

**2022-2023 - Year 1
School Learning Plan**

1. GENERAL SCHOOL STORY

Sir Richard McBride Annex was built in 1963 and borders on scenic Grays Park. Our diverse community is located in Vancouver’s Mountain View Neighborhood near East 33rd Avenue and Fraser Street. Our “small school with a big heart” houses four divisions from kindergarten to Grade 3 with approximately 75 students in total. We are also host to a Start Strong Preschool Program. Most of our students are from English-speaking homes and approximately 8% receive support for English language development. The foundation of McBride Annex are the relationships that exist among the families and the staff. Parents and care-givers value being involved in the daily life of the school by volunteering on field trips, coaching, providing one-to-one reading as well as leading art and cultural activities. The school maintains a focus on social emotional learning that is woven throughout the curriculum.

The strengths of our school are home-school relationships, our awareness of the needs of our diverse learners and our ability to provide opportunities and programs that enrich student learning. We have been focusing on inquiry learning and are supporting students in becoming critical thinkers. It is the hope of staff members that students identify themselves as global learners who view education in a positive way. McBride Annex staff proudly provides a strong foundation in the core areas of the curriculum and is embracing opportunities to experience place-based learning outside of the classroom while incorporating Indigenous Ways of Knowing.

This year, a continued exploration of independence, resilience and positive decision-making supported learners with increasing their self-advocacy skills, practicing a growth mind-set, and becoming agents of their own learning. We have been curious about how these social-emotional skills impact learning outcomes overall.

2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Learners at McBride Annex are confident and enthusiastic. They can be resourceful with encouragement and choice. Inquiry-based learning has given them strength in creative and critical thinking. They are increasingly able to discern between expected and unexpected behaviours. The students love school-wide theme-based projects like The Most Magnificent Thing which has occurred annually.

Leadership has been a particular area of growth at the annex. Students have demonstrated increased responsibility and care in their roles as Lunch Leaders, Library Helpers, and Playground Pals. In addition, students who need support with a task or an activity are more willing and able to request it from one of our leaders.

Our focus on resilience and growth mindset has supported McBride Annex students in building some perspective-taking skills and in building capacity to demonstrate compassion. McBride Annex students enjoy playing together and are inclusive. They feel a strong sense of belonging at our school. Independently solving problems on the sports field can be a challenge and students seek adult intervention immediately when minor disagreements occur. We are working on fostering an increased sense of fair play coupled with perspective-taking and normalizing failure. Students are being supported in seeing errors and mistakes as learning opportunities and together we continue to foster a growth mindset.

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

Teachers' anecdotal notes of students' core competency skills were coupled with formative and summative assessments of learning.

In general, our learners complete learning tasks with success. We do, however, continue to see students with anxiety-based behaviours that impede their ability to self-regulate, engage and act independently in some circumstances. These behaviours can have an impact on academic and social growth. Students are often driven to complete a learning task as quickly as possible and struggle to self-reflect, self-assess, and revisit their work. Often, they are reluctant to independently seek peer support with a learning task or to make it an example of their best work.

In general, our students, when asked, perceive themselves as doing well both academically and socially. Our EDI data from 2021-2022 reflects the same results. Data previously collected from student surveys revealed that students had a positive, but often inaccurate perception of their learning and social emotional needs.

Using the above noted data collection processes along with behaviour logs, student data, and staff generated formative and summative assessments we noted that approximately:

- 22% of students are not yet reading at grade level
- 33% of students require interventions for writing
- 13% of students require interventions for math
- 34% of students require support self-regulating or making positive decisions
- 22% of students have received social/emotional support from our Area Counsellor

We began asking ourselves:

- How can we ensure everyone thrives?
- How do those who aren't thriving in our community affect those who are?
- How can we work towards equity and excellence in our learning spaces?
- How does student well-being impact student achievement?
- How can we foster the First People's Principle of Learning, that "learning takes patience and learning takes time"?

4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE?

It was determined that a school-wide focus would provide benefits to all our learners. We became curious about exploring Universal Designs for Learning in our classrooms and Fair Play for our outdoor learning spaces. This universal approach may bolster students' sense of agency as it provides choice, builds independence and compassion and fosters resilience by providing strategies and coping tools. Further, universal designs, Fair Play and Outdoor Learning may make our classrooms more collaborative and inviting, thereby nurturing an increased understanding of compassion. As such equity-centered classrooms will hopefully evolve, creating conditions where more children thrive in increased ways.

The VSB Education Plan resonates with our focus. The following goals and strategies are most relevant:

1. We will improve student achievement, physical and mental well-being, and belonging by ...
 - Encouraging students to reach beyond previous boundaries in knowledge and experience.
 - Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
2. We will increase equity by...
 - Eliminating gaps in achievement
3. We will continue our Reconciliation journey with First Nations, Métis, and Inuit by ...
 - Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

The Big Ideas, Core and Curricular competencies of the new curriculum asks teachers to help learners set goals, reflect, self-assess, and move through the steps of Know, Do, Understand. These processes require a core set of personal and social competencies including resilience, independence, agency, and compassion, both for self and others.

5. INQUIRY QUESTION

We are curious about how the social connection skills that are normally nurtured in the early years at school were impacted by the Covid 19 School Closures and other related measures. Twenty-five percent of our students did not attend kindergarten in-person for a full year. Another twenty-five percent began in-person kindergarten in a classroom with masked teachers and peers. Knowing these students' stories is imperative when planning their learning experiences. Teacher's observations reveal that many students lack the skills to compassionately collaborate and to independently self-regulate.

Optimizing individual choice, fostering collaboration and community, and building age-appropriate coping skills and strategies may allow students to thrive. In addition, it will support teachers in creating space for Indigenous content.

Our inquiry is:

What effect will a school-wide focus on self-regulation and engagement have on the social-emotional well-being of students?

6. WHAT IS OUR PLAN?

We will embrace collaborative planning, instruction, and assessment. Our inquiry will require us to engage in a similar learning process as our students: set goals, plan next steps, reflect and to set new goals.

Year One:

- Set the foundation, schedule professional collaborative time.
- Determine a method to recognize student's strengths and stretches.
- Teach learners to effectively self-assess their progress and products
- Continue school-wide programs that are working: WITS, Social Thinking Skills.
- Reflect on classroom design, routine, organization, and management.
- More collaboration and team-teaching with resource teacher; whole class focus.
- Explore using RBLM with all students.
- Explore Fair Play: Human Rights Toolkit for Children.
- Collect data. Document and share success. Shift focus and fine tune where necessary.
- Increased focus on outdoor learning and play-based learning.

Year Two:

- Evaluate, set new goals, and explore new objectives as required.
- As above but consider implementing UDL to two or three more areas.

Year Three:

- Evaluate, set new goals, and explore new objectives as required.

7. WHAT SUPPORTS WILL WE NEED?

We will need to expand our professional knowledge about programs that are new to us. UDL is entirely new to our staff so Professional Development and collaborative engagement will be key. Exploring other resources that will support our learning will be key: district staff, teacher mentors, publications, etc.

Utilizing Professional Development Days to conduct this important learning along with setting aside collaborative time to plan, share resources and feedback and to support each other will support our efforts.

Our inquiry targets key aspects of the Core Competencies. We know that growth in this area impacts growth in the curricular areas. As educators we will need a growth mindset. We will need to remember that learning takes patience and learning takes time.

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

Scanning will reveal if students are engaging more readily in their learning and are experiencing increased emotional well-being and increased achievement in learning activities. We will observe an increase in the number of students who are thriving in conjunction with a decrease in adult interventions for off-task and unexpected behaviours. Formative and differentiated assessment with student self-assessment will be used to compare growth to our base-line date. Teacher conversations about what is working and what needs to be adjusted will guide us in fine-tuning our implementation process.

Ongoing data will be collected using self-assessments and student interviews, initial classroom assessments, and a collection of work samples. We will know we're on track when we see growth in Social and Emotional Competencies coupled with academic growth.

9. HOW WILL WE SHARE THIS INFORMATION?

We will use a variety of measures to ensure we are not just informing but are engaging with the parent community. Monthly newsletters are a routine communication that brings together our whole community. Our school website and the bulletin boards in our hallways highlight student's growth and provide ongoing evidence and updates on our school learning goals. We will celebrate our successes! We will explore creating student portfolios with our students to help ensure that they know where they're at and where they need to go next with their learning.



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

10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

In classrooms and in the library, Indigenous content is featured and infused in all our learning. On September 30, The National Day for Truth & Reconciliation, each student participated in a ceremony planting their wishes in our Hearts for Healing Garden. We look forward to this being a tradition in coming years. Our bulletin boards displayed artistic reflections of learning taking place in classrooms around this event. Throughout the year our bulletin boards feature student work that emphasizes their respect for Indigenous Culture and the Host Nations.

During the District Wide Indigenous Enhancement Day, the staff took the opportunity to introduce themselves in their own Land Based Acknowledgement. We explored the ways that the First People's Principles of Learning could be made more relevant at the primary level and began to make plans for how we would enhance students' understanding of Indigenous worldviews and Knowledge. Subsequently, all teachers have participated in Professional Development on Place-Based Learning. Our professional library has been expanded with resources and, most importantly, our students are exploring Gray's Park with fresh eyes and new hands-on experiences. This spring, we enjoyed a school-wide field trip to Stanley Park where we explored and learned alongside a local Indigenous guide.

At assemblies, our practice is to begin with the Indigenous Land Acknowledgement. The importance behind these words has been explored in age-appropriate ways with students. We are learning the Coast Salish Anthem and hope to one day soon include that with the Land Acknowledgement at assemblies. We have used the adventures of the cast in [Raven Tales](#) to deepen our understanding of Indigenous culture and traditions and, further, to make connections.

A Medicine Wheel Healing Garden is being planted in our schoolyard where red, white, yellow, and black flowers will bloom through different seasons. We hope that in caring for this garden, we can foster a connection to the Medicine Wheel and embrace its teachings as we deepen our appreciation for Indigenous Ways of Knowing and Learning.

11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY?

At the Winter Concert, kindergarten students shared a beautiful, choral Indigenous Land Acknowledgement. Parents shared how touched they were and, moreover, how much hope it gave them about our path to Reconciliation.

Teachers strive to embed Indigenous content and perspective throughout the curriculum. The library is stocked with a wide range of resources available to students and teachers. We are looking forward to building a school-wide tradition to acknowledge National Indigenous People's Day on June 21st.

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

At McBride Annex, teachers are committed to ongoing professional development to enrich our appreciation of the role we play in Reconciliation. We have:

- Initiated a staff book club: Namwayut by Chief Robert Joseph.
- Planted a Medicine Wheel Garden.
- Pursuing increased understanding of decolonizing schools.
- Planned more place-based learning activities including field trips with Indigenous hosts.
- Made tentative plans to host an Elder in the year ahead.
- Explored having an Indigenous performance in the gym.