

School Learning Plan **2022-2023 - Year 2**

1. GENERAL SCHOOL STORY:

Dr. Annie B. Jamieson Elementary School is located just south of Oakridge at 6350 Tisdall Street, adjacent to Tisdall Park. A seismic upgrade was completed in November of 2018.

Our school enrolled approximately 507 students for the 2022-23 school year. Sixty percent of our student population, or 303 students, speak English as an additional language and receive English Language support. Twenty-seven languages are spoken at Jamieson with Mandarin Chinese being the most predominant first language of our ELL students.

Jamieson is in its final year as a dual track school. We began phasing out the District Mandarin Bilingual Program (MBP) for Grades 5-7 students and the current Grade 7 class is the last division for this program this year. There are currently 20 students in the District MBP. The program teaches the core curriculum in English and students receive daily Mandarin Language Arts instruction. Students in the MBP learn to communicate in Mandarin Chinese in a variety of situations in addition to learning reading and writing skills.

Jamieson is home to a very strong Strings Program. Strings is provided through our school prep schedule to Grade 4-7 students. Approximately 250 Jamieson students participate in the program.

Jamieson staff are committed to fostering a safe and caring environment for our students. They are dedicated to supporting student academic growth and achievement and overall wellbeing. Our school resource teachers work collaboratively with classroom teachers to support student learning needs. In addition, Jamieson staff are committed to working with parents as partners in education and connect regularly, both formally and informally, to support student learning and growth.

Jamieson offers a range of sports and extra-curricular activities. This year, we had Junior and Senior Basketball, Badminton, Cross Country, Volleyball, Soccer and Track and Field. We also have other activities focused on social responsibility and leadership, including the Jamieson Playground Buddies (intermediate student helpers), Library Monitors, Student Announcers, Lunch Buddies (intermediate student helpers) and School Safety Patrol.

Jamieson has a strong Parent Advisory Council (PAC). The Jamieson PAC is very active with seven parents on the PAC Executive. Many parents volunteer to support a variety of activities such as field trips, our hot lunch program and other special events at our school. The PAC funded our school mural, which was installed this year, next to our school garden. The PAC runs a hot lunch program three days a week to raise funds to support programs offered at the school. Hot lunch offerings meet the guidelines for food and beverage sales in BC Schools.

The Jamieson School Code of Conduct is based on Respect: Respect for Self, Respect for Others, Respect for the Community. Our code of conduct is embedded into our school planning, school culture and school activities.

2A. WHAT DID WE SEE?

Students at Jamieson are a well-rounded group of individuals who demonstrate numerous strengths that contribute to their academic and social success. They possess a growth mindset, are academically strong, motivated, and work hard to achieve high academic performance. They are respectful to their teachers and peers, kind-hearted, and interact positively with others, displaying good interpersonal skills. The learners are dedicated, productive, dependable, and welcome friendly competition. Additionally, they are enthusiastic, motivated, and polite, with a strong sense of community and acceptance, recognizing their privilege and willing to help those in need.

The learners at Jamieson continue to work on digital literacy, critical thinking, time management, prioritizing, conflict resolution, and creativity. Students also continue to learn strategies to solve problems, to focus during class working time, and to speak to each other kindly and patiently. Staff at the school are working on fostering teamwork, sportsmanship, and more physical activities to support students' physical and social-emotional wellbeing. Additionally, more opportunities are being provided for students to learn about social justice issues, biases, and privileges in order to become more empathetic, caring, and knowledgeable global citizens.

A focus for this school year has been to provide more social-emotional support and education to learners, especially following the stressful times the pandemic has bestowed upon us.

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

Due to the COVID-19 pandemic, the school plan that was previously developed had been carried forward for two years. The staff reviewed the school plan and decided that the original goals should be continued with slight readjustments due to the changes in life at school during the pandemic. The majority of staff felt that the current goals fully support all areas of development for the students, including social, academic, and emotional development. Additionally, some staff members proposed incorporating new goals into the plan, aligning with the district's educational plan, specifically more emphasis on Indigenous Peoples. Ultimately, the school plan needed to be readjusted to accommodate the changes brought on by the pandemic and to continue to address the needs of the students in all areas of development, specifically their social-emotional learning.

3. INQUIRY QUESTION (previously known as “Goal”)

Based on discussions with staff, the original inquiry questions were revised slightly to the following:

To focus on the social emotional learning and mental wellness of our students and staff, with an emphasis on the effects of the pandemic. Younger students may have limited or lacking social skills due to the pandemic (more parallel play rather than social learning), working through the challenges of teaching feelings and expressions while wearing masks. Older students may require support regarding anxiety, learning to become independent learners and learning to work cooperatively in groups and with others.

To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students.

4. WHAT IS OUR NEW PLAN?

Our new plan focuses on building upon our previous initiatives to further enhance our students' social-emotional learning and promote knowledge and understanding of Indigenous histories, traditions and culture. Primary students completed the mini-Dessa assessment and intermediate students completed surveys on social-emotional health in Open Parachute. In addition, we plan to expand our use of Open Parachute to include more targeted social-emotional learning lessons throughout the school. Mindfulness techniques such as deep breathing will continue to be taught to students to help them learn how to self-regulate. We will also continue to integrate Indigenous learning into the curriculum through various activities and incorporating the First People's Principles of Learning. Finally, through our fine arts program for primary students, we plan to include more plays and creative projects based on Indigenous teachings. Overall, our new plan will focus on creating a more inclusive and equitable learning environment for all our students.

5. WHAT SUPPORTS WILL WE NEED?

To support our goals, teachers have identified several key areas that would be helpful. These include access to mental health programs like Open Parachute (which was provided by the district) and books related to social emotional learning, as well as specific SEL programs and an updated Second Step Kit. The MindUp Program from the library was also identified as a resource that would be helpful for teachers.

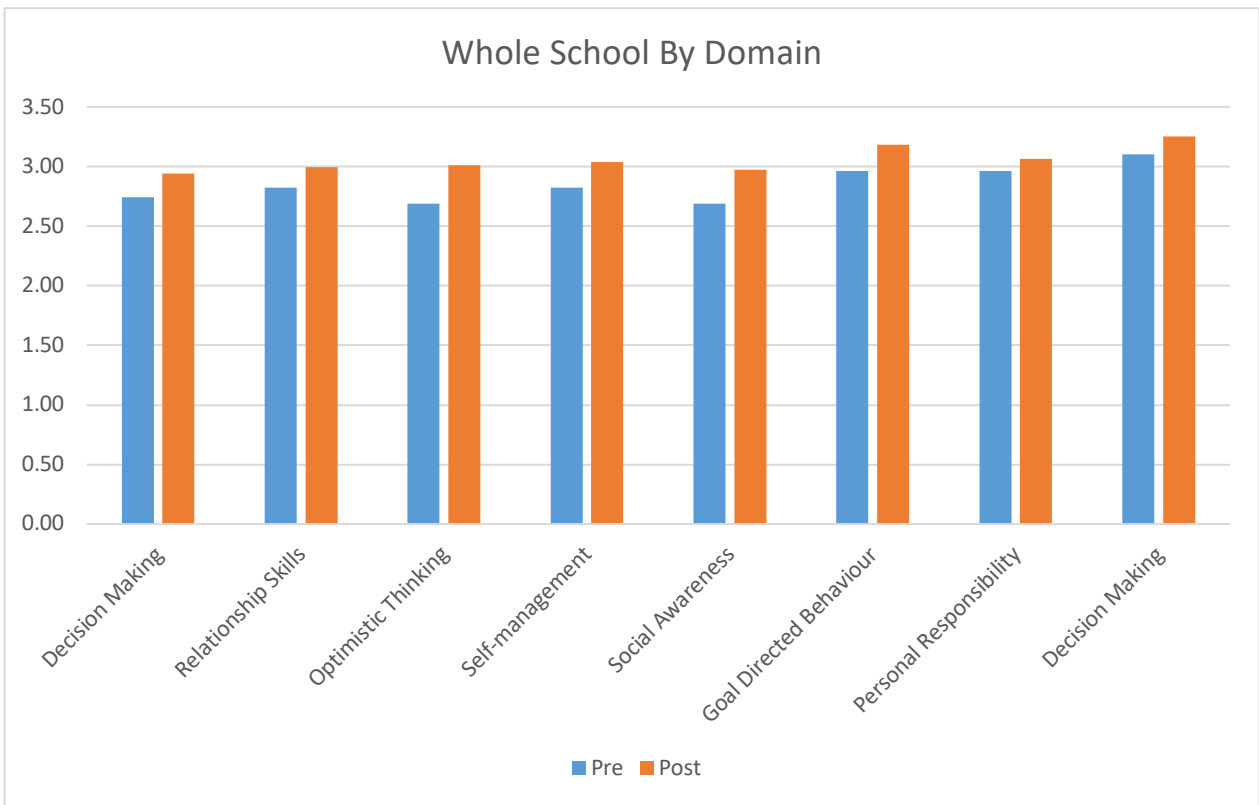
To support consistency and focus, teachers suggested the use of a bell or signal during announcements to allow for everyone to do the same task, and the use of posters, assemblies, and announcements to model common language. Teachers also suggested creating an Indigenous committee to talk about Indigenous learning and developing connections to and receiving support/guidance from Elders and knowledge keepers.

Lastly, staff felt that field trips and presenters linked to Indigenous culture would be helpful in providing students with hands-on experiences and cultural understanding.

6. HOW WILL WE KNOW WE'RE ON TRACK?

To ensure that we are on track in meeting our goals, we will use a variety of methods. Firstly, we will implement self-reflections before and after our programs to assess the effectiveness of our strategies and identify areas that require improvement. Additionally, we will use data from Open Parachute (for intermediate students) and the mini-DESSA (for primary students), to guide further SEL planning and inform teachers' decisions about the direction of their teaching. In terms of Indigenous education, teachers will create lesson plans that focus on integrating Indigenous perspectives, experiences, and teachings into the curriculum. Finally, we will assess our students' ability to describe and demonstrate better self-regulation skills, which will serve as an indicator of our progress and success in achieving our goals. By using various methods, we will be able to stay on track and make necessary adjustments to ensure that we meet our objectives effectively.

Mini-DESSA – Primary Students

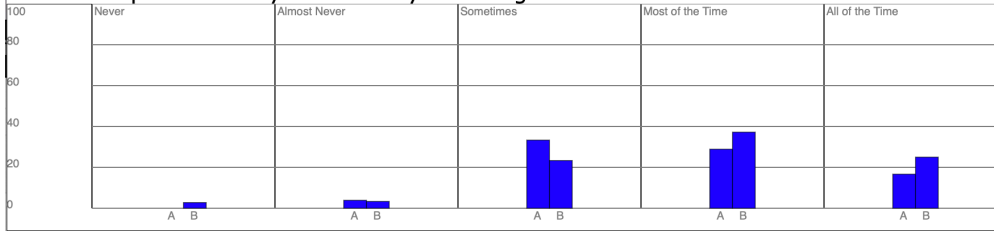


Note: Each domain explored through the student surveys denote 8 key social emotional competencies which are strength based and is represented in the the y-axis.

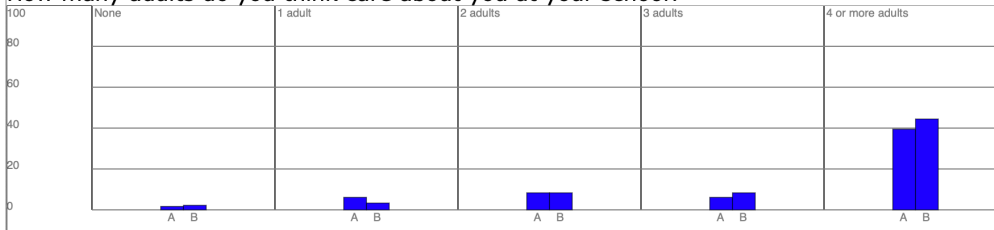
Grade 4 Student Learning Survey

A: Annie B. Jamieson; B: District

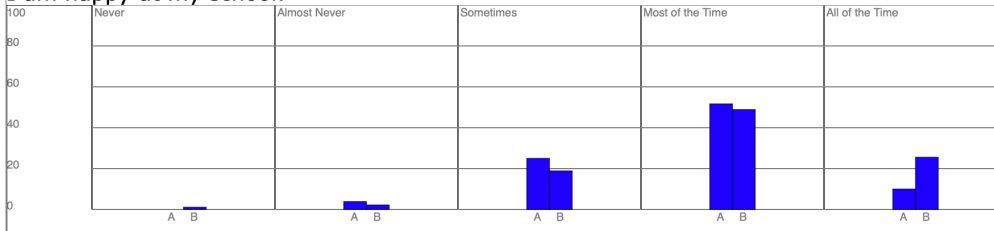
Is school a place where you feel like you belong?



How many adults do you think care about you at your school?

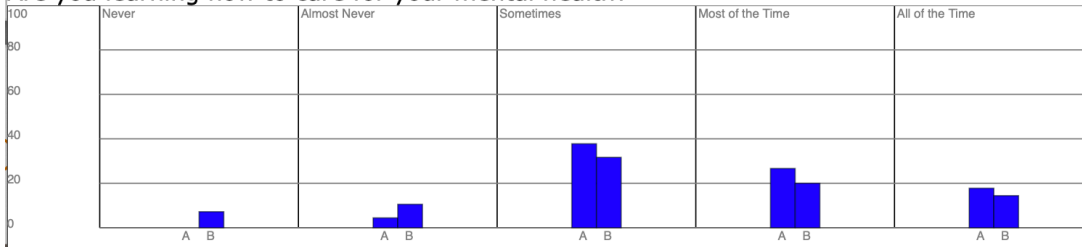


I am happy at my school.

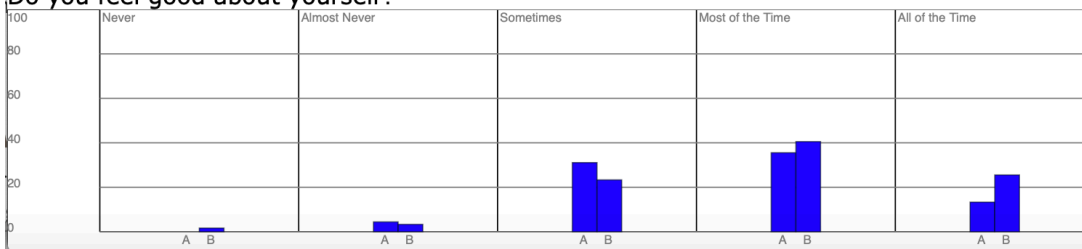


Grade 4 Student Learning Survey (continued)

Are you learning how to care for your mental health?

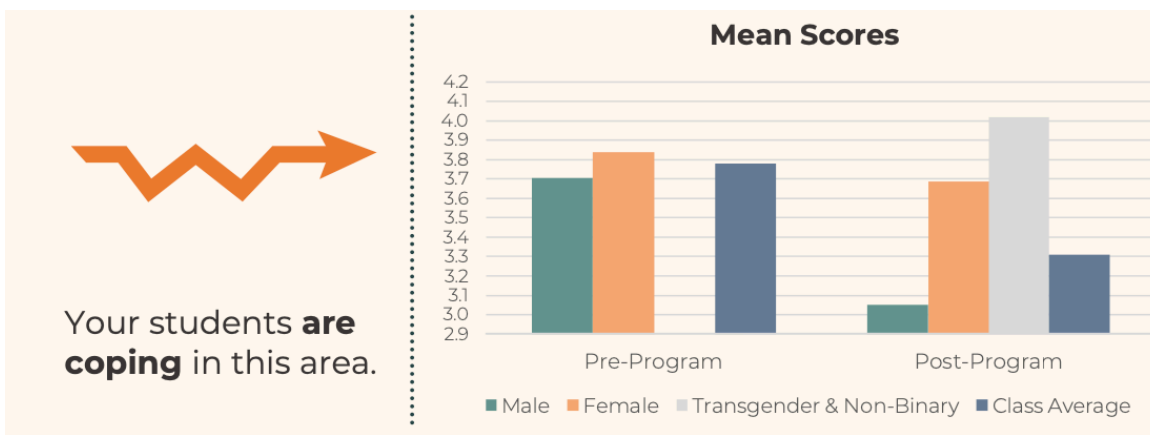


Do you feel good about yourself?



Grade 5 Open Parachute Insight Report

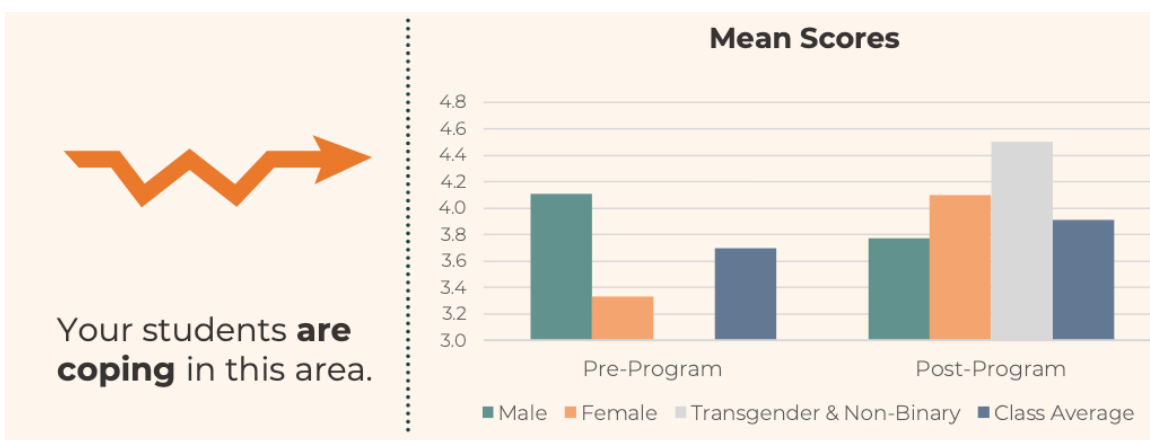
School Belonging- Students are more likely to participate and engage in school activity if they feel that they belong at school.



Students answered questions on school belonging early on in the year (pre-program) and again at the end of the May (post-program).

Grade 6 Open Parachute Insight Report

School Belonging- Students are more likely to participate and engage in school activity if they feel that they belong at school.

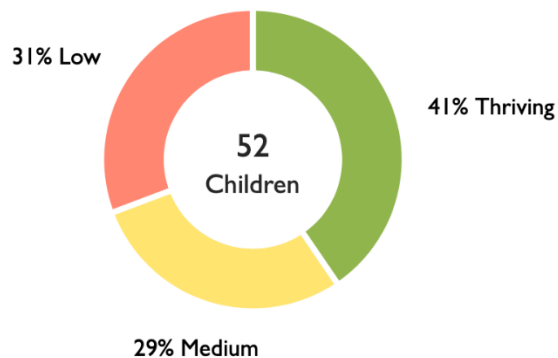


Students answered questions on school belonging early on in the year (pre-program) and again at the end of the May (post-program).

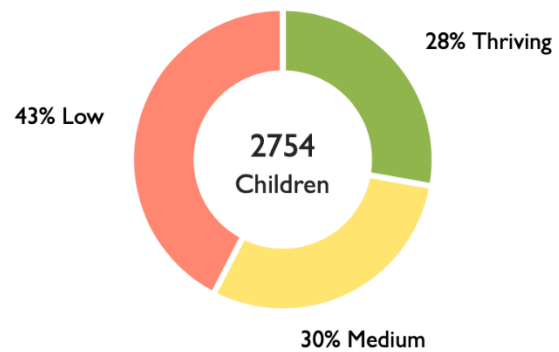
Grade 6 MDI

Wellbeing Index Results for Jamieson Elementary compared with other Vancouver Schools

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The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.



ADULT RELATIONSHIPS
Adults at School
Adults in the Neighbourhood
Adults at Home



PEER RELATIONSHIPS
Peer Belonging
Friendship Intimacy

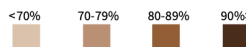


NUTRITION & SLEEP
Eating Breakfast
Meals with Adults in Your Family
Frequency of Good Sleep



OUT-OF-SCHOOL ACTIVITIES
Organized Activities

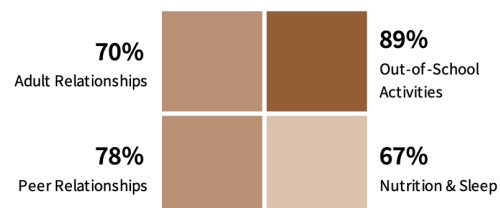
Percentage of children reporting the presence of an asset



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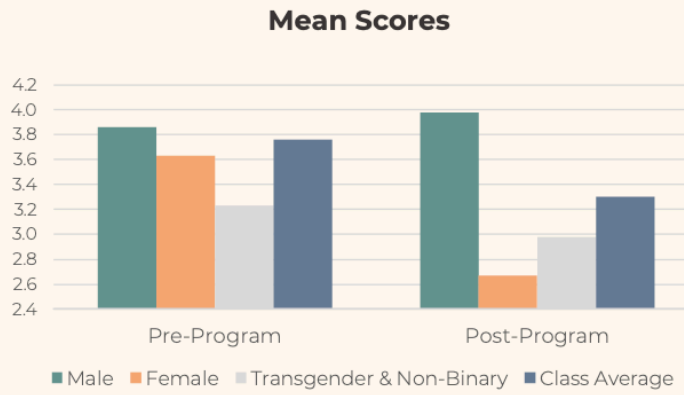
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Grade 7 Open Parachute Insight Report



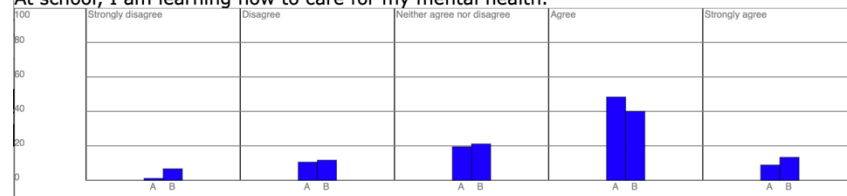
Your students **are coping** in this area.



Grade 7 Student Learning Survey

A: Annie B. Jamieson; B: District

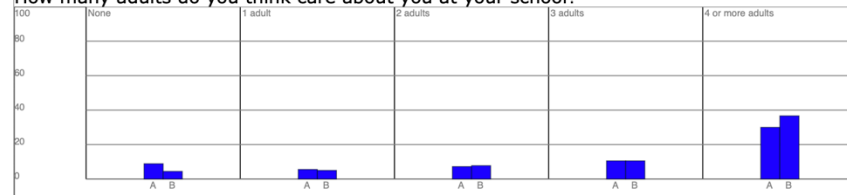
At school, I am learning how to care for my mental health.



Is school a place where you feel like you belong?



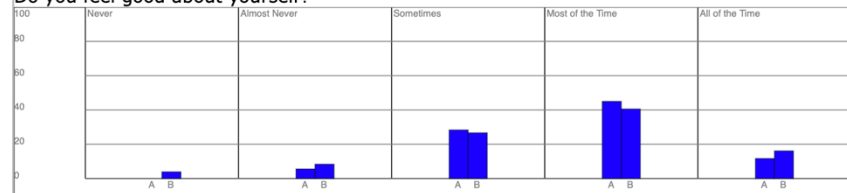
How many adults do you think care about you at your school?



Do you feel safe at school?



Do you feel good about yourself?



7. HOW WILL WE SHARE?

Parent/guardians, students and other members of the community will be made aware and involved through assemblies, announcements, staff meetings, professional development, newsletters, the school's website and other forms of communication through staff and the school.



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

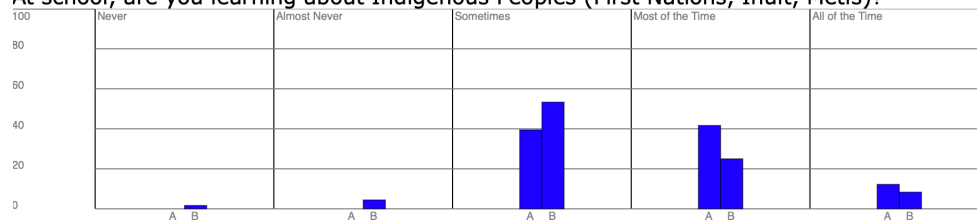
8. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS FOCUS?

We will continue to integrate Indigenous learning into the curriculum through various activities and lessons while incorporating the First People's Principles of Learning (First Nations Feast, art projects, field trips, invited guest speakers). Finally, through our fine arts program for primary students, we plan to include more plays and creative projects based on Indigenous teachings. Overall, our new plan will focus on creating a more inclusive and equitable learning environment for all our students.

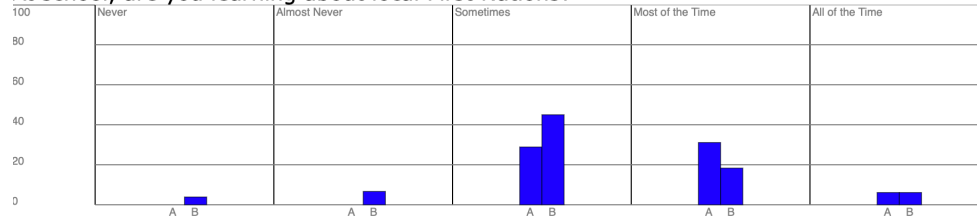
Grade 4 Student Learning Survey

A: Annie B. Jamieson; B: District

At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



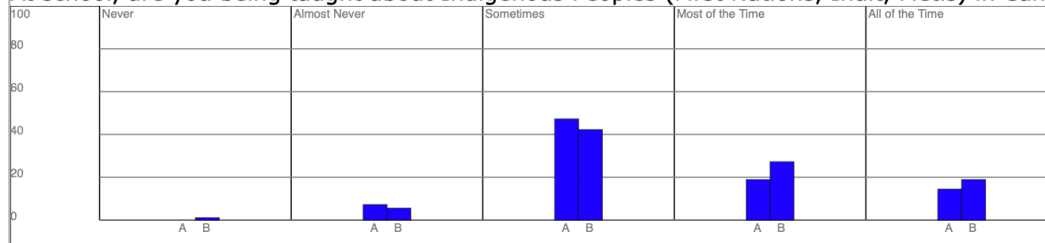
At school, are you learning about local First Nations?



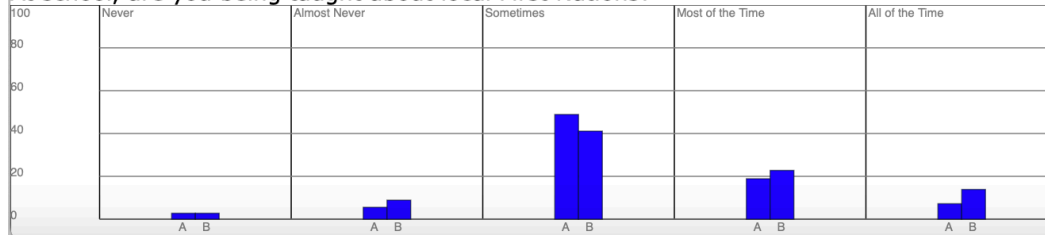
Grade 7 Student Learning Survey

A: Annie B. Jamieson; B: District

At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



At school, are you being taught about local First Nations?



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

Teachers suggested creating an Indigenous committee to talk about Indigenous learning and developing connections to and receiving support/guidance from Elders and knowledge keepers.

Lastly, staff felt that field trips and presenters linked to Indigenous culture would be helpful in providing students with hands-on experiences and cultural understanding.