



Director of Instruction: Mr. Christopher Wong
Principal: Ms. Harjinder Sandhu
Vice Principal: Ms. Amber Logie

PAC Chairperson: Ms. Melissa Hayward-Cheung and Ms. Monica Singh
School Liaison Trustee: Ms. Preeti Faridkot



With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x̱m̱əθḵəy̱əm (Musqueam), S̱ḵwx̱w̱ú7mesh Úx̱wumixw (Squamish Nation) & sə̱lilwətał (Tsleil-Waututh Nation).



SUPERHERO SPORTS DAY

Thank you to everyone who helped on Sports Day to make it such a great success! We had the traditional Four Colour Teams working towards a point system this year. Each class was divided into four teams and then competed against each other at the stations. The stations were run by our Grade 7 Students from Divisions 1, 2 and 3.



In preparation for the big day, the Staff Sports Day Committee (Ms. Mackowetsky and Ms. Hawksworth), established the theme and stations. Ms. Hawksworth worked with the Grade 7s to prepare them for leading the activities by first practicing the activities themselves. The Grade 7 volunteers were given the responsibility of setting up, running, and cleaning up the stations.



After each station rotation, results were submitted to the 'Score Table' and points were accumulated. At the end of the day, we announced which Colour Team had the most points. Bonus points were given to the Colour Team that best exemplified fair play.



The weather cooperated and it turned out to be a great day for competitive play! The students enjoyed having their families come cheer them on and also appreciated being able to buy treats from our PAC! The highlight for many was the Grade Group Races!

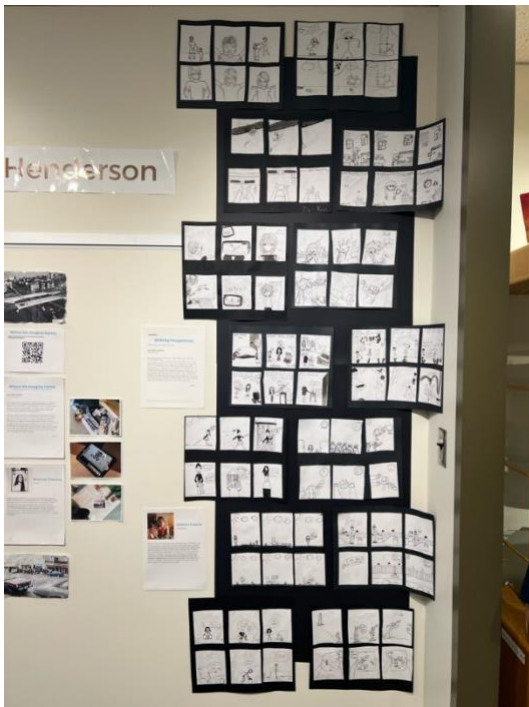


Thank you to all the staff that contributed to making the day a success and especially. And the results were:

- 1st Place – the **BLUE** Team
- 2nd Place – the **GREEN** Team
- 3rd Place – the **BLACK** Team
- 4th Place – the **RED** Team

Artist In Residence (AIRS) Imprints of Belonging Exhibition at the VSB

Excerpts from the display... from Martin Brokenleg, “In the Circle of Courage, the sense of belonging and significance is the essential starting place for any kind of meaningful learning. Brene Brown writes that true belonging is not about fitting in, but about finding and accepting our authentic selves as a place from which to reach out and touch the world. Belonging is therefore not a given condition, but an active and ongoing process of discovery and renewal.”



Student work from Henderson was displayed alongside 14 other elementary schools and all the works showcased the capacity of art to cultivate and express our deepest human need for meaningful relationships, reciprocity, and belonging. This year in our studio, Tami delved into personal identity and storytelling with her cohorts. Their focus was on exploring individual concepts of self and the narratives we present to the world, as well as those we tell ourselves. Using simple bookmaking techniques, students crafted covers that represented our communal identity, reflecting the stories we share with others, while the inner pages delved into the narrative that we internalize about ourselves.

“The project encouraged the artists to contemplate the deeper layers of their existence and how these inner truths intersect with the personas they project outwardly. We aimed to highlight the positive aspects of ourselves that we present to the world. Since this was a collaboration with young people, we tailored the concept to suit each grade level, ensuring it resonated with their understanding. Each cohort was prompted to reflect on their personal stories and their role within their own narratives, as well

as in the larger narrative of the world around them. We discussed how we present our best selves to the public, while our inner desires and vulnerabilities remain mostly private, except for moments of genuine connection and sharing.” - Tami

Tami Murray is a Mixed Media Artist. This year she worked with Divisions 7, 8, 11, 12, 13, 14, 15, 20, 21, and 22. Tami studied Fine Arts at both Red Deer College’s Fine Arts Department and at The Emily Carr institute of Art and Design where she received her bachelor's degree in photography. Tami’s personal work is an ever-evolving exploration of techniques and fanciful ideas. Her art has roots in personal narrative that lean into flights of whimsy and visual poetics. She has exhibited in various group shows over the last two decades participated in several Living Room Art in the Heights events in Burnaby and Vancouver as well as the inaugural Stride Art Festival. She has work in a number of private collections.



Dragon Boating with Divisions 1 to 3

-a reflection by Caitlin Gr. 7

“On the third of May, Divisions 1,2, and 3 went on a trip to False Creek to go dragon boating. It was nice, fun, interesting, and brought many different emotions to us. It got more competitive than you think and that made it an unforgettable experience, one that I can't forget. We are the first group at Henderson to be able

to do this and have this opportunity to go boating and I am very grateful. They had great leaders and equal teams. Every leader knew how to lead their team to understand how to row in sync with each other and it helps the team to be one with each other and win the race. There were four races. My group got 2nd three times, but we won the last and final race! At the end of it all, even though it isn't

for everyone, I could see a smile on each faced. This is the best way to end the grade 7 year!”



French with Division Four



Welcome To Kindergarten (WTK)

The WTK program is designed to bring families, schools and communities together to support children's early development through play-based learning.

Play-based learning is one of the most effective approaches to develop the foundational skills for success in school and in life. WTK is built on the *Talk, Read, Create and Play Everyday* model- experiential learning that helps develop children's literacy, numeracy, creativity, physical and social-emotional skills and competencies.



TALK – Talking and singing builds relationships, memory and a sense of belonging.

CREATE – Creating builds problem-solving skills, imagination and spatial sense.

READ – Reading builds vocabulary, a sense of story and knowledge.

PLAY – Playing builds decision making, cooperation, curiosity, physical skills and confidence.

On May 24th we held our WTK event welcoming in our 2024 Kindergarten families.



Activities were facilitated and supported by our Resource Teachers, our Kindergarten Teachers, Ms. Zabeen from StrongStart, and Cari Ma, the Children's Librarian from the VPL South Hill Branch. Cari made sure any families that did not have VPL library cards, got them that day. Not only did she share a great story, but Cari also told us about some of the summer programs at South Hill. We were also joined by the Community Health Nurse, who made sure parents were informed about immunizations. It was a great opportunity for connection and growth.

WORLD of CURIOSITIES
BC Summer Reading Club 2024

SOUTH HILL BRANCH
6076 Fraser Street | 604.665.3965

LEGO® Block Party
Saturdays, July 27 & August 31 | 2:00 pm - 3:00 pm | Drop-in. For Grades K-7
Drop in for some LEGO® building fun at this block party! Connect with other kids and break out the bricks for a building bonanza at the library.

Mini Museums
Wednesday, August 7 | 2:30 pm - 3:30 pm | Drop-in. For Grades K-7
Come and be inspired by our library materials and have some hands-on fun with simple art activities. Please dress to get messy. Borrow a piece of nature to feature in your art and display your work in our Mini Museum.

Tween Book Maker Space
Wednesday, August 14 | 2:30 pm - 3:30 pm | Drop-in. For Grades 4-7
Drop in to this 'book maker space' and learn how to make fun pop-up books, cool accordion books or try books for writing and drawing.

FREE! Learn more at vpl.ca/kids Join the club here:

VPL VANCOUVER PUBLIC LIBRARY
For more information: 604.673.4611 | vpl.ca/kids
Join the conversation: #VPL #WTK #WTK2024 #WTK2024 #WTK2024
(Link expires after the WTK year in September 2024)

WORLD of CURIOSITIES
BC Summer Reading Club 2024

SOUTH HILL BRANCH
6076 Fraser Street | 604.665.3965

Dog Man Party
Wednesday, July 3 | 2:30 pm - 3:30 pm | Drop-in. For Grades K-7
Celebrate your favourite book characters with crafts and games all inspired by the characters from this series!

Screen-Free Minecraft
Wednesday, July 10 | 2:30 pm - 3:30 pm | Drop-in. For Grades 1-7
Do you know your Creepers from your Endermen? We have crafts and screen-free games all inspired by the popular video game! Have fun and celebrate the mobs and blocks you know and love.

BuilderFest
Wednesday, July 17 | 2:30 pm - 3:30 pm | Drop-in. For Grades K-7
Drop in for some awesome building fun featuring Steve, Creepers, Endermen, and Phoenix Magnificent. Connect with other kids and let your imagination run wild as you build and create!

Art on the iPad
Wednesday, July 24 | 2:30 pm - 3:30 pm | Registration required. For Grades 3-7
Calling everyone who loves to draw! We start on paper and switch to drawing with fun art apps on library iPads.

FREE! Learn more at vpl.ca/kids Join the club here:

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June is PRIDE Month

The Stonewall Riots of 1969 were the catalyst for the Pride Parades that take place all over the world today and the establishment of our Pride Month. In the summer of 1969 on June 28th, police raided a gay club in New York's Greenwich Village located at the Stonewall Inn and incited a riot. Club goers, staff, and neighbours filled Christopher Street to show their disapproval of the police action and existing policies by protesting for 6 days. Among the leaders of the movement that demanded a safe space for LGBT+ people to be themselves in a lawful way was Marsha P. Johnson. A year after this incident, activist Brenda Howard started a Gay Pride Week and the Christopher Street Liberation Day Parade. We now have a whole month to learn about and support members of the LGBTQ+ community so that they can be free to be themselves. We want to teach our students to be accepting and including of all people regardless of their gender identity or sexual orientation. We want students to understand love is love. People love each other in different ways. We also want children to understand that sometimes people feel, in their minds and hearts, that they are a boy or a girl, even though their bodies may not reflect that, and these individuals identify as transgender.

The following books from the library or bookstore can help guide these types of discussions:

- Molly's Family by Nancy Garden
- George by Alex Gino
- And Tango Makes Three by Justin Richardson and Peter Parnell
- King and King by Linda de Haan
- My Princess Boy by Cheryl Kilodavis
- Being Jazz: My Life as a (Transgender) Teen by Jazz Jennings
- Red: A Crayon's Story by Michael Hall

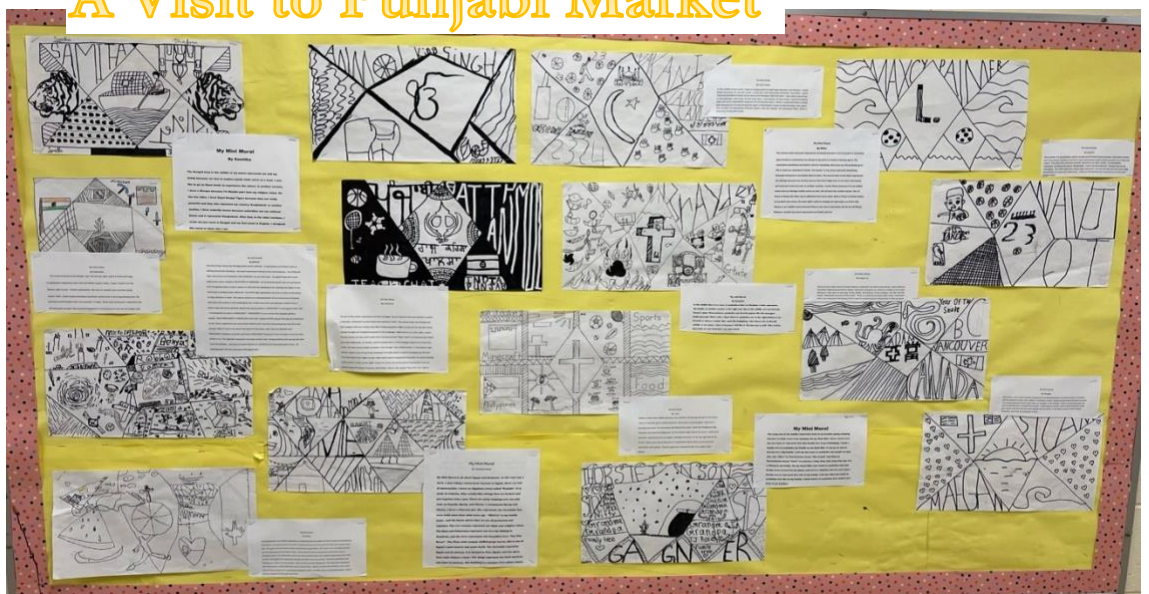


To learn more, check out this resource: **Notable QTBIPOC Canadians:** During Pride Month Celebrations, it is important that we celebrate the diversity within 2SLGBTQ+ communities.

Link: <https://www.queerevents.ca/notable-qbipoc>

A Visit to Punjabi Market

Division 5 studied the history of the Punjabi market and went on a neighbourhood walk to view murals. Afterwards, students were given the opportunity to design their own "mini-murals" in the style of local artist Jessie Sohpaal. Students enjoyed being able to express important elements of their identities through line and shape.



June is Indigenous History Month

.....
NATIONAL INDIGENOUS
HISTORY MONTH
.....



In June, we commemorate National Indigenous History Month. During this month, take time to recognize the rich history, heritage, resilience and diversity of First Nations, Inuit, and Métis Peoples across Canada.

The more we learn about our collective history and the story of our homeland, we gain a better understanding of each other and ourselves. Our understanding of each other builds a better understanding and foundation to develop health and supportive relationships that will only benefit our community.

To learn more, check out these resources:

PTN Indigenous History Month: APTN News is highlighting modern Indigenous history-makers all throughout the month of June for Indigenous History Month.

Link: <https://www.aptnnews.ca/ourstories/indigenoushistorymonth2022/>

Indigenous Learning Series: Under the themes of Recognition, Respect, Relationships and Reconciliation, the Indigenous Learning Series provides access to resources, courses, workshops and events on the history, heritage, cultures, rights, and perspectives of Indigenous Peoples in Canada.

Link: https://www.cspc-efpc.gc.ca/ils-eng.aspx?utm_campaign=coschedule&utm_source=linkedin_company&utm_medium=Business%20Council%20of%20Alberta



Work by Divisions 9 & 6



Social Emotional Learning (SEL)



Our school inquiry question is: **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?**

Many classes have been using the language found in the Zones of Regulation Program. This program teaches a variety of social-emotional skills to children, starting with early emotional skills and advancing on the self-regulation and navigating social situations.

Here are some skills covered in The Zones of Regulation:

- **Identifying your emotions** by categorizing feelings into four zones (more on this below)
- **Self-regulation:** Achieving the preferred state of alertness (zone) for a situation. This is all about regulating your body and emotional regulation.
- **Identifying triggers:** Learning what makes you “tick” and why.
- **Coping strategies:** Various techniques and strategies that help achieve emotional regulation and manage strong emotions.
- **Size of the problem:** Introduces the idea that the size of your reaction should match the size of your problem, how to identify the size of your problem, and strategies for problem-solving.
- **Expected behavior vs unexpected behavior:** This also covers perspective taking and how *your* behavior affects the thoughts and feelings of the people around you.

The Zones of Regulation uses **four colours to help children self-identify how they're feelings** and categorize it based on colour. The curriculum also helps children better understand their emotions, sensory needs, and thinking patterns. They learn different strategies to help them cope and manage their emotions based on which colour zone they're in.

Additionally, the Zones of Regulation helps kids recognize their own triggers, learn to read facial expressions, **develop problem-solving skills**, and become more attuned to how their actions affect other people (*Kuypers, L.M, 2011*).

The **green zone** means you're **feeling calm** and **alert**, or “**just right**”. Being in the green zone means you are calm, **focused, happy, relaxed**, or **ready to learn**. This is predominantly the state you want your child to be in. Although, the yellow zone is okay sometimes, too. And, you'll learn, that there are times when the other zones are expected. Usually, **teachers want their students in the Green Zone in the classroom, so they're ready to learn.**

The **yellow zone** describes when you have a **heightened sense of alertness**. This isn't always a bad thing; you still have **some control** of your actions when you're in the yellow zone. Being in the yellow zone means you may feel frustrated, anxious, or nervous. But it could also mean you're feeling excited, silly, or hyper-**which is okay in the right situations.**

The **red zone** describes an extremely heightened state of intense emotions. When a person reaches the red zone, they're no longer able to control their emotions or reactions. **This is the zone kids are in during meltdowns.** Being in the red zone means you're out of control. You could be feeling many things, such as, **anger, rage, terror, or complete devastation.**

The **blue zone**, on the other hand, is used when a person is feeling **low states of alertness or arousal.** When you're in the blue zone you may be feeling down – **sad, sick, tired, or bored.** You're still in control, as you are in the yellow zone, but with **low energy emotions.**

Mark Your Calendars



- ❖ **June 3rd to 5th** – Grade 7 Camp
- ❖ **June 5th** - Theme Day: Favourite Character Day
- ❖ **June 7th** - School Wide Play Day
- ❖ **June 11th** – Indigenous Drum Awakening Ceremony
- ❖ **June 13th** – Talent Show for school and performers parents only @ 1:45pm
- ❖ **June 13th** - VCC Tooth Trolley 9am to 12pm
- ❖ **June 17th**- PAC Meeting @ 6:30pm doors open for 6:45pm start (*AGM and elections in the fall)
- ❖ **June 18th** - MaraFun
- ❖ **June 19th** - PAC Pizza Lunch
- ❖ **June 21st** - Grade 7 Leaving Ceremony
- ❖ **June 21st** – National Indigenous Peoples Day
- ❖ **June 24th** - **Summary of Learning Reports go home**
- ❖ **June 24th** – Kindergarten Graduation
- ❖ **June 27th** - **Last Day for Students**

** please check the school website for the 2024-2025 School Calendar and Fee Schedule Thank you. 😊

CITY OF VANCOUVER

REUSE AND RECYCLING DROP-OFF EVENT

Sunday, June 23, 2024 | 10am - 1pm

Hillcrest Community Centre
4575 Clancy Loranger Way (parking lot, enter off Midlothian)

DONATE OR RECYCLE

For accepted items and event details, visit vancouver.ca/drop-off

Flexible plastics are also accepted at this event.

BOOZ THRIFT STORE RECYCLEBC