
- Bulletin board devoted to SEL concepts on display for students
- Behaviour Committee monthly meetings
- Grade group collaboration identifying specific SEL expectations at each age level

Classroom Instruction:

- Use of recognized programs (WITS, EASE, Open Parachute, Second Step, Roots of Empathy, Incredible Flexible You etc.)
- Utilize Powerful Understanding lesson plans to teach SEL skills through focusing on self, others, and the world.
- Class meetings, empowering student voice



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

6. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARD TO THIS FOCUS?

- Indigenous acknowledgement at gatherings and assemblies
- Reconciliation Walk and Orange Shirt Day
- Announcements leading up to Orange Shirt Day
- Indigenous resources in library
- Pro-D opportunities and In-Service related to Indigenous learning and teachings
- Indigenous support team
- Land-based learning in the garden led by an Indigenous leader through the Earthbites program
- Field trip opportunities such as Museum of Anthropology and Musqueam Nation
- Indigenous stories and novel studies in classrooms
- Treaty studies integrated in Grade 4/5 curriculum
- Raven Tales as literacy studies in early primary
- Recognizing Orange Shirt Day
- Teachings at each assembly
- Coast Salish Anthem is played at the beginning of each assembly
- Diversity Club: highlighting anti-racism
- The library has and will continue to prioritize the purchasing of books that diversify our collection, including books and resources from Indigenous authors.

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

- Invite more Indigenous artists, authors to share their knowledge and teachings.
- Continue to engage in learning and un-learning at our District-Wide Indigenous Focus Day
- Continue to teach about residential schools throughout the year and on Orange Shirt Day
- Highlight Seven Sacred Teachings approach to Social Responsibility at each assembly
- Create a Land Acknowledgement at the entrance of school
- Implement Seven Sacred Teachings into the classroom and at school wide assemblies to connect with Social-Emotional Learning as school wide approach