



Vancouver School District

School Plan for Collingwood Neighbourhood School

Year 2 of 3 Year Plan, 2019 - 2020

Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.

## 1. GENERAL SCHOOL STORY

Collingwood Neighbourhood School opened on January 14, 2002 with fifty-four students as the annex to Graham Bruce Elementary and is part of the Windermere Family of Schools. Our current population is one hundred and thirty students and presently includes seven divisions including the district TEIR program. Of our students we have seven special needs students and four Aboriginal students and we have seventy-six English Language Learners. Our ELL population comprises 58% of our total school population. Collingwood families are a diverse group and language groups represented here include: Mandarin, Cantonese, Tagalog, Korean, Punjabi, Arabic and Hindi. The district TEIR (Targeted Early Intervention Resource) program is housed in our school, it's a program that targets grade two students with difficulties in reading and writing. This class has two annual intakes of eight students, one intake in September and the other in February.

Collingwood Neighbourhood School houses a very popular Strongstart Program. Over one hundred newborn to pre-Kindergarten five-year-olds visit in numbers up to twenty five each day. Instructor, Evina Mak also runs an I-PALS program for refugees and other newcomers to Canada and that program runs from January until March. Also in our building is an Out of School Care Program (operated by the Neighbourhood House) which runs before and after school care throughout the school year for twenty-five of our students.

At Collingwood Neighbourhood School we do daily school runs around Gaston Park (weather permitting). This twenty minute exercise time involves all classes except for the TEIR class and because of our long standing tradition of daily exercise, we have many strong runners, particularly in grades two and three.

**“Due to the Covid-19 pandemic and the suspension of all in-class instruction on March 13, 2020, current school plans have been carried forward to the 2020/21 school year.”**

This year we continued to work on leadership skills with our grade three students. Grade threes were asked to help out as morning announcers, assembly leaders, peer leaders and snack store sellers. At Collingwood we have daily announcements and news about special events, guest staff and interesting facts. The snack store is open twice a week on Mondays and Fridays at recess and the goal of which is to help support financial literacy and promote the development of intrapersonal skills. Grade threes also have the opportunity to shine as peer leaders for our school. Peer leaders provide some much-needed leadership by helping to ensure safe play during recess and lunch breaks. Peer leaders sit with younger students in the lunch room to model appropriate behavior and table talk. They also provide reminders to walk in the hallways and to be kind and patient when re-entering the school after lunch and while eating in the lunchroom.

Every Thursday afternoon we have a school sharing assembly for half an hour. We have two grade three assembly leaders who co-lead with our Vice-Principal. At every assembly, our music teacher, Mrs. Van Os leads one class in sharing some songs they are working on in music class and Mr. Chamberlain does some teaching about our school code of conduct: Taking Care of Others, Taking Care of Ourselves and Taking Care of our Community. At our school sharing assemblies we also celebrate birthdays and our 'Stars of the Week', where staff point out and celebrate the exceptional kindness, determination and helpfulness that they've seen in their students.

Other highlights about our school include: Thursday lunch pizza days/milk days and participation in the B.C. Fruit & Veggie Program. Afterschool on Mondays, the Windermere Community School Teams host programs here for our students. Programming has included classes such as: piano lessons, Lego, soccer and mini chefs.

Our PAC is small group of parents who meet regularly at the beginning of each month. This year the PAC opted to use the Community Gaming Grant money to subsidize the cost of the gymnastics instruction and they also covered the cost for Teddy Anderson's hoop dancing presentation and workshops and grant money will also help cover the cost of transportation for our year end field trip to the beach.

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

The students at Collingwood as a whole are a friendly bunch of enthusiastic learners. They enjoy school and come prepared to learn. Many of our students attended the Strongstart program before beginning school life and parents and students were well acquainted with the school routines and expectations before kindergarten.

Like most kindergarten to grade three schools, our students are still developing their self-regulation skills and most teachers continue to teach either the Superflex program or the Zones of Regulation along with some mindfulness. Self-regulation has been a school goal for several years and this year it was time for a change.

A vast majority of our learners are English Language Learners who come from working class families. What we know is that many of our students speak more than one language and that the home language is quite often not English. Many of our students didn't begin their school life in Canada. Furthermore, because our students come from working class families, quite often it's the grandparents, baby-sitters or CNH Out of School Care that is doing the before and after school care.

Staff have observed over the years that students do not have strong oral language skills, students don't have a lot of opinions to share – either because they don't possess adequate oral language skills to communicate their ideas or because the idea development isn't quite there. Also, when students are asked to respond to a question, quite often the response is one word or something very brief.

### 3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS? (SCANNING)

#### GOAL #1: ORAL LANGUAGE

Teachers have observed during their years of teaching here at Collingwood, that students don't have a lot of experiential opportunities outside of school. For example, our year end school wide field trip in 2017 was to the beach and several students remarked that they had never been to a beach prior to the school trip. Furthermore, from experience, teachers know that students here at Collingwood need to work on developing their oral language skills. Many students are shy to speak up and share their ideas and those that do often lack details, proper sentence structure and sequencing to their responses.

The following is the oral language data extracted from term one report cards for the 2017-2018 school year:

<b>Grade</b>	<b>Not Yet Meeting</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Exceeding</b>
3	8	9	2	0
2	4	9	7	3
1	8	12	11	1
K	N/A	20	15	2

According to data extracted from MyEd we know that 24% of our student population was born somewhere other than Canada. From that same data, we also determined that 66% of our students speak another language at home other than English.

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

##### GOAL #1: ORAL LANGUAGE

Oral language is a big focus in the redesigned curriculum and falls under the umbrella of the communication. The communication competency is based on the idea that effective oral language is essential in a student's ability to exchange and impart information, experiences and ideas and to explore the world around them. Some of the most relevant big ideas and curricular competencies are listed below according to grade level:

K	<ul style="list-style-type: none"> <li>- Through listening and speaking we connect with others and share our world</li> <li>- Everyone has a unique story to share</li> <li>- Exchange ideas and perspectives to build shared understanding</li> <li>- Use language to identify, create, and share ideas, feelings, opinions, and preferences</li> <li>- Explore oral storytelling processes</li> </ul>
1	<ul style="list-style-type: none"> <li>- Through listening and speaking we connect with others and share our world</li> <li>- Everyone has a unique story to share</li> <li>- Exchange ideas and perspective to build shared understanding</li> <li>- Create stories and other texts to deepen awareness of self, family, and community</li> <li>- Explore oral storytelling processes</li> </ul>
2	<ul style="list-style-type: none"> <li>- Stories and other texts connect us to ourselves, our families, and our communities</li> <li>- Through listening and speaking, we connect with others and share our world</li> <li>- Exchange ideas and perspectives to build shared understanding</li> <li>- Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</li> <li>- Explore oral storytelling processes</li> </ul>
3	<ul style="list-style-type: none"> <li>- Use personal experience and knowledge to connect to text and make meaning</li> <li>- Develop and apply expanding word knowledge</li> <li>- Explore and appreciate aspects of First Nations oral traditions</li> <li>- Use oral storytelling processes</li> </ul>

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

How can we help encourage our students to speak up more and share their ideas? How can we help provide opportunities for practice? Make it a safe place for students, especially our ELL learners to practice their English?

This year our staff decided to shift our focus to a school-wide goal about oral language:

**Oral Language Goal: “to increase the frequency with which students express thoughts, opinions and ideas in providing an accepting environment”**

It is a real-world skill for students to be able to communicate through oral language. People require good communication skills to be able to advocate for themselves, to work with others and in order to contribute. And further to that, as is clearly outlined in the redesigned BC Curriculum, it is imperative that students not only learn to use those speaking skills to express their ideas but to then further develop those skills into critical thinking skills where they can begin to question and inquire about what is going on around them?

By making oral language our new school-wide goal, teachers have considered a multitude of ways in which to bring further practice into their everyday classroom. Listed below for question six are several ways in which teachers have or plan to enrich their learning spaces with more oral language.

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## 6. WHAT IS OUR PLAN? (PLANNING)

### ORAL LANGUAGE GOAL:

- - Verbal explanations (in Grade One) about how they got to different answers – showing different ways to solve a math problem
- - Self-evaluations in music – singing and playing instruments
- - Discussion of musical terms/new verses for songs, singing from big books, phonemic awareness
- - K students giving permission to disagree (not like something) and express their opinions in a respectful way
- - Asking students what they think about different topics to express their opinions/thoughts in small groups
- - Gr. 1 – Show and Tell – once/week – Explain why they brought the item. Respond to questions and comments.
- - Discussing opinions versus facts in various subject areas in Gr. 3
- - Teach about descriptive words used when writing and speaking to describe characters
- - Read aloud & reading logs – talk about stories that they are reading at home
- - Class meetings – use of a talking stick to take turns speaking and listening
- - Book reviews – discussion of a book and what is good about it
- - Self- awareness – assessment re: Learning Journeys
- - Students leading stretches and warm up sessions in the gym
- - Call on students for answers – even if it is just a one-word response (Kindergarten)
- - Resource Room – talking time – ask about their thoughts on a topic

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## WHAT SUPPORTS WILL WE NEED? (PLANNING)

Teachers- having access to resources that would offer them more ideas about how to encourage and develop oral language in their classroom. Discussion topics, project-based learning ideas (Maker Space), Readers Theatre, STEM play activities etc.

With exciting new processes for communicating student learning underway, students are being asked to be more involved – by doing self-assessments students need to do the explaining about what they have learned and the thinking through for a given task or activity (and that is then being shared with parents via technology or conference times; inherently students are have having more opportunities to practice their oral language and critical thinking skills.

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

Formal assessment – report cards – teachers have developed grade appropriate rubrics for oral language and are reporting out in report cards for each term.

Documenting the opportunities for oral language practice and what we've done as a school to support this goal. Staff discussions and sharing of what we've found to be successful and what we feel we still need support with.

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

Oral language assessment data is shared with all parents via their child's report card.

With the new CSL project well underway in many schools, our school is trying to increase forms of communication with our parents and families in order to facilitate communicating student learning. New I-pads were just ordered with the Learning Grant funds in order to help facilitate communicating student learning (taking pictures, using platforms like Fresh Grade and Shobi). Staff have created a committee to focus on CSL and will meet regularly to discuss the apps they are trying out with their class to communicate student learning. The goal is for this committee to help guide other teachers on staff in how to facilitate CSL and technology for next year and going forward. Embedded in this practice, is our hope is that by communicating more frequently with parents about what students are learning at school, that will help to build opportunities for families to talk about what their child is learning at school and to help build a culture of oral language in our students' homes.

Parents are invited to help their children with oral language- coming in for family reading with their children. Some classes invite families to come in daily and other classes once a week.

Parents are always encouraged to have informal conversations with their child's teachers about their child's progress.





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

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## **WHAT DO WE KNOW ABOUT THE INDIGENOUS LEARNERS IN OUR SCHOOL?**

We have two Indigenous students at Collingwood Neighbourhood School.

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

Some activities we have done include:

- Indigenous Yoga in Gr. 1 / 2 classroom
- - Indigenous Songs (something sung in the First People's Language)
- - Sharing Indigenous stories in different classrooms
- - Bentwood Box Project – school wide
- - Museum of Anthropology – field trip
- - Chas – clan idea – for events
- - Talking Stick circle / class meetings for problem solving
- - Indigenous morning song – brief introduction to the start of the day

At our school sharing assemblies on Thursday afternoons we've started to recognize 'A Star of the Week' from each class. Supervision aides, office staff and SSAs have also been invited to nominate students who have demonstrated outstanding effort/attitude in regards to our Code of Conduct of 'Taking Care of Ourselves, Taking Care of Others, and Taking Care of our Community' and more. All of our First Nations students, like all other students have opportunities to be recognized and celebrated (Indigenous Enhancement Agreement- sense of belonging).

We are working with the families of our Indigenous Learners to get them more involved in afterschool programming (the Monday after-school programs that Windermere CST helps put on), also we are working to get these families more connected with the Neighbourhood House to see what programs and supports they can connect with in order to further solidify their feeling of connectedness to the community.

Our new school goal of oral language works hand in hand with our aboriginal goal since the tradition of storytelling is such a strong aspect in the cultures of Indigenous Peoples.

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

We have invited Robert Clifton to consult about ideas for next year around creating family groupings with themes around First Nations animals or Nations. Implementing once a month meetings of family groupings to learn about various ideas around First Nations values and beliefs. For example: origins of first nations animals and their symbolism, values on resources and tools and inventions that First Nations people created in order to trap animals, keep warm in given climates, First Nations songs and dance etc.

Amanda White has said she will come back to consult with staff about the school-wide Bentwood box project and we will connect to connect with the Indigenous Education consultants about presenters and pro-ds that we can have at the school level in order to promote Indigenous histories, traditions and cultures among students and staff.

We will continue to search out opportunities for First Nations presenters to come to our school to show us art/music/dance and other special things about their culture so we can learn more and appreciate Aboriginal Peoples' cultures. ABORIGINAL GOAL:

- K teachers have adopted a sharing circle for respectful listening and speaking in their classrooms
- Sharing circle with talking stick
- Art connections- Remembrance Day- with FN poppy and Bentwood box project in June
- Sun, moon, stars and how these came to be according to First nations beliefs
- Community- First Nations groups in local community
- Button blanket project
- Connection with Collingwood Neighbourhood House- their totem pole project to be connected with the satellite centre to be at the Wall Centre
- Provide opportunities for student leadership within the school and encourage students to take socially responsible actions locally and globally
- Develop classrooms that increase the students' sense of belonging by encouraging the sharing of their lived experience, and by using empathy-building and cultural awareness activities
- Ensure that Aboriginal students and their families are involved in assessment and appropriate placement
- Provide opportunities for parents and family members to be welcomed into schools
- AIMS success plans to evaluate term to term how our Aboriginal students are doing specifically in the areas of Language Arts and Math and identify the successes and challenges and discuss/put in place supports
- Promote professional development in instructional strategies to assist educators – February 19 Pro-D Aboriginal focus
- Create and develop opportunities for the Aboriginal communities to contribute Aboriginal perspectives to classroom content, curriculum and experiences
- Include Aboriginal content at all grade levels and across subject areas. Increased units, lessons and activities about Aboriginal history, culture, traditions and contributions

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

We will continue to survey students to assess what they know about Aboriginal Peoples' cultures.

Teachers will continue to teach towards our school goal and the Aboriginal ideas that are outlined in the BC Curriculum and will continue, through informal assessment gauging student knowledge about First Peoples' through conversations in class.

We are All Connected- Strong Nations books were ordered to support teachers in delivering the curriculum to their students. They have been added to our catalogue and are now available for teachers to borrow to use and read with their classes.

Pro-D opportunities for teachers and staff- February 19<sup>th</sup> District Indigenous Education Pro-D and more Opportunities for consultation with Indigenous Education staff around how to appropriately and respectfully implement our family groupings/clan idea

Perhaps try out a First Nations games as our sport day for next year.

We had Indigenous Education Consultant, Robert Clifton and Knowledge Keeper, Amanda While come to do a Lunch & Learn with staff on February 26<sup>th</sup> in helping the staff to respectfully plan ideas around whole-school implementation of clan (family) groups and connecting it to First Nations Principles and cultures. Amanda and artist, Shane Point are coming in May to consult with us about our school-wide project making Bentwood boxes- how to respectfully implement this project and help our students to understand the meaning behind Bentwood boxes.

Next year we are hoping to move the whole school to doing monthly clan activities. Clans will be named after First Nations groups/animals and will complete monthly activities having to do with First Nations learning about First Nations legends and histories and First Nations inventions (Applied Skills and Design connection – I.e.: making animal traps and weaving fish nets), cooking (bannock), creating button blankets and other crafts. At our school sharing assemblies, we would like to implement a new seating arrangement, where classes sit in a circle (medicine wheel) to symbolize the connectedness and community that we have here at Collingwood.

Our Music teacher, Mrs. Van Os is also planning on teaching the children some First Nations songs such as "Lilwat Song", "Harvesting & Gathering Song", "Nisakihaw" and the "Travelling Stick Game Song" all by Sherryl Sewepagaham.

We'd like to invite some First Nations presenters come do some professional development workshops for next year (BCTF workshops) and invite more First Nations performers to come do some presentations and workshops for our students.