



Vancouver School District

School Plan for Queen Victoria Annex

Year 3(2021) of 3 Year Plan, 2017 - 2021

1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Queen Victoria Annex is located at 1850 East 3rd Avenue in Vancouver, B.C. Canada. We are a school of 124 students with seven division from Kindergarten through Grade Five. We are the annex school to Laura Secord Elementary, 2500 Lakewood Drive, a 10 minute walk from our location. Each year, our-in catchment students transition to Laura Secord for grade 6. Our student population is stable and we do not see a significant number of students moving in or out of our school community each year.

The school is located in East Vancouver, a minute away from Commercial Drive; a culturally rich and colourful neighbourhood. The school accesses many community venues such as Trout Lake, The Commerical/Broadway Skytrain station, and McSpadden Park; a public park which extends from the school grounds. The school has a new playground, gravel soccer fields and an undercover play area. The school has 8 garden boxes: six in the north-west corner of the soccer field and two near the entrance of the playground in which students learn the value of growing plants and healthy eating.

We are a diverse community of learners and families, and continue to build upon messages of inclusion, diversity, and equity. We do not tolerate any form of racism. Queen Victoria Annex identifies as a Positive Behaviour, Interventions, and Supports (PBIS) school, using evidence-informed interventions to improve social-emotional and academic outcomes for all students. QVA adopted the acronym R.O.C.K.S. (Respectful, Open-minded, Community, Kind, Supportive) in 2016-17 while redeveloping the School Code of Conduct. This continues to be well received and is foundational in our ongoing commitment to supporting our students and keeping our school safe for all students.

Students' achievements and efforts are celebrated in a variety of ways: Kindness/ROCKS tickets, assemblies, poster boards to reflect learning and work, student performances, celebrations of learning, invention fairs, etc. Staff are also weaving in Social-Emotional Learning (SEL) and Anti-Racism activities whenever possible. Purposely planning lessons and activities with these foci have supported students, staff, and community members to feel valued in our community. Also, there has been commitments to use technology to enhance student learning. Using technology has allowed students to acquire new information and share their learning with others using various modalities.

Queen Victoria is fortunate to have a positive and diverse staff. There are 8 teachers, six Student Support Workers, an office administrative assistant, two building engineers, an area counsellor, a speech and language pathologist, a school psychologist, two supervision aides and a vice principal who collaboratively provide opportunities for students to grow and flourish. Our learning environment include six traditional style classrooms, an open area classroom, library, gymnasium, lunch room an outdoor undercover area, field and playground. Due to Covid-19 protocols, some common rooms were closed or limited usage (i.e. Lunchroom was closed as students ate in their classrooms).

We are fortunate to have a generous and passionate Parent Advisory Council (PAC). This year the PAC has generously provided funds for a field trip experience, Saleema Noon workshops , PE workshops (Ultimate). Soil for the new garden boxes and other learning events within the school such as STEAM kits for every student and STEAM Kits to borrow within the library. Through gaming grants, the PAC has purchased picnic tables for school use and PAC events.

The PAC's fundraising efforts this year include a Toque fundraiser, pink shirt day fundraiser, and a Used Book Sale

Covid-19

Covid-19 has impacted our community of learners in many ways. In this past year, students have experienced some significant changes to the type of schooling that was available: ranging from face to face to online or hybrid. Some of these impacts include absences from school, online learning, new safety protocols, anxiety and changes in home life. We feel this has impacted learners academically socially and on a personal basis. Our cohort system has impacted the number of students each person will interact with as well as the programs that are usually available to student. These include guests, assemblies, leadership program, buddy classes, iPlay, external programs, performances, extra-curricular and other opportunities. Our staff were excited to return to face-to-face instruction this past September and have provided students with a strong and balanced year of Curriculum, Social and Emotional Learning within a safe learning environment.

Due to the Covid-19 pandemic and the suspension of all in-class instruction on March 13, 2020, the QVA School Plans were carried forward to the 2020/21 school year. During this past school year, we completed School Plan Year 3 of 3. As a staff, at the conclusion of this school year, we decided that we had completed our School Growth Plan Inquiry question and for staff to begin Year 1 of a new school plan for the 2021/22 School Year. Please see below for more details.

Technology:

Technology continues to be a support for student learning. At QueenVictoria Annex there is a range of technology : 34 iPads, 15 laptops, 5 projectors, 3 Apple TVs, 1 printer and 1 smart board- all for student and staff use. Using technology as a tool to support/enhance student learning has provided students new opportunities to acquire information and share what they have learned with others in a digital form.

We deepened the Applied Design, Skills and Technology (ADST) experiences for our students using the design process as part of ADST. All students Grade 3-5 began a coding unit in March through to June which included the use of the application Scratch (block coding) and Swift Playgrounds (Text-based coding). Due to Covid-19 protocols, we were unable to do Robotics or "Making" as it was challenging to sanitize the equipment before each student's use. Students in Grades 3-5 also explored Education Minecraft and TinkerCad, as components of building and ADST (Design thinking). This year, the PAC have created 4 "STEAM" kits for students to borrow on an extra-curricular basis: to be signed out of the library to explore at home.

Field Studies:

We understand that students benefit from immersing themselves in their learning environment, and usually expand the learning zone to the community. Due to Covid-19 protocols, this has been limited to our school grounds and local community. Students participated in Outdoor Education as often as Classroom Teachers could provide them and this has provided students with opportunities to learn outside with alternatives to indoor classrooms. Outdoor neighbourhood walks and observations were provided to students more frequently. Physical Education was encouraged to take part outside as often as possible. With the new playground, we were fortunate to add 8 garden boxes to the QVA grounds and most classes are responsible for 1-2 boxes through spring/summer plantings.

Also, the PAC has generously bought 5 foldable picnic tables for use on the school grounds, providing an instant outdoor classroom. Teachers and staff are now able to take their classes out to use the tables for Science, Art, Writing, Drawing and other activities.

The Outdoor Education grant that the school applied for and received, funded two projects selected by staff:

1. Sensory Path – created by the staff and counsellor, the sensory path is to help all students regulate their bodies to optimize their learning. Newly painted underneath the Undercover area, the path can be utilized year round, during class time and unstructured time as a series of brain building physical exercises to regulate energy and a calm state for learning.
2. Naturalist Wagon – a mobile cart containing all the elements for an outdoor classroom to study flora/fauna and take walks through the school grounds and neighbourhood. The cart contains seating, writing implements, magnifying glasses, insect nets, naturalist guides, seating, knot tying kits, clipboards and drawing paper.

One field study students experienced this year was a visit to Trout Lake for an Indigenous walk exploring plants and storytelling with Knowledge Keeper, Cease Wyss. As ratios for primary students are 1:6 as well as restrictions of bus/car use, we were unable to provide other field trip opportunities.

In-school activities during this Covid-19 year have been limited as no adults, other than staff, are permitted in the school building. The staff looked for alternate ways to bring programs and guests into the classroom/school. There was a continuation of activities that include: the Grade 5 students gained Pen Pals from Tecumseh Elementary as well as Whistler Pen Pals. A week of Ultimate lessons for K-5 was enjoyed by students and paid for by PAC. Our students from K-5 also participated in a PAC sponsored Body Science presentation from the Saleema Noon organization. Students have also benefitted from various on-line presentations by outside organizations and speakers: Lunar New Year Celebrations, Vancouver Symphony Orchestra presentation, Author visits (Jeremy and Hermione Tankard, Tiffany Stone and Mike Lowery).

In terms of after extra curricular school programs, staff usually sponsor Track and Field and Cross Country teams and we hope this will continue next year. We will continue to work with our Community School Team to offer an after school program hopefully in the coming school year. As we are an annex, we must adhere to our school closing time of 4:15 p.m. (no evening custodian).

Inquiry Question:

Our inquiry question for QVA's current three-year plan is: How can we continue our commitment to personal and social responsibility in all members of our school?

The goal originated through staff discussion and a desire to help students improve their ability to self-regulate and reduce social difficulties. Students sometimes have difficulties following school behavior expectations, solving disagreements during unstructured time and maximizing their learning opportunities in the classroom. Knowing students have the most success when they are in the optimal learning zone, staff unanimously agreed that we should continue our commitment to SEL. The staff agreed to extend the goals from the previous year, to this school year. The staff felt that SEL would be even more important to students during the pandemic as we were observing some student anxiety and absences. Also, all students have missed some amount of face-to-face schooling this past year with the move to online learning and our Option 4 families would benefit from SEL during this past year.

The SEL model that we had chosen is based on the core competencies developed by CASEL (Collaborative for Academic, Social and Emotional Learning). We value all of the core competencies within the program as we are working on the "whole child": to value academic learning and social emotional learning.

We collected data using the Devereux Student Strengths Assessment mini (DESSA-mini) at two different times of the year (Year 1). We continued this practice in Year 2 (January and May) and year 3 (November and May, 2021) to track growth and determine if our SEL interventions were successful. Based on the DESSA-mini results, the overall strengths of the students in our school are Optimistic Thinking and Decision Making: areas for improvement are Social Awareness and Self-Managements. We can break this down further for students in the younger grades (K-3) with Relationship Skills and Self-Management and the older grades (4-5) target domains are Social Awareness and personal Responsibility.

These areas for improvement align well with Goal # 3 from the VSB Strategic plan: To create a culture of care and shared social responsibility – Encourage and enhance practices that support cultural, social-emotional, physical and mental well-being and increase Indigenous students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

Our focus on Social-Emotional functioning also connects well to Goal #1 in the VSB Aboriginal (Indigenous) Education Enhancement Agreement (AEEA): Belonging – To increase Indigenous students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

SEL is also highlighted throughout the redesigned BC Curriculum. Two of the core competences, Personal Awareness and Responsibility and Social Responsibility are directly related to our goal. Personal awareness and responsibility includes the skills, strategies and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being. Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the perspectives; and to create and maintain healthy relationships.

Students in grades 3-5 also completed a ROCKS SEL Survey to assess their awareness of the Code of Conduct and ROCKS motto. We collected 'street data' in the form of class forums and discussions were conducted in April/May 2021 to collect anecdotal data about student's knowledge of SEL and Growth Mindset, in particular. A word cloud was created around the area of "growth mindset". Students in Grades 3-5 were asked to define and describe what the term "growth mindset" meant to them in terms of their learning. All words/ideas and phrases were entered into a word cloud. Repeated phrases and words are identified through larger font. This is a compilation of data from approximately 50 students. Please see Appendix for Word Cloud (Growth Mindset).

The staff evaluated the goal at various times in the 2019/20 and 2020/21 school year (staff meetings) and felt that SEL has become a part of our everyday routines within the classrooms and the school: they felt these SEL concepts were now foundational to our school beliefs. The Zones of Regulation vocabulary, Growth Mindset vocabulary, the SEL toolboxes are part of daily life at Queen Victoria Annex due to the work of all staff and students within the past 3 years.

The skills, strategies, attitudes and behaviours relating to SEL will require review but staff feel that a firm foundation has been created and has extended beyond the classroom into the home and community. Our staff are confident that every student is knowledgeable of our Code of Conduct "QVA ROCKS" but will continue to reinforce and review many of the above elements of SEL as they see a positive correlation between SEL and students' preparedness in learning.

In May, 2021, grades 3-5 students were surveyed and 90% of students were able to identify and define ROCKS as part of our Code of Conduct and how it can help students feel safe within the school. Also, 95% of all students surveyed acknowledged agreement to the phrase "I know how to calm down so I can learn". Also 90% of students surveyed agreed to the term "I use a growth mindset".

The results of the DESSA mini assessment are presented in the graph below. It should be noted that the DESSA assessment expands the 5 CASEL domains: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Two measure for the DESSA not included in this specific assessment are Self Awareness and Goal Directed Behaviour.

2A. WHAT DID WE SEE?

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

One of the ways that we will know if we are successful is to continue using the DESSA-mini to assess students' Social-Emotional functioning. We used Year 1 as baseline data and compared Year 2 and 3 to this baseline. We see and felt a noticeable difference in student behavior. By explicitly teaching Social-Emotional skills, students have been able to identify their emotions, choose an appropriate strategy to regulate themselves, and have a greater chance of proactively solving problems on their own, rather than reactively and needing adult support.

Another way that we will know if we are successful is by surveying our staff, which includes SSWs and supervision aids to see if they notice a change in student behavior in all areas of the school (classroom, playground, hallways and communal areas). This was completed at staff meeting in May 2021.

Grade 4 Student Learning Survey Results (May 2021 – Few times to All of the time)

- 90 % - Is school a place where you feel like you belong?
- 90% - I am happy at my school.
- 90% - Do you like school?
- 100% - If you have a problem, can you get help you need from adults at your school?
- 90 % - Do you feel safe at school?
- 100% - I know how my school expects me to behave.

Grade 4 Student Learning Survey Results (May 2021 QVA specific questions – Few times to All of the Time):

- 85% - How often do you talk about QVA ROCKS at school?
- 50% - How often do you talk about QVA ROCKS at home?
- 95% - QVA ROCKS helps me remember school expectations.
- 70% - Do you use QVA ROCKS to solve problems?
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DESSA results 2020/2021: (Please see graphs below)

Overall, every class shows a marked improvement in their DESSA results in May 2021 compared to the initial assessments done in November 2020.

Upon analysis of the data, we found that the programs are working:

- Observations from Supervision aids, teachers and support staff remark on the improved behaviours outside at recess and lunch. They are observing more acts of kindness from one student to another. There are also observations of more cooperation in game playing and sharing of the playground equipment. This year in particular, there were much fewer incidents of conflict between students on the playground at recess and lunch.

Students reflected on what they learned in SEL this year through a student survey in May 2021. These are some of the comments from K-5:

- You need to walk in other people's shoes to understand them
- We need to stand up to bullies and to speak out for them
- I use my toolbox to calm down
- It's good to be in the green zone at school
- Stop, name your feeling
- If someone asks to play, we can't say no
- Everybody needs to work together
- We use our QVA ROCKs!
- We all are different and that makes us unique
- We are here to take care of each other
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In Summary:

Despite our move to a new inquiry question, staff feel they will maintain this foundation of SEL with their students as it has become part of their classroom routines and expectations of students. They will review many of the following:

- MindUp strategies/Brain Based knowledge
- Self-Regulation strategies
- Zones of Regulation
- Wee Thinkers
- Second Step programs for K-5
- Growth Mindset/Flexible Thinking
- Executive Functioning strategies (Sarah Ward)
- Problem solving strategies and role play

We will also continue our commitment to PBIS and collect data and track our progress. We will continue to celebrate our successes with students and self regulation.

We will continue to reinforce our Code of Conduct and motto – QVA R.O.C.K.S. through assemblies and other celebration on how our community uses their R.O.C.K.S. We will continue the practice of the use of kindness tickets that students can earn on a daily basis. We are hoping that kindness continues as a “habit” and practiced daily. Posterboards, newsletters and announcement that applaud students who are positive role models, will continue.

PBIS has been a foundational component of our school community as we continue to ensure expectations are clear, consistent and realistic for all students. Strategies from Second Step, consistent language, visuals and verbal feedback will help students learn and remember to use specific strategies to help all students feel welcome and respected at Queen Victoria Annex.

We will continue to monitor our commitment to SEL on a monthly basis through staff meetings and informal conversations. The entire staff will continue their committed to SEL through staff sharing, examples of student achievement, lunch and learns and regular updates to PAC meetings.

Staff will continue to develop their understanding on the redesigned curriculum, and support students to accurately complete self assessments in Personal Awareness and Responsibility and Social Responsibility.

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

- Outline any changes or adaptations from previous plan. Be sure to include rationale for why these changes should be made and how you believe that it will help.

We feel Social Emotional Learning is now a part of daily life at Queen Victoria Annex. The common language, strategies and concepts are part of all classrooms and staff feel this can be maintained on a daily basis through review and built in routines/activities to the school day. Kindergarten students will receive collaborated SEL instruction through their Classroom Teacher and the Primary resource teacher as part of their library and prep time in the coming years. The entire staff feel that they would like to follow the inquiry process for a new goal for the 2021/22 school year based on the needs they see at the school.

3. INQUIRY QUESTION (previously known as "Goal")

- Does the original question need to be readjusted/continued/changed given the results outlined above?

Please see 2B above.

4. WHAT IS YOUR NEW PLAN?

- Explain plan (i.e. specific activities for next year) and any changes from previous plans

The QVA staff would like to create a new Goal for Year 1 (2021-2024) in the area of Literacy, specifically in Writing and Reading. The staff will be meeting in September and their first Pro-D day of 2021/22 to create a new Inquiry question for The new 3 year School Grown Plan. During this past year, staff have noted the overall needs of all students and feel that these areas are where they would like to focus their learning and teaching.

5. WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year

Staff will be collaboratively deciding their new Inquiry question as well as the supports that will be needed. To be reported in the 2021/22 school year.

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

- Revise (If necessary) or repeat indicators from previous plan

Staff will be collaboratively deciding their new Inquiry question as well as the indicators of success. To be reported in the 2021/22 school year.

7. HOW WILL WE SHARE?

- How will we make parents, students and other members of the community aware and involved?

We will continue to share information with our community via newsletters (QVA ROCKS Report), the Queen Victoria Annex Website (<https://www.vsb.bc.ca/schools/queen-victoria-grandview-annex/Pages/default.aspx>), assemblies, hosting parent/guardian information nights, student led-conferences, celebrations of learning, PAC meetings, and presenting data on the display boards outside of the school office.



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

8. WHAT DO WE KNOW ABOUT THE INDIGENOUS LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

In 2020/21 we have 7 learners identified as Indigenous. Two students in kindergarten, 2 students in grade 1, one student in Grade 2, one student in grade 4 and one student in Grade 5.

9. 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. (2019-2021)

- Orange shirt day and presentation (songs, stories)
- Indigenous stories/books and storytelling in classrooms
- Guest speakers including elders such as Cease Wyss
- Trout Lake indigenous walk - plants as food and medicine
- Studies of Indigenous Peoples groups: individual research on different Nations
- Salmon study: salmonoids and importance to Indigenous People
- Raven Tales video presentations
- Purchase of new resources for Indigenous Learning – books, cards, videos
- Acknowledge at every assembly and daily announcements
- Nature walks around schoolyard and neighbourhood
- Diversity, Inclusion and Equity/Anti-Racism activities
- 7 Principles of Learning in each classroom
- Small group study of resources during Professional development days – school-based

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

- List continuing and new initiatives

We will continue to start every school gathering and daily announcements with an Indigenous acknowledgement. We plan to continue and extend our connection with our visits with Elders, story tellers and members of our Indigenous department to support our school community. We will encourage field studies with an Indigenous focus for all of our learners.

Student's learning involving Indigenous Peoples will continue to be displayed in display casing, posterboards and in the library. This year, we have included a school wide survey on student interests and understandings of Indigenous cultures.

Some initiatives completed (2019-21):

- Staff Pro-D day planned for the Squamish Cultural Center – Staff to visit center for the day (November) to incorporate all learnings into their teaching (completed 2019/20)
- Application of ArtsStarts Grant to bring in indigenous author and performance group (completed 2019/20)
- Staff to apply to BCTF to bring in Indigenous educator to help staff with weaving Indigenous Education into their classrooms (completed 2019/20) as well as VSB David Delorme to work with staff.
- Teachers incorporating one element from The Seven Ways of Knowing into their teaching
- Purchasing more materials and resources to supplement learning (2019-21)
- To make the Acknowledgement more prominent in our daily life at QVA – having students demonstrate this.

11. 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

We will know if we are being successful in this goal through a number of methods. Staff will continue to engage in dialogue with students before, during and after every Indigenous themed activity. Students often write about their experiences in their journals or draw pictures after participating in an Indigenous activity. Through this, staff will be able to assess students' knowledge, acceptance, empathy, awareness, and appreciation of Indigenous histories, tradition, cultures and contributions.

The Big Ideas in the Social Studies Curriculum for all grades highlight Indigenous cultures and histories. Students progress is assessed and their understandings are reported on their report cards three times per year. All Queen Victoria Annex students are currently meeting the expectations or greater in their respective Social Studies Curricula.

From the Ministry of Education Student Learning Survey, our Grade 4's indicated that 90% of Grade 4 students participated in First Peoples activities in School compared to 10% outside of the school day. Our grade 4s also indicated that 90% of them were learning about local First Nations at the School.

From the May 2021 Student Survey: What have you learned about Indigenous culture this year?:

- We can use every part of the cedar tree
- You can use an "instant band aid" on mosquito bites and cuts with special leaves
- Animals are important to First Nations People
- Celebrations are celebrated with singing, dancing and drumming
- They use plants for food and medicine
- Storytelling is very important to First Nations people
- They have stories about how things started on the earth
- We need to take better care of the land and animals