

2022-2023 - Year 3 School Learning Plan

1. GENERAL SCHOOL STORY:

Quilchena is a dual track school with approximately 320 students divided equally between the French Immersion and English tracks. Quilchena enrolls 14 divisions. In the English track, approximately 40% of students are English Language Learners. In French Immersion many students are learning a third or sometimes a fourth language. Of note are the different catchment areas for English and French. The catchment for English is from Larch to Granville and 33rd to 41st Avenue. We refer to this area as our 'neighbourhood'. The catchment in French Immersion encompasses the district. Although most French Immersion students live in the neighbourhood, many reside in neighbourhoods across the city. A variety of cultural backgrounds are represented in both tracks. We have a number of students who arrive directly from overseas, and our families live in a variety of accommodations and locations, given the large combined catchment area. A large percentage of families have parents working outside the home. Many of our students attend the on-site, out-of-school care. The out-of-school care accommodates approximately 60 students before and after school and during school vacations. It is an integral and valued part of the school.

- Quilchena Elementary prides itself on offering rich and varied programs in all grades. Staff coach and sponsor a variety of athletic after school and lunch hour programs including: Cross-Country, Basketball, Volleyball, Badminton and Track and Field. We offer many opportunities for students to contribute to the school and assume leadership roles. Students provide leadership as Office and Library monitors, School Announcers, Playground Problem Solvers, Equipment Monitors and Reading Buddies. Our staff is committed to fostering self-confident, engaged and socially responsible students.
- Our school goal is for all students to experience a sense of belonging at school. Belonging is a universal human need that is fundamentally linked to learning and well-being. Grade 6 student data in *The UBC Middle Years Developmental Index (2023)* report a high level of connectedness and belonging to their school (64%). This is higher than district average (50%), with a further group indicating a medium sense of belonging (25%). Despite these strong numbers, staff remain concerned about the 11% of students reporting low feelings of connectedness and feeling valued at school. Staff remain committed to addressing the needs of all learners by providing opportunities to learn about and accept individual differences, celebrate diversity and develop each child's individual strengths and gifts.
- Quilchena parents and caregivers play an active role in the school community. The Parent Advisory Council (PAC) works closely with the school principal to support learning through fund raising and school-wide activities. Parents organize school-wide events to bring the community together. These include: *The Quilchena Pumpkin Patch*, *Quilchena Movie Night* and *The Spring Family Carnival and BBQ*. The PAC supports parents and families through Parent Education Nights. Topics addressed include: Reducing Anxiety in Children, Sexual Health Parent Education and Preventing Eating Disorders. Parents are actively involved in their children's education and parental expectations for achievement are high.
- Quilchena staff offer a variety of academic experiences to meet student needs. Outdoor education, hands-on learning, field trips and project-based activities engage students in their

individual learning journey. Staff monitor student progress and offer support through individual and small group instruction to ensure all students acquire the skills necessary for school success. Our goal for the 2023 – 2024 school year is to continue our work to improve learning outcomes and student well-being by fostering a sense of belonging for *all* students at school and in their community.

2. WHAT DID WE SEE?

Quilchena students possess many strengths. They are an active and involved group of learners. Anecdotal evidence and the Middle Years Developmental Index (MDI) results indicate that they are socially active in school and in the community. Many students participate in extra- curricular school and community activities. MDI data reports that Quilchena students spend less time than the district average on computers and tv and more time with their friends. Many Quilchena students report spending daily time connecting with their families. They are a physically active and healthy group. Academic success is important to our students and their families. Strong achievement results are reflected in report cards and assessment data.

Our students also have some needs. 5 % of our students have special education designations that require a variety of interventions by school staff. Some students (11%) report not feeling like they are connected to their school. These students are reporting less positive school experiences than their peers and report that they do not feel as connected to their school age peers.

What was Accomplished this Year?

Over the 2022 -2023 school year, staff planned and directed activities to improve students' sense of belonging. School staff:

- Applied for and were accepted into the district Collaborative Early Literacy Intervention (CELI)/ Collaboration en Litt ratie pour l'intervention Pr coce (CLIP) program. This literacy model supports intentional and personalized classroom instruction, small group literacy intervention and Reading Recovery™ for the lowest achieving few. Primary teams work together toward common literacy goals and excellence in literacy practice. 2022 – 2023 was the first year of training and implementation.
- Continued (year 3) Teacher Professional Learning Groups to identify an area of inquiry and work alongside teacher colleagues to improve practice. Teachers are released to work on their goals and share their learning to staff at regularly held Staff Meetings.
- Expanded the Kindergarten CALM curriculum to French Immersion. The CALM curriculum provides teacher training and concrete practical strategies for the classroom that strengthen student self-regulation skills and social emotional well-being.
- Continue to expand our library collection to include the stories of diverse protagonists.
- Purposefully designing learning activities across the French Immersion and English tracks that create shared learning and cooperative learning experiences across and between grades.
- Utilized a Response to Intervention (RTI) Framework to identify students at risk and intervene to support individual learners.
- Provide staff learning opportunities to cultivate adult SEL.
- Gathered data at regular points in the year to track literacy progress of primary students and target resource support.

- Continue to start the school day with school-wide mindful breathing. Provided Mindfulness training for new teachers.
- Continue to train intermediate Problem Solvers to support positive experiences on the playground for younger students.
- Participate in the EDI (Early Developmental Index) and MDI (Middle Developmental Index) with a focus on school connectedness.

3. WERE WE SUCCESSFUL?

Our efforts to increase a sense of belonging for all students is having positive results. Quilchena students report on the Middle Development Index a higher than district average (64%) of feeling connected and valued at school. This is higher than the district average of 50% of students reporting high levels of connectedness at school. Conversely, 11% of Quilchena students report low levels of connectedness to their school, compared to a district average of 22%. Quilchena staff are committed to creating learning environments where students feel cared for, supported and a sense of belonging at school.

4. HOW HAVE WE SHARED?

Student success is celebrated through regular school newsletters, bulletin boards, daily announcements and school assemblies. The Quilchena Winter Concert is a much-anticipated evening involving students and families. Parents are invited to view student learning informally: drop by after school to see whole class projects, visit the Science Fair, watch and support school teams at sporting events and special activities. Quilchena staff are responsive and available to meet with parents to share success and address challenges.

5. WHAT ARE OUR NEXT STEPS?

In the coming school year, we will continue our goal for all students to experience a sense of belonging at school. Our goal will be to identify the 11% of students who are not feeling connected to school and work to address their individual needs.

Staff will provide opportunities to listen to students and keep student voice at the center of decision making. This includes asking all students 2 Key Questions related to school belonging: Can you name 2 adults in your life who believe you will be a success in life? How do they show you?

We would also like to revise the Student Council. This structure, designed to provide an opportunity to include student voice dissolved during the pandemic. Our goal next year is to reform the Student Council.

Provide opportunities for whole school connectedness in the first week of September. This includes beginning the day with an assembly, recognizing new students, introducing staff, singing together and communicating school goals and expectations for the year.

Holding regular monthly assemblies. This June an Assembly Committee was struck to plan for the coming year.

Continue to work in Teacher Professional Committees. Teachers are released every term to work collectively to address challenges observed in their teaching context.



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?

- A group of 4 teachers formed an *Indigenous Ways of Learning Group*. The group formed a professional book club and read *Braiding Sweetgrass* by Robin Wall Kimmerer.
- Staff members take turns to prepare the Indigenous Acknowledgement for staff meetings. Staff are learning to personalize the acknowledgement and speak from the heart about their reconciliation journey.
- All staff participated in the Indigenous Focus Day, November 25, 2022. The day provided an opportunity for rich discussions and information sharing about our collective responsibility in providing all students with the necessary time and opportunity to develop deeper understandings of the experiences, cultures, and histories of Indigenous peoples in Canada.
- Successfully applied for and participate in the Vancouver School Board's 11th Annual First Peoples' Festival 2023.
- Invited Indigenous Education Curriculum Consultants to participate in School Wide Events. Indigenous Educators supported the school-wide Eco Day by starting the day at the assembly and leading workshops with an Indigenous focus.
- Purposefully using the circle in class meetings and sharing to symbolize connectedness. Incorporating the talking stick into class discussions.
- Continuing to stock classroom and school libraries with material that incorporates Indigenous perspectives and ways of knowing.
- Recognized National Aboriginal Day by holding a school assembly.
- A host of classroom activities and learning opportunities including hosting Indigenous guest speakers, art activities, studying salmon, reading and hearing Indigenous stories, learning to recognize Indigenous plants and making Bannock.
- Provided wrap around support for our Indigenous Learners.

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

- Continue to build relationships with families.
- Continue our positive relationships between the school and district Indigenous Education Department.
- Continue to look for professional learning opportunities that will allow us to understand Indigenous perspective and knowledge more fully.
- Continue to refer to the First Peoples Principles of Learning in our lessons, collaborative planning meetings.
- Book Club for staff with Jo Chrona's *Way Wah Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education*.
- Continue to work with all students and families to repair harm caused by racist acts or words.
- Centre our marginalized students in our planning to ensure equity of resources as well as equity of representation, recognition, cultural sensitivity and social justice.