



1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

- What are the important demographics of our community?
- What are the unique, positive characteristics of the school?
- What are our assets – what do we celebrate (including student intellectual achievement)?

John Henderson Elementary is a Tier 2 Enhanced Support School (previously Tier 3) that enrolls approximately 443 students from Kindergarten to Grade 7. The school community is quickly diversifying and is now comprised of 26 different language groups and a wide variety of socioeconomic backgrounds. Our community consists of homeowners and renters. Approximately 54 % (237) of our students are English Language Learners (ELL), coming from homes where English is not the first language. The school is located in South East Vancouver, adjacent to Sunset Community Centre. This provides a large, shared grounds and playground and many opportunities for partnership and programming.

Students at Henderson are keen to learn and embrace inquiry learning. They are well-supported at home, and this is evident in their confidence as learners and their willingness to take risks and take on new challenges. At times, their world knowledge is limited, not having had many experiences outside this community. Henderson students are accepting of others and welcome students both new to Canada and to Henderson. Our students entering Kindergarten are often not school-ready; for many this is their first experience in a formal school setting. To support our families and young learners before they arrive for kindergarten, we are fortunate to have a StrongStart Centre on site. Our StrongStart facilitator, with the aid of an Adopt-A-School grant, is able to offer afternoon sessions in the latter half of the school year to work with families heading to Kindergarten in the fall.

Henderson has onsite before and after school care provided by the South Slope YMCA. And this year because of the COVID pandemic we were not able to partner with community groups to provide different programs. The only community programs we were able to provide in 2020-2021 were through the John Oliver Community Links Team. We are hoping to reconnect with our community partners next year.

We have a strong focus on supporting learners with diverse learning needs and will continue to work collaboratively with our onsite program and district staff to provide significant, targeted support for our most vulnerable learners. Our educator team is supported by over 10 student support workers who work closely with educators to support our learners with diverse learning needs. We have two Enhanced Service Support Staff members to help support student learning and our meal programs. We have a vibrant library learning commons area and online site that is supported by our two part-time teacher-librarians. The staff has spent the last two years creating collaborative and innovative spaces in the school to support hands on learning spaces well equipped with learning tools and technology. We are also lucky to be a part of the FuturePLAY program, a VSB partnership initiative. All of these efforts support not only student engagement, but also provide workshops for educators and help prepare students in STEAM (Science, technology, engineering, and math).

Henderson has an involved and very supportive parent community that volunteers to support school and classroom activities such as school garden projects, outdoor education, the Artist-in-Residence program,

and many other events, when the opportunity arises, to encourage parent and family involvement. A dedicated group of parents actively participate in monthly PAC meetings developing and implementing fundraising initiatives. Our PAC has been pivotal in supporting educational changes in the curriculum and reporting, in supporting new and emerging technologies, and in supporting playground and beautification plans.

2. WHAT DO WE KNOW ABOUT OUR LEARNERS? (SCANNING)

- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

Strengths:

- Well cared for at home
- Kind, accepting of others
- Skilled at using technology
- Involved in a variety of out-of-school programs in our community

Needs:

- Social emotional issues frequently get in the way of learning
- The situation we find ourselves in because of the pandemic, we see the need to make social emotional learning a focus to help our students adjust to the routines of school, address the signs of anxiety and trauma we see (factors: pandemic, intergenerational trauma, and trauma from current social justice issues here in Canada and in their countries of origin)
- For many students, school is their only social connection and only opportunity to socialize and socialize with peers (same age group)
- We have previously noted that we have felt the need to increase student engagement for all our learners through inquiry
- Experiential learning outside of immediate community and outdoor learning
- Ability to reflect on personal values/beliefs with respect to others
- School readiness for students entering Kindergarten (i.e. at-risk in literacy: weak in phonemic awareness and pre-reading skills)
- Engagement and interest in deepening and strengthening their learning and understanding
- Knowledge and experiential learning focused on Indigenous People and Indigenous culture and history

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS?

(SCANNING)

- What is the evidence that we already have that supports this hypothesis?
 - School and district data, letter grades, attendance anecdotal, surveys, etc....EDI, MDI, student voice such as TTFM, etc.
- Our evidence for the social-emotional learning and challenges is mostly anecdotal based on staff observations, referrals to both our counsellor and Youth and Family worker, and behavior referrals to the office. We have been sensing an increase in children who are: unable to focus, needing help navigating social situations, requiring guidance with their emotions, learning to deal with anxiety, trauma and stress in their daily lives, etc.
 - Previous year's Student Survey data results have driven our focus on experiential learning and increasing student engagement through inquiry.
 - Student self-reflections and completion of Year End Core Competence Student Self Assessments

4. WHAT FOCUS EMERGES FROM THIS EVIDENCE? (FOCUSING)

- Which learners and which areas will we be focusing on?
 - Where are we connected?
 - How does this focus connect to the district strategic plan? (Quote Strategic plan goal/objective #)
 - How does this focus connect to the Aboriginal Education Enhancement Agreement? (Quote AEEA goal/objective)
 - How does this focus connect to the redesigned curriculum including the big ideas, core competencies, curricular competencies, etc.?
- From our discussions at formal and informal staff meetings we see the need for continuing to focus on Inquiry Based learning practices and strategies to engage our students. We will be focusing on helping students develop a tool-kit for use when they are having a difficult time self-regulating. We will explicitly teach strategies to help them develop skills in Social Emotional Learning (SEL). We will also be exploring the Seven Grandfather Teachings and Character Traits we hope children will develop to become well-balanced contributing members of society that value their own gifts and the gifts that others bring to our community. This focus connects to the following goals and objectives from the VSB Strategic Plan, the VSB's development of an Anti-Racism and Anti-Discrimination Strategic Plan and our BC Core Competencies.
 - Create a culture of care and shared social responsibility.
 - Increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
 - Increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.
 - Encourage and enhance practices that support cultural, emotional, physical and mental well-being for all.
 - Support effective, thoughtful transitions for all students at each stage of their development.
 - Respect and celebrate all forms of diversity.
 - Support collaborative relationships with community partners that enhance student learning and well-being. It also connects to the Aboriginal Education Enhancement Agreement's following goals: To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

5. INQUIRY QUESTION (FOCUSING) – PREVIOUSLY KNOWN AS “GOAL”

- What is leading to this situation for our learners?
- How might we be contributing to this?
- From what we know, what is the most important work that we can do to improve the success for our students?
- What key areas of learning will we focus on?

What educational practices, strategies, programs and school wide common language might we implement to increase students' skill development in Social Emotional Learning (SEL) to better self-regulate and thus be more equipped to engage in learning?

How can we make First Peoples teaching and learning more authentic?

6. WHAT IS OUR PLAN? (PLANNING)

- What are the actions that we propose to take related to our inquiry. What will we do more of, less of, differently to improve outcomes for our students?
- How can we break it down into a manageable and realistic 3 year plan:
 - Year 1, Year 2 , Year 3

Year 1

This past year we all engaged in a one-day workshop on Inquiry Mindset with Trevor MacKenzie. We purchased copies of his book, Inquiry Mindset co- authored with Rebecca Bathurst-Hunt, for all interested staff, and 10 of us participated in a book club. This workshop helped continue discussions on student engagement and all the possibilities to show learning. We also had a one-day workshop on how to meet diverse learner needs through the Response to Intervention (RTI) Model and inclusion practices in Universal Design for Learning (UDL). This training helped to open up discussions regarding how we will work together as a school staff for the next three years to support the learning of our students. *We have many different “programs” being used for Social-Emotional learning within our school. Individual teachers find different ones work better for different age groups/personality types as well as their own teaching style. We spent time discussing each class/grade discussing making the commitment to teaching a program next year. We have begun sharing the wide variety of programs with each other as well as books, websites, etc. available to teach different topics. Our reflection around the “common language” piece led us to determining we may be looking for an overall “theme” that our students can relate to – like changing our school code of conduct, perhaps connecting it to our school mascot or connecting it to our Indigenous learning. Next year we will engage the students more with the existing school Code of Conduct and ask them to put forward suggestions) because we have also learned that they will respond better when they have provided input allowing for ownership. We will also be spending considerable time looking at what tools we already provide students, what new tools are available and how do we provide these more consistently across the grades.

We are also looking at how we can connect our SEL work with the Indigenous Teachings or Character Traits in the Seven Sacred Grandfather Teachings.

We will continue to connect our SEL practices and teaching practices for Equity, Diversity and Inclusion. Many classes this year worked on Identity Inquiry projects and this contributed greatly to increased student engagement, student confidence and well- being. We will continue with these inquiry projects.

Year 2:

- Continue with strategies as outlined above, continue to scan, assess and adjust practice - Re-Design to increase student engagement and choice -Continue to communicate explicitly about expectations and to ensure that expectations are implemented and enforced -Evaluate progress; identify areas of success and areas where further growth are necessary -Reflect back in order to determine best course of action; refine process and modify goals, as necessary

Year 3:

- Evaluate progress; determine new School Growth goals, based on student needs and district context

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- Summarize what the new areas of learning will be and how we will support that new learning in order to benefit the students (i.e. resources, pro-d, etc.).
- Link these new areas of learning to the redesigned curriculum
 - Henderson students and staff will be working together to create an environment of safe, caring and creative space for children to improve their social-emotional skills.
 - Professional Development and mentoring session dedicated to the continued exploration of resources available and exploration of SEL programs and the Core Competencies: Positive Personal and Cultural Identity, Personal Awareness and Responsibility and Social Responsibility.
 - We will look at redesigning our Sensory Room and Sensory Halls with the help of our OT and have a workshop/training our SSAs in the Ready Body, Learning Minds program
 - Share with our parent community to offer sessions on important Social Emotional/Wellness topics: nutrition, screen time, on-line awareness, exposure to age-appropriate content, etc.
 - We will continue to connect with the Indigenous Education Department staff and spend some Professional Development time on the Seven Sacred Grandfather teachings.
 - Try to create schedules and structures to promote not only school wide connections but also collaboration opportunities for grade groups and buddy classes.

8. HOW WILL WE KNOW WE'RE SUCCESSFUL? (CHECKING)

- How will we know that what we are doing is working and is making a difference for our learners?
- What will we be using as baseline data? How will we chart growth?
- How will we respond if we see no changes?
 - Along with our current practice of collecting data through anecdotal observations of all staff, we are exploring available assessments like the Devereux Student Strengths Assessment-mini (DESSA-mini) which has 4 forms looking at various aspects of Social-Emotional Learning in students. Next year we will attempt to have actual data for a comparison twice a year to provide further evidence that we are successfully helping our children internalize what we are working towards.
 - We will analyze the data collected from the school wide assessments, classroom/resource room assessment and report card data. These results will be compared from term to term and year to year.
 - We will continue to look at the results during our structured collaboration time and during Staff Committee meetings to help adjust our plans as we proceed. (on going scans)

9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

- How will we make parents, students and other members of the community aware and involved?
 - All progress and achievement made on our focus will be shared through: Conferences (Goal Setting, Student-Led, Parent-Teacher), Celebrations of Learning, Social Media/digital platforms (tweets, emails, school website, class blogs, MyBlueprint, TEAMS), PAC meetings and Parent Information Nights/Workshops, School Assemblies, School Displays and Bulletin Boards, School Newsletters



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

10. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

17 students, Kindergarten to Grade 7, Status – Off Reserve, Status – On Reserve, Non Status, Metis

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

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.
 - Some staff have attended Professional Development: Indigenous Ways of Knowing, 7 Sacred Teachings, personalized stories/workshops of residential school experiences, all staff participated in Curriculum Implementation Days: integrating Indigenous content, reviewing available Indigenous materials for both teachers and students, purchasing new materials (both paper-based and digital)
 - Teacher-librarians working with classes
 - School and community participation in “Orange Shirt Day” activities
 - Investigate experiential learning practices
 - Explored diverse Indigenous Peoples’ voices (Inuit, Metis, global and local) in readings and other resource selections
 - Presentations or guidance from Indigenous people: Identity Inquiry (3 classes heard from ICW Candice Kerr), weaving (1 class worked with Musqueam weaver Vivian Campbell), and direct drawing (5 classes worked with Ovila Maihot, Coast Salish artist)
 - We celebrate diversity and recognizes cultural identity. By celebrating the similar but unique aspects of cultures represented in our school we are able to relate to the experiences of others. This includes relating our family immigrant history to that of the First Peoples’ experience with Early European Settlers. We can relate, compare and contrast the experiences.
 - We continue to focus on the Principles of the Aboriginal Ways of Knowing: Learning ultimately supports the well-being of the self, family, the community, the land, the spirits and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.) Learning involves recognizing the consequence of one’s actions. Learning involves generational roles and responsibilities. Learning recognizes the role of indigenous knowledge. Learning is embedded in memory, history and story. Learning involves patience and time. Learning requires exploration of one’s identity. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
 - All school-wide events begin with the acknowledgement that we learn, work, and play on the traditional and unseeded territories of the Coast Salish peoples – the Musqueam, the Tsleil-Waututh, and the Squamish Nations.
 - The Aboriginal Information Management System (AIMS) is used to provide anecdotal comments for supports in place, work habit comments, and general comments on the learners’ progress. The Indigenous Education department staff has been helping track the kinds of interventions in place for each learner in order to better plan for their success. We have learned that not only is the sense of belonging for each child important, but a sense of belonging for their families is equally so. Getting to know each learner, their families, and what makes them feel a better sense of belonging is critical.

12. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

- School Staff will continue to facilitate the following initiatives:
 - Artistic initiatives (welcome art, drumming, classroom cultural experiences, weaving, soap carving, form line animals)
 - Participating in Orange Shirt Day in October and Indigenous Day in June
 - All gatherings, assemblies and our daily morning announcements will begin with the Indigenous acknowledgement
 - Experiential learning opportunities that build connections and relationships with Indigenous culture (salmon raising, field trips, nature walks and sharing circles)
 - Student leadership opportunities (community, school service, school initiatives)
 - Building family connections and community outreach (PAC support, Welcome to Kindergarten, Ready-Set-Learn, parent and student focus groups)
 - Instructional strategies and accessing cultural resources. Our Librarian has purchased more Aboriginal focused material based on VSB lists.
 - Continue to complete Aboriginal Success Plan for all our Aboriginal students
 - Indigenous Education professional development—Lunch and Learn session focusing on Aboriginal Principles of Learning and the Seven Sacred Teachings
 - Creating more connections with our local aboriginal communities
 - Identify ways to help students, staff and parents see that our Aboriginal goal goes beyond serving Indigenous students only and is designed to develop everyone’s understanding of all Indigenous contributions to Canadian culture.

We will continue to increase knowledge and awareness by continuing to engage in the activities listed above. We will move towards acceptance and appreciation by engaging our learners beyond one-time activities to ongoing interactions and exchanges with Indigenous people. This aligns well with our school plan as we focus on engagement, social and emotional learning and further explore innovative learning spaces in our FuturePlay Lab, Maker Space and most recently in outdoor learning spaces. For the later we would love to be able to reach out and invite Indigenous elders to guide the learning in those spaces.

We will continue to connect as community to the First People’s Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one’s actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge. Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one’s identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

13. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice
 - Aboriginal Cultural Enhancement activities are shared and communicated through assemblies, newsletters, displays and through formal and informal student reports. • Positive attitudes and experiences are also communicated by students in self assessments. • All families have had the opportunity to meet formally with staff throughout the year (administration, teachers, support workers and Youth and Family workers).

We believe that we are working towards our District-wide Indigenous Goal when our school community is better able to articulate and demonstrate their knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions. We will be exploring more opportunities for our school community to engage in activities that will demonstrate these attributes and to elaborate on the purpose of engaging in such activities. We will also know that we are working towards our District-wide Indigenous Goal when the indigenous learners of our community express growing identity and pride coming from the knowledge that their learning community has increased their knowledge, acceptance, empathy, awareness, and appreciation of Indigenous histories, traditions, cultures, and contributions.

Aboriginal Cultural Enhancement activities will be shared and communicated through assemblies, social media shares, newsletters, displays and through formal and informal student reports. Positive attitudes and experiences as a result of the activities will also be communicated by students in self assessments.