

2022-2023 - Year 3 School Learning Plan

1. GENERAL SCHOOL STORY

Sir William Osler is located on the west side of Vancouver and is nestled on a beautiful site beside Montgomery Park. There are thirteen divisions with 3 of these being District (2 MACC and 1 ExSEL) programs. Student enrolment has been on the rise with many families coming through the Newcomers Welcome Center. At this time our enrolment is 276. The staff strive to ensure VBE Education Plan Goals are front and center when it comes to equity and inclusion, such as ‘Ensuring that students develop and can implement a plan for a successful transition upon completion of in the secondary school.’

In past years our School Plan has percolated while health matters have focused increased attention. 2022-2023 reflects on our past goals centered around the social emotional wellbeing of our students. It was important for the Osler staff to connect with our students and families and to provide support and comfort at the forefront. By first working with students on their self-regulation, resilience and stamina, our academic goals are able to be further developed.

2. WHAT DID WE SEE?

Throughout the school year Osler students are provided a rich and engaging curriculum. They are involved in both school and extra-curricular community activities. They come from supportive home environments where families are involved in their child’s education both at home and school. Osler students come from all over the district both for the district and the mainstream programs. The type of student attending Osler is slowly changing and with this comes the need to support some students with increased academic and social emotional support. Staff participate in regular discussions regarding students and their learning. They are kind, curious, active, and artistic learners moving towards developing a growth mindset. They find students to be motivated, helpful, and enjoy interacting with their friends through play. Additionally, staff find that some Osler students present as overwhelmed learners displaying anxious behaviours. They struggle with ownership of their learning and pride of their schoolwork. At times, some students are resistant of school rules, routines, and boundaries. We support students with regulating their bodies, developing awareness of personal space and self-control, developing independence, building endurance, and showing empathy towards others.

These goals align with the Vancouver School Board’s Education Plan that we ‘will improve student achievement, physical and mental well-being, and belonging by improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.’

Through a focus of one-to-one engagement with students, welcoming them into the learning spaces and including them in the day to day staff have noticed a feeling where students are more accepting of their potential and belonging. This is their school where they are welcome to come to the library before and after school, engage in after school extra-curricular, and take on leadership roles. Student presence is the priority.

School tardiness continues but attendance data reflects a steady decrease. The children are met at the office with a smile and a welcome. We are encouraged by the decline of absenteeism within our student population as well.

Our students speak with their actions. As Dr. Shanker reminds us 'behaviour is communication'. Staff are in tune with the 5 domains of self-regulation: biological, emotion, cognitive, social and prosocial and strive to ensure these domains are successful for their students. Professional development around these domains and self-regulation as a whole has provided the tools for all our staff to engage thoughtfully and effectively with students.

3. WERE WE SUCCESSFUL?

Staff noticed improvements in student confidence, engagement and risk taking based on observations and offering activities specific to these goals.

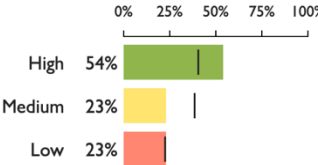
Recess and lunch conflicts have decreased based on office behaviour logs and after break conferences, and more play between grade levels from buddy play, Hamber Leaders program and opening up the playgrounds and fields to all grades.

Families also completed a 'Getting to know' survey for the school, where teachers reviewed the answers which helped to guide their program. Questions such as 'what was your experience like in this grade?', and 'next June what do you hope your child says about their experience this class-what's the story you hope they will tell?' allowed teachers to understand family experiences which in turn fostered opportunities for staff to proactively support the self-regulation domains. Completion rate for the survey was 90%.

The Middle Years Index (MDI) provided further validation that our school is providing social emotional guidance to our students.

SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



Other data from this index provided evidence that Osler is moving in the right direction. Many scores indicated Osler students are feeling positive about their **school experience**:

MDI Category	Osler	District wide
School Climate	49%	50%
<i>People care about each other in this school."</i>	43%	30%
	9%	15%
School Belonging	50%	50%
<i>I feel like I am important to this school.</i>	33%	35%
	17%	20%
Academic Self Concept	66%	70%
<i>I am certain I can learn the skills taught in school this year</i>	34%	25%
	0%	10%

As a school the general consensus was that our inquiry question, "How will integrating SEL practices into our teaching promote positive social behaviour leading to less emotional distress and increased academic success," has been successful. Osler will continue promoting and developing these strategies centered around self-regulation. This practice needs to be embedded in school programs to flourish and infuse into academic success.

4. HOW HAVE WE SHARED?

School shared together through professional development from workshops (examples include CASEL, Zones of Regulation, Strong Kids), online courses (examples include MEHRIT Centre), discussions and book clubs (examples include 'Calm, Alert, and Learning'). Students were provided lessons about the correlation between the brain and emotion, as well as understanding how they can manage themselves during elevated awareness. Hallways provide positivity as well as 'Size of the Problem' charts. These charts assist both staff and students in the moment.

Sharing information with parents through Friday Letters as well as a specified Resource section in the Library connect families with school endeavours.

5. WHAT ARE OUR NEXT STEPS?

While we have reached our third year in our School Growth Plan we understand and appreciate the continued focus and practice surrounding social and emotional wellbeing woven into each day through 'class temperature', monthly assemblies, common language, and connection with all students in classrooms and outside at recess and lunch. We have seen growth in the way students present themselves during adverse interactions. Conversation has taken the place of escalation; students are comfortable to try new things and move around their school comfortably. Phrases such as 'has this concern been resolved?' helps children to see their part in conflicts and understand that resolutions do not always end in their favour.

Our social emotional goal has been woven into our classrooms, spaces, and programs. It is embedded into the school. It is now time to scaffold this goal onto other goals that our staff will develop in 2023-2024.



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?



Osler Elementary works towards a stronger indigenous focus by creating spaces where staff and students study through place-based learning and activities encompassing indigeneity. Activities such as calendar wheels, literature, age-appropriate lessons around residential schools, missing children and reconciliation and planting an indigenous plants garden provide opportunities for our community to connect to these aspects.

Learners come from a variety of countries predominately across the Pacific Ocean. They come to school eager to embrace their own culture as well as cultures new to them. While our Indigenous population is small our impact is strongly tied to the land our school is on.

Opportunities through our creative spaces along with field studies, bulletin boards and assemblies allow others to bring their voice to this focus. Classes participate in lessons around indigenous culture and knowledge such as seasons tied to the phases of the moon and identifying the land through Indigenous names.

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

Our focus on reconciliation is grounded in truth and healing relationships. Providing opportunities to grow and maintain these relationships with land and people must start with conversation and then flourish into action. Staff and students respectfully engage in lessons to support reconciliation from past to present, striving to make gains in the future.