

Vancouver School Board

SCHOOL PLAN

2013-2014



It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

Ecole Lord Tennyson

MISSION STATEMENT

To enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to foster life-long learning and to experience success in future life pursuits.

SCHOOL GOALS

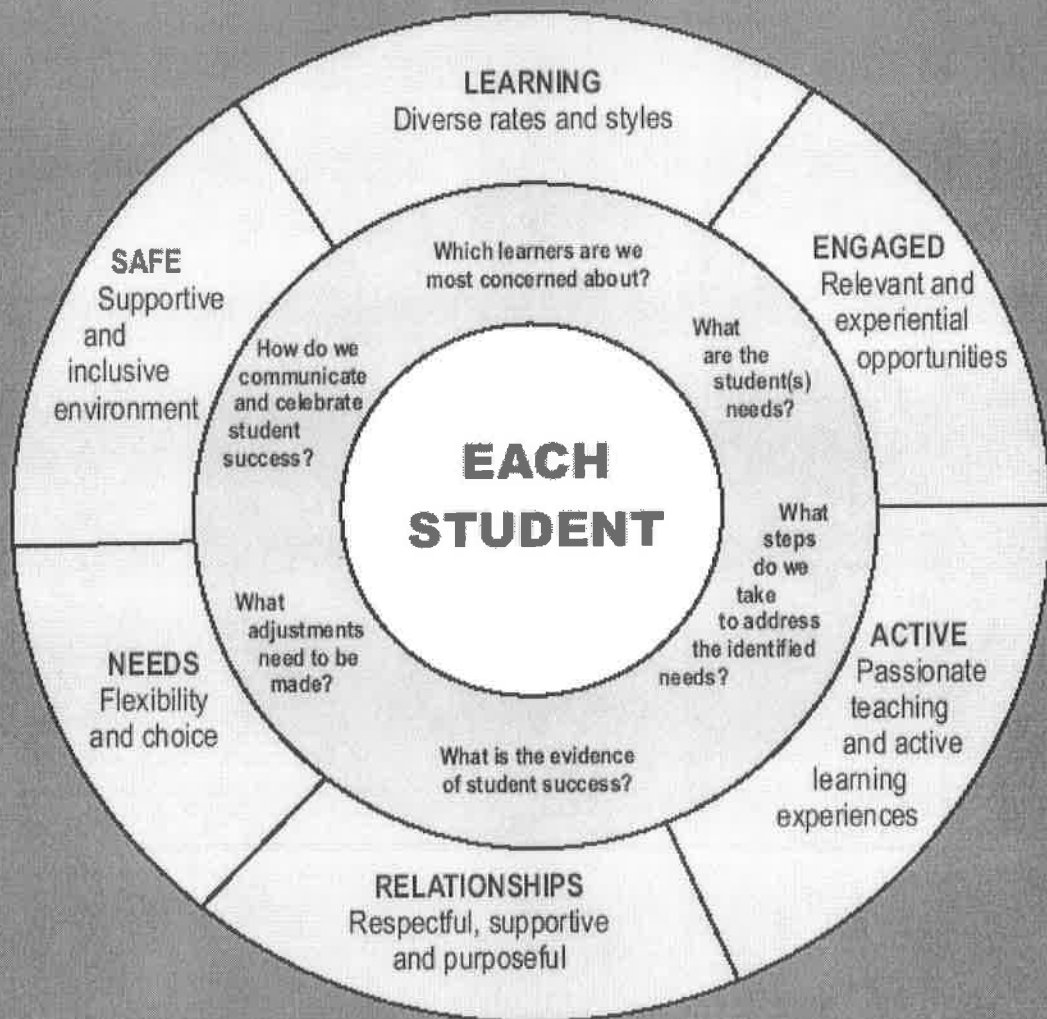
GOAL: Social Responsibility

To improve student well-being and learning using a holistic approach.

GOAL: Aboriginal Cultural Enhancement

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

ASSESSMENT FOR LEARNING: SUCCESS FOR EACH STUDENT



SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

Lord Tennyson is a French Immersion school that will be enrolling approximately 430 students in 2013-2014. Students come from a large and diverse area that includes downtown Vancouver, False Creek and a large part of Kitsilano. Students come from a variety of cultural backgrounds. As French Immersion is a district program for students wanting to learn French as a second language, our catchment is quite large. Most students' first language is English, but we do have some students whose first language is Russian, Polish, Vietnamese, Croatian and Serbian. In spite of the fact that many students come from families with both parents working, parental involvement is very high.

The staff and parents have worked hard to make the school a safe, caring and respectful place for our students. The school's Code of Conduct is Respect for Self, Others and the Environment. Our Code of Conduct is very much a living document and is integrated throughout the school. School spirit and inclusiveness is also an important aspect of our school. Many leadership opportunities are available to our students including our Global Group. The group is composed mostly of Grade 6 and 7 girls, with increasing interest being shown in other grade levels. The goal of the group is to help those in need within our community, as well as those in need abroad. We take pride in the fact that every class has a buddy class, thereby creating an atmosphere of trust between the older and younger students. Older students are playground and lunch monitors and can be seen playing with and taking care of the young kindergarten students. All students and staff participate in Tennyson Circles three times a year, whereby students from all 8 grade levels are mixed and work together in a group/circle with a staff member who they may not otherwise get to know or work with. Together they participate in an activity and create new friendships.

Lord Tennyson School values community input. There are many opportunities for parent involvement in the school, making for an active Parent Advisory Council. Parents organize a number of school events such as: noon-hour and after-school programs focusing on the arts and sports, the Halloween Howl, Winter Fest, Spring Fling, French and English Book Fairs, Welcome Back and Year End celebrations and fundraising for the Quebec exchange in Grade 7.

Most students begin in Kindergarten at Lord Tennyson and remain until Grade 7 with very little attrition. We have approximately sixteen students with Ministry designations.

REFLECTIONS ON 2012-2013 SCHOOL PLAN

What was our goal?

What steps did we take to address the identified student(s) needs?

What was the evidence of success for each student?

How did we communicate and celebrate student success?

Goal

- To further engage all students and enhance their learning through technology.

Objective

- Students will demonstrate confidence and grade-appropriate skill in their ability to use technology as a tool to enhance their learning, having had a variety of opportunities to use technology.

Steps taken:

- Systematic scheduling of the use of the computer lab in the library and the 10 iPads to ensure equitable use of existing technology
- Continued to work toward the goal of having more Smart Boards in the school
- Shared technology knowledge amongst staff and students, fostering a climate of collaboration and ongoing, embedded professional development
- Worked toward ensuring students have the basic technology skills required in order to succeed, including keyboarding skills and knowledge of the French keyboard (accents)
- Informed students about Internet safety, through classroom discussions and resources provided by the VSB on Cyberbullying
- Presentation at a PAC meeting on Cyberbullying
- Sought out instruction, both internally and externally, of how to use the variety of technology found in the school (Smart Board, LCD, computers, digital cameras, etc.)
- Explored the idea of setting up a "technology buddy" system so the older students can help the younger students learn technology skills and also enhance their own learning through teaching Create individual or group projects, including presentations using the Smart Board
- Continued to seek out ways to access digital resources
- Facilitated the use of interactive online games, as well as interactive programs such as Kid pix, Notebook, etc.
- Created individual or group projects, including presentations, using the Smart Board
- Provided collaboration time with other teachers to effectively implement strategies mentioned
- Provided discussion time about the school goal at staff meetings as required, to discuss observations, reflect and plan for adjustments
- Continued to seek out ongoing professional development to further enhance the staff's skills

- Students showed their projects during student conferences
- Made short movies/presentations to share during school assemblies
- Encouraged sharing of resources between classes

Evidence of Success included:

- Currently have 30 iPads in the school which were purchased by the PAC who very much support our technology goal
- Member of the Technology Committee presented at a PAC meeting advances we have made using technology
- Member of the Technology Committee and three of his students presented at the VSB digital fair
- Members of Technology Committee have met with and are working closely with Audrey Van Alstyne, District Principal of Learning Technology. As a result the committee is going to set up a working committee with VSB Modern Languages to support French Immersion teachers.
- Members of Technology Committee visited Elsie Roy School and were very much inspired. As a result our teachers are now acting as mentors for French Immersion teachers. Two teachers from Ecole Laura Secord School have come to observe in a Grade 5 classroom
- Students created individual and group projects using iPads, these projects were shared with parents at Student-Led Conferences
- IMovies created by intermediate students with their primary buddy students. Movies to be shared at assembly
- Many buddy classes using iPads- older students working with younger students
- Sharing of French apps with parents who most appreciate this through newsletter and school website
- Sign out book to reserve iPads went from practically no one signing up in October to iPads being used at full capacity on a daily basis.
- Older students acting as iPad mentors to younger students
- Students with written output challenges were able to use the iPad to present their learned knowledge to their teacher in a different way
- Students were allowed to bring their personal laptops into the classroom to use as a writing tool

We communicated and celebrated success by:

- Encouraging sharing of resources between classes
- Offering ongoing professional development for teachers by members of our Technology Committee
- Encouraging parents to provide access to computers for their children (at home, public library or at a friend's home)
- Having students show their projects during student conferences
- Presenting IMovies during school assemblies
- Having buddy classes share their work
- Setting up a class blog by a few teachers to showcase student work
- Listing French Apps on school website
- Teachers shared their successes at staff meetings
- Member of Technology Committee and administration shared our successes at PAC meeting

2013-2014 SCHOOL PLAN

Based on our assessments and evidence, we are adjusting and refocusing our School Plan to continue to address the needs of the identified learners by:

GOAL: To improve student well-being and learning using a holistic approach.

Objectives: Students will use a holistic approach, which has been implemented in the classrooms, to enhance their social and emotional skills. This in return will improve their well-being and learning.

What steps are we planning to address the needs of the identified learners, including our Aboriginal learners?

i.e. What strategies and structures do we believe will lead to student success?

We will:

- Implement Mind-Up school wide. Staff is committed to taking the training during our Professional Development day on September 27th. School is working with Lisa Pedrini, VSB Coordinator of Violence Prevention to set up the training
- Set up a scheduled time for all students to participate in self-regulation-example first thing in the morning, after recess, after lunch
- Continue with Roots of Empathy program
- Update class resources to teach Health and Career programs such as Fun Friends, Second Step, Let's Talk about Touching, Feeling Yes, Feeling No
- Continue working with our Youth and Family Worker and have her work with our most vulnerable students
- Create a drop-in place within the school for students when they are feeling overwhelmed or sad, where they can talk to an adult in a safe place- example Vice-Principal's office, sitting on cushions, talking with YFW
- Set up Noon Hour skills classes – example Yoga, Mind-up, Book Club reading 7 Habits of Highly Effective Teens
- Start assemblies with Yoga, Mind-up
- Continue to work with school counselor on supporting vulnerable students
- Apply to have an Art Therapist student teacher through our Youth and Family Worker for the third year
- Invite teachers to participate in Inquiry Sessions to further investigate our goal
- Provide collaborative time for teachers to collaborate/share resources, strategies to implement in the classroom, share strategies that are working
- Purchase resources on the topic for our professional library
- Set up Peer Helper program for the playground to help students resolve their own peer conflicts
- Encourage teachers to use class meetings as a way for students to share/express concerns in the classroom
- Track if there is an increase in positive student performance in the areas of French Language Arts and Social Responsibility as a result of implementing these strategies

- Track if there is an increase of students meeting grade level expectations in French Language Arts and Social Responsibility as a result of implementing these strategies

What will be our assessments and evidence of student success?

- Number of students referred to school counselor and Youth and Family Worker
- Number of peer conflicts reported by staff
- Number of conflicts resolved by Playground Peer Helpers
- Report card data for Social Responsibility and French Language Arts
- Increase in number of students who are participating in community service programs such as the Global Group, Library Monitors, Playground monitors and lunch monitors

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

- Provide collaborative time with other grade level teachers to effectively implement the strategies indicated above
- Provide discussion time about the school goal at staff meetings as required, to discuss observations, reflect and plan for adjustments
- Continue to seek out ongoing professional development to further enhance the staff's skills -guest speakers, collaboration time, collaborative inquiry, visits to other schools, January's Professional Development Day on Mental Health Focus Sessions
- Track and examine number of Office Referral forms (completed when conflict arises on playground or in class) that are completed in a set period
- Review number of students referred to counselor or Youth and Family Worker through School Base Team minutes

How will we communicate and celebrate student success?

- Feedback at staff meetings from staff members on progress with our goal
- Encourage teachers to share amongst one another their successes
- Keep on-going tally of number of office referrals
- Share with parents, through newsletters, PAC meetings, strategies implemented

How will we engage all members of the school community to ensure sustainability of student success?

- It has been made clear to us through the results of a recent parent survey, that parents are very supportive of this topic as outlined in our new school goal.
- The PAC executive is also supportive of this new goal, having included funds for guest speakers at PAC meetings on the topics of anxiety, mind-up, in the

2013-2014 budget.

- Classroom teachers will share with parents practices they are implementing in their classrooms – example Mind-Up, through monthly newsletters, overviews, class websites and blogs
- All staff members, including SSAs, Resource teachers, will be trained in Mind-Up
- Encourage sharing of resources between classes
- Ongoing professional development for staff
- Encourage parents to try strategies implemented in classrooms at home

GOAL: Aboriginal Cultural Enhancement

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

Objectives:

2013/2014 is the inception year for the Aboriginal cultural enhancement goal. As such, the school will commence planning, collect preliminary data, identify current practices, and access district supports during the 2013/2014 school year.

Reflections on Current Practice, 2012/2013

What steps are we currently taking that build knowledge, acceptance, empathy, and an appreciation of Aboriginal histories, traditions and cultures among all students?

- welcome guests into the classrooms to share experiences, knowledge, stories
- learning opportunities through the curriculum that build connections and relationships with Aboriginal culture
- student leadership opportunities (school service, school initiatives)
- build family and community connections (PAC, Welcome to Kindergarten, Ready-Set-Learn)
- access cultural resources through the school and public library, VSB resources, peer to peer
- participate in the Aboriginal Education Enhancement Initiative

For 2013/2014

- begin assemblies by acknowledging that we are on shared land of the Squamish, Coast Salish, Tsawwassen and Musqueam tribes
- all staff will attend the Aboriginal Cultural Awareness district day on February 21/2014
- School wide performance/presentation by Roberta Kennedy on Haida Stories and Songs in February 2014